A TASK BASED NEEDS ANALYSIS OF SPANISH FOR MISSIONARY PURPOSES

by

MARY ELIZABETH HAYES

(Under the Direction of Victoria Hasko)

ABSTRACT

Needs analysis (NA) has been a core component of language for specific purposes (LSP) research and curriculum development for the past half-century, and within the past decade has seen significant methodological advancement. Specifically, certain LSP NA research has adopted task as a unit of analysis (e.g., Youn, 2018; Malicka et al., 2019), and care has been taken to further understand the language-learning needs of professional contexts through the triangulation of stakeholders and methods (e.g., Serafini et al., 2015). While North American, English-native missionaries serving in Latin America must learn Spanish in order to fulfill their professional calling, the learning needs of this population have not been empirically investigated.

This study applies best practices in LSP NA to a sequential mixed-methods design. Through a sequence of stakeholder interviews and quantitative questionnaires, the study identified target communicative tasks of missionaries serving in Latin America, and determined how these tasks were described by missionaries in terms of relative difficulty, frequency, and importance to their work. The study produced an inventory of 21 target communicative tasks, as well as their characterizations, and further analyzed their difficulty, frequency, and importance according to

functional role and proficiency. In addition to answering the research questions driving the inquiry, thematic analysis of interview data uncovered features of the LSP context that have bearing on future research and curriculum development, such as the need for responsiveness of the organization's language learning program to operational strategy. These findings provide a foundation for the development of a task-based curriculum that has the potential to address the lexical-semantic, morphological, and socio-pragmatic learning needs of professional missionaries serving in Latin America.

INDEX WORDS: Applied linguistics, Language for specific purposes, Communicative competence, Pragmatic competence, Needs analysis, Target task, Second language acquisition

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by

MARY ELIZABETH HAYES

B.A., Furman University, 2007

M.A., The University of Florida, 2009

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MARY ELIZABETH HAYES

Major Professor: Victoria Hasko

Committee: Melissa Freeman
Ruth Harman

Electronic Version Approved:

Ron Walcott
Vice Provost for Graduate Education and Dean of the Graduate School
The University of Georgia
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DEDICATION

to the lost among the nations,

that our praises may be multiplied

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CHAPTER 1: INTRODUCTION

Language for specific purposes (LSP) refers to the teaching and investigation of a language in relation to the needs of adult learners undertaking specific academic or professional activities (Basturkmen, 2013). For example, an English for medical purposes course aims to prepare non-native English speakers to communicate in American clinical settings; Spanish for tourism purposes looks to prepare non-native speakers to navigate travel in Spanish-speaking countries. In such courses, the methodology, content, materials, teaching, and assessment practices address particular targeted language usages; as such, the academic field of LSP examines contributions of LSP theory and its impact on language learning outcomes across various professional and academic fields.

Meanwhile, theory and findings generated from LSP research have not yet penetrated to some critical applications of specialized language learning. For example, both scholars and language educators have neglected missionary language learning in the context of LSP, though the objectives and learning and performance needs of missionaries would seem to qualify it as a candidate for such analysis. A missionary is a member of a religious group sent to an external area in order to promote its faith and/or provide education, literacy, social justice, health care, and economic development services. Positionality suggests that the words of workers or volunteers on humanitarian missions could carry outsized impact and reach, and that poor communication could create negative consequences for the communities they serve. Even so, current programs of study for missionary language learners, rather than centering

learner needs, assume a grammar-complexity scope and sequence (personal communication, February 27, 2019).

The multi-method study presented in this dissertation explores the task-based language needs of evangelical Protestant missionaries retained by a single international organization, living and working in Spanish-speaking Latin American locales. Under the framework of activity theory, and using thematic analysis of text from small group interviews as well as a quantitative analysis of survey responses, this work looks to investigate the applicability of LSP in missionary language learning.

The author's positionality throughout this process should be noted. The researcher grew up in this denominational context, as the child of an evangelical pastor, and learned of the sending organization through media campaigns and fundraising initiatives. The researcher's own brother, along with his family, has served with the organization as a church planting missionary, though not in Latin America. At the time of the study, the researcher, a trained linguist, was employed by the organization as a process and product manager within the training department. The training department oversees the recruitment, selection, and development of missionaries, and creates educational materials for the larger denominational network, in support of evangelistic activity within local churches in the United States. As a leader in this department, the researcher gained significant knowledge of the missionary experience: she directed the creation of missionary training and development materials and also worked and visited with missionaries in various countries for work purposes unrelated to this investigation. Both her work and role were unrelated to language instruction programming or missionary management. This immersion, however, both reinforced the value of missionary

work and revealed opportunities for improved approaches to language learning that could be explored through academic analysis.

Needs Analyses in LSP and Communicative Target Tasks

LSP programming and research depend upon needs analyses (NA)—the systematic identification of these learners' instructional and professional needs as they relate to language study (Belcher, 2006; Long, 1985). Over the past two decades, LSP NA scholars have revived a focus on methodological validity, rendering the field increasingly learner-centric (Long, 2005; Serafini et al., 2015).

Specifically, researchers have adopted 'task' as a unit of analysis for measuring LSP learning outcomes (e.g., Youn, 2018). Recent work has produced inventories of required communicative target tasks (TT), in the language of study, by which learners can fulfil their professional activity (e.g., Malicka et al., 2019; Youn, 2018). Further, triangulating methods and data sources, studies have found, can provide more accurate accounts of learner needs and LSP contexts (Serafini et al., 2015).

In response, the present study considers missionary language learning to be a variety of LSP, and applies related needs analysis advances and trends to the practice. Conducting this needs analysis of evangelical Protestant missionary language learning in Spanish-speaking Latin America produced and described an inventory of communicative target tasks (TT). Such an inventory may allow for more targeted and accurate assessments of missionary language learning outcomes.

Missionary Language Learning in the Research Context

Each year, the missionary organization (or "sending organization") commissions approximately 500 missionaries to international service among unevangelized people groups; by

the end of 2022, this organization will be supporting approximately 3,700 full-time missionary personnel worldwide. These missionaries make their homes within communities of focus and work to establish or strengthen Christian churches with indigenous leadership. Specifically, the sending organization deploys missionaries to localities where they may evangelize among people groups that are unreached and unengaged with the Christian gospel. According to www.peoplegroups.org, a people group is "an ethno-linguistic group with a common self-identity that is shared by the various members." This definition further incorporates aspects of language and cultural meaning by adding that a people group "is the largest group within which the Gospel can spread without encountering barriers of understanding or acceptance." A people group is considered "unreached" if less than 2% of the population identifies as evangelical Christian, and "unengaged" if "there is no church planting strategy, consistent with evangelical faith and practice" at work within it." Per www.peoplegroups.org, there are 7,222 unreached people groups around the world, accounting for 4.7 billion people, and nearly half of those are unengaged (3,184 groups, or 273 million people). Using these definitions, the sending organization has identified 1,047 people groups in Central and South America; 338 of these are classified as unreached and unengaged. To initiate evangelical church growth among these people groups, the sending organization recruits, develops, and deploys missionaries—most often from the United States—to strategic locations across the globe.

These missionary personnel, generally college graduates, serve either mid-term assignments (approximately 24 months) or long-term assignments (more than 36 months) that turn into apprentice periods of learning, acclimation, and mentorship. Long-term assignments are typically awarded to those with graduate-level degrees in theology, divinity, or a related field who have previous missionary experience in this or other sending agencies. Only

unmarried individuals or married couples without children may serve mid-term assignments. Unmarried individuals, married couples without children, and married couples with children qualify to serve long-term assignments.

The sending organization recruits missionary candidates through their affiliation with a large denomination of evangelical churches, primarily in the United States. Missionary candidates are identified from within these churches and qualify to serve with the sending organization based on their personal motivation toward missions service (referred to as a "calling" within the denominational tradition), their professional or lay ministry experience, the alignment of their lifestyle with core tenets of the Christian faith, their general physical and mental health, and the endorsement of their church. Missions service within this denominational tradition is not compulsory; missionary candidates who apply and are selected are employed by the organization as professional ministers, paid a salary, and awarded a housing allowance based upon the local cost of living. They also receive significant logistical support, both during relocation and tenure, including educational stipends for their dependents, transportation and medical assistance, and support in finding appropriate housing.

Once deployed to their missions service location, missionaries either support ongoing church work or evangelize with a small group of local Christians to establish a new church. Representatives of this sending organization do not aspire to lead these community churches. Rather, they follow the spread of the early Christian church, as modeled in Acts and the writings of the Apostle Paul, in which previously unevangelized people groups hear the gospel of Jesus Christ, accept it, form a community of learners centered around Jesus and his teachings, and begin to model their lives after his example. This community forms a Christian church that, in turn, serves the larger community and seeks to share the gospel with more local

individuals. The resources and leadership for this new church come from the growing community of local believers; the missionary acts as a catalyst and helper as opposed to a leader. Once a church is considered sustainable, or the local people are sufficiently engaged by the gospel, a missionary may be reassigned to a new location to establish or strengthen the work of the church there. It is not uncommon for long-term missionaries to relocate every five to seven years.

Prior to deployment, missionaries chosen for service with the sending organization receive training in this church growth methodology at a facility in the Eastern United States. Children deploying with their missionary parents also attend training and are given age-appropriate education to help them adapt to new cultures and lifestyles. Missionaries do not, however, receive explicit language instruction from the sending organization. Instead, language needs are addressed according to missionary destination. For example, missionaries deploying to Europe either take on individual formal training in on-site language institutes, with financial support from the sending organization, or hire private tutors. Those deployed to Latin American Spanish-speaking communities (the context for the present investigation) generally spend their first year in a landing city in Central America, where they receive individual language tutoring at a local language institute, selected by regional training leadership. The current learning program for missionaries studying Spanish in Latin America uses a grammar-based curriculum that draws from the Common European Framework of Reference for Languages (CEFR). Outside of language tutoring, missionaries engage in "intentional community practice" by traveling a "language route where they will speak to several people a day, but only a short amount" (personal correspondence, February 27, 2019).

Missionaries in this research context participate in Oral Proficiency Interviews (OPI)[1] approximately once every four months while in the landing city. Once they reach the "advanced low" proficiency level, generally within a year of arrival, they leave the landing city and settle into their specific field assignment, where they continue self-guided language learning with the support of a peer language coach. Missionaries in this context are expected to achieve "advanced mid" proficiency within their first three years of employment; continuance of employment with the sending organization beyond 36 months is contingent upon this and other performance criteria.

Research Questions

The needs analysis engaged qualitative methods to identify an inventory of 21 target tasks (TT), and employed quantitative methods to compare and contrast the reported frequency, importance, and ease of execution (in Spanish) of each. This sequential multi-method study employed small group interviews and Likert-based surveys to answer the following research questions:

R1a: What are the target communicative tasks of missionaries working in Spanish-speaking contexts, as identified by supervisors, trainers, and missionaries?

R1b: Are different target communicative tasks identified across stakeholder groups (supervisors, trainers, and missionaries)?

R2a: How are the communicative tasks described by missionaries, in terms of their frequency and importance to missionary duties and their ability to perform them in Spanish?

[1] Information on OPI can be found at https://www.languagetesting.com/oral-proficiency-interview-opi-2, and on ACTFL Guidelines at https://www.actfl.org.

R2b: Do descriptions of frequency, importance, and performance ability of target communicative tasks vary across subsections of learners (differentiated by role, tenure, or otherwise)?

Significance of the Study

The present study contributes to research and practice by forwarding the treatment of missionary language learning as a professional and specific-purposes context. In addition, this work applies best practices in LSP NA to a context in which English is not the target language. Its focus on recent advances in LSP NA methodology—triangulation of methods and sources, *task* as the unit of analysis, and the call to advance research and analysis beyond lists of target tasks to include task-based language needs (Serafini et al, 2015)—also adds to the body of knowledge on LSP and NA. Furthermore, the results of the NA are immediately applicable to the research context, and may provide a foundation upon which effective LSP training tasks may be built, improving missionary language learning.

The researcher, as a former employee of the sending organization and a trained linguist, is uniquely positioned to understand the challenges of serving as a missionary in a Spanish-speaking country, and of acquiring the new language structures on the job without prior LSP training. The hope is that the current work, by examining these target tasks with an eye to improving learning outcomes, can help prepare future generations of missionaries with the method of language learning most appropriate to their purpose.

Organization

This dissertation will proceed as follows. Chapter 2 offers an overview of the literature on missionary language learning, language for specific purposes, and needs analysis, as well as a discussion of the study's theoretical framework. Chapter 3 describes the study's research

design, including methods and data collection. Chapter 4 presents the results, and Chapter 5 discusses these findings and identifies study implications, limitations, and prompts for future research.

CHAPTER 2: LITERATURE REVIEW

This dissertation looks to analyze the language needs of missionaries working for a particular international organization in Spanish-speaking, Latin American contexts. Learners undertake language study in a wide variety of professional, academic, and personal contexts; a growing body of research examines the first two of these three usages (e.g., Belcher, 2006; Dudley-Evans & St. John, 1998; Fiorito, 2006; Flowerdew & Peacock, 2001; Hutchinson & Waters, 1987; Robinson, 1991). To build a foundation for this study, this chapter will first review general literature in the field of Language for Specific purposes, including its emergence and evolution from theoretical to analytical and methodological perspectives, and then focus in on that specific to religion in language learning and. Finally, the chapter highlights a subset of specific studies from the reviewed literature that heavily informed the current study, tying these to the formation of the study's research questions.

Language for Specific Purposes

Hutchinson and Waters (1987) traced the emergence of English for Specific Purposes (ESP) scholarship to global economic changes in the wake of World War 2, which made English "the accepted international language of technology and commerce" (p. 6). This field of inquiry grew alongside a concurrent shift in linguistics from a prescriptivist paradigm–with its focus on grammar and rules–to a descriptivist one that recognized differences in language use across media and context (p. 7). The late 1960s, they continued, saw a rise in the centrality of learners and their attitudes, motivations, and needs in educational psychology.

As the field of ESP evolved and broadened, in terms of focus and unit of analysis, its applications have grown, from English for science and technology (e.g., Ewer & Latorre, 1969; Swales, 1971) to English for medical professions (e.g., Bruton et al., 1976), to English for aviation (e.g., Ishihara & Prado, 2021; Zeguniene, 2009), among others (see Orr, 2002). Relevant literature has also investigated target languages other than English, notably the teaching and learning of Spanish (e.g., Doyle, 2012; Long & Uscinski, 2012), Japanese (e.g., Iizuka, 2021), and Chinese (Spring, 2012; Tao & Howard, 2019) for specific purposes.

Despite its 50-year history and the proliferation of subfields—or perhaps because of this—theorists have not agreed upon a standard definition of an LSP context (see Robinson, 1991, p. 5). Per Hutchinson and Waters (1987), LSP/ESP represents an *approach* to teaching rather than a specific strategy or category of content. Even so, a generally-accepted focus on specific, outcome-based learner needs unifies the field; its contemporary scholars identify these needs within specific LSP contexts and help design pedagogical tasks to deliver relevant instruction. As such, the state of this field may be best expressed through an examination of its evolving focus on learner needs.

Evolution of LSP and Primacy of Learner Needs

English for Specific Purposes passed through distinct stages between the 1960s and late 1980s (Hutchinson & Waters, 1987), with each practically impacting teaching and learning design. Early work focused on defining and teaching to the *registers* of different professional areas, determining what linguistic forms of English were required and prioritizing those in instruction (Hutchinson & Water, 1987). However, "register analysis as a research procedure was rapidly overtaken by developments in the world of linguistics [...] as ESP became closely involved with the emerging field of discourse or rhetorical analysis" (p. 10). ESP research and

practice shifted from examining and teaching discreet linguistic features and instead sought to understand how meaning was made and communicated in different professional contexts, and to equip learners towards those rhetorical patterns.

The 1980s saw a shift in focus, from analysis of the material to be learned or context to be mastered—whether lexical, grammatical, or rhetorical—to the reasons learners had for learning and the *target situations* within which they hoped or needed to perform (Garcia Mayo, 1999). In the late 1980s, Hutchinson and Waters (1987) themselves asserted the primacy of learner need in both analyzing ESP contexts and effectively designing and delivering instruction to ESP learners.

This principle of learner centrality has come to define the field itself, positioning needs analysis (NA) as the first and best step in designing effective LSP teaching practice (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Long, 2005b). Critical to the practice of NA, however, is the understanding of *need*. Munby (1978) was perhaps the first to introduce the term in the LSP context, referring specifically to *communicative language needs*, but the concept has received various treatments. Earlier LSP literature mostly considered need in terms of *goal-oriented* learner requirements, gaps in ability perform in target situations, and/or the external factors relevant to language instruction (Hutchinson & Waters, 1987).

Given that all LSP contexts represent unique target situations, it follows that learner needs are unique and will inherently vary according to context. To identify and then meet these learner needs, LSP researchers conduct needs analyses (NA); the history and best practices of these follow below.

Needs Analysis

LSP researchers agree that thorough needs analysis (NA) is one of the "prominent distinguishing features" of the field (Belcher, 2006, p. 135), along with domain-informed instructors and teaching methods. Per Iwai and colleagues (1999), needs analysis "refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (p.6) The results of NA "serve as the basis for developing tests, materials, teaching activities, and evaluation strategies" (p. 6) for language learning programs for that group of students. In addition to being considered the starting point for effective course design (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Long 2005a), it is also considered an indispensable first step in delivering a learning solution in vocational, academic, or professional contexts where there are time and resource constraints and institutional expectations for language use (West, 1997).

Prevalent Models of LSP NA Since 1970

As a critical feature of LSP teaching and learning, NA has been a focus of academic discussion and research; conceptual approaches to NA have evolved over the past five decades, from the earliest iteration of *target situation analysis* (TSA) (West, 1997). Per West (1997), TSA is NA "in which the language requirements of the target situation [are] identified by contemplating, questioning or observing those [learners] already in that situation" (p. 71). One of the most well-recognized early models of NA, Munby's (1978) Communicative Needs Processor (CNP), was meant to serve as a template for the creation of LSP learning programs that accounted for linguistic targets and the situations in which learners needed to perform via

multiple analyses. The Munbian model considered the communicative setting in the target situation, means of communication, and language skills required (Zhao, 2010).

Critics questioned the flexibility (West, 1994) and ease of implementation of Munby's model, at any scale (Hutchinson & Waters, 1987). Hutchinson and Waters (1987) provided a more simplified, yet comprehensive, approach to TSA, by posing five questions: 1) Why is the language needed?, 2) How will the language be used?, 3) What will the content areas be?, 4) Where will the language be used?, and 5) When will the language be used? Dudley-Evans and St. John (1998) offered additional criticism, noting that though Munby's model succeeded in providing a thorough profile of the learner and his or her language learning needs, it did not provide a method for prioritizing them. Meanwhile, West (1994) contended that while the model may identify learning needs based on intended use, it failed to provide direction for designing syllabi from identified needs.

Richterich and Chancerel (1980) introduced *present situation analysis* (PSA), which uses learners as a source of information to "[estimate] strengths and weaknesses in language, skills, [and] learning experiences" (Dudley-Evans & St. John, 1998, p. 125). PSA, in contrast to CNP, measures both learners' language abilities at the time of analysis and their language learning background (Haseli Songhori, 2008). Because TSA identifies the situations in which learners need to use the target language, and PSA analyzes a learner's present language use or knowledge situation, the two approaches have been posited as complementary (Haseli Songhori, 2008), and "needs analysis may be seen as a combination of TSA and PSA" (Rahman, 2015, p. 27). West (1997) highlighted the need to understand the "'learning gap' between present needs and target needs" (p. 71), termed "deficiency analysis" (see also Allwright, 1982; Robinson, 1991).

In the same chapter, West (1997) recommends employing strategy analysis to "establish the learners' preferences in terms of learning styles and strategies, or teaching methods" (p. 71), as well as means analysis to understand the "constraints and opportunities" (p. 71) in the learning context, including classroom culture, teacher profiles and staff resources, and changes necessary for successful implementation. West's recommendation reflected an overall movement in LSP NA that gained momentum in the early 1990s, to account not only for learners' linguistic abilities and needs, but also for "an integrated view of language, learner and context" (Zhou, 2010, p. 64). This movement signaled a departure away from earlier approaches concerned solely with determining linguistic features to teach, and towards a more holistic treatment of learners as agents with goals in context.

Current State of NA in LSP

While NA has held a place in LSP literature since the early 1960s (see Long, 2015b; Norris, 2009 for reviews of NA in LSP), three significant advancements have dominated NA methodology since 2005. These advancements, which currently define best practices in the field, designate *task* as the unit of analysis (Long, 2005a), deploy methods and sources triangulation (Serafini et al, 2015) to rigorously identify TT, and broaden focus beyond identifying TT and TTT to gathering insights useful to inform LSP curricular decisions and design (Macalister, 2012; Malicka, et al, 2019). Each of these best practices is presented below, along with relevant examples from the literature.

Triangulation of Sources and Methods

Triangulation refers to engaging a variety of stakeholders and methods to capture a more robust understanding of a phenomenon under investigation (Dörnyei, 2007). Following Long's (2005a) suggestion, many studies investigating NA of language learners have adopted a sequential methodology that moves from inductive (qualitative) methods to deductive

(quantitative) inquiry (cf. Gilabert, 2005; Huh, 2006; Lambert, 2010; Malicka et al., 2019; Youn, 2018), thus triangulating learner needs. Additional work solicits insights from different stakeholder groups, to better understand learner needs in a specific organizational context (cf. Huang, 2014; Kim, 2006) or find discrepancies in stakeholder understanding of these needs (cf. Jasso-Aguilar, 1999). However, prior to 2015, few published studies triangulated both methods and sources (Serafini & Torres, 2015).

Serafini and Torres (2015) explain and review literature employing methodological and participant triangulation, holding that the latter can "raise awareness among researchers and practitioners of the necessity of ensuring that tasks identified by NA are really those required of learners to function successfully at work or other settings" (p. 21). Overall, triangulation of methods and stakeholders increases the credibility of findings in LSP NA (Bocanegra,-Valle, 2016; Long, 2005a, 2015; Youn, 2018) and should be considered a best practice.

Triangulation of sources. Long (2005b) identified five major sources of data in SLA research: existing research literature, language learners, language teachers, language experts, and triangulation of data from these sources. Triangulating phenomena, he argued, by comparing relevant data from multiple sources—literature, learners, teachers, and so on—increases the credibility of research and the validity of interpretations.

Triangulation of data sources has become a standard best practice in LSP NA (Serafini & Torres, 2015). Recent research has demonstrated the specific benefits of comparing data gleaned from different stakeholders in a professional language use context. For example, Jasso-Aguilar (1999) conducted a task-based NA of the language associated with the job of hotel housekeeping, with input from various context stakeholders, such as the housekeepers themselves, supervisors, and a human resources representative. Comparison of the insights

provided by each type of stakeholder uncovered discrepancies regarding perceived language needs of the housekeepers.

Martin and Adrada-Rafael (2017) and Youn (2018) cited the involvement of different stakeholders within the same methodological process (i.e., interviews) as a methodological strength. In Youn's (2018) study, different stakeholder groups identified different language tasks of importance to English for Academic Purposes (EAP) students, while Martin and Adrada-Rafael (2017) similarly engaged stakeholders while examining a Spanish for Business context. The current study replicates this strength; it triangulates task-based language needs by consulting a variety of stakeholders (sources) in interviews designed to identify contextual TTs.

Triangulation of methods. In addition to triangulating sources of data, Long (2005a, 2015) suggests LSP NA researchers triangulate methods to further understanding of learner needs, and to validate data while increasing the credibility of interpretations. Triangulation is not simply incorporating various methods or sources into the design of a study; rather, it compares insights gleaned from these to determine which sources, methods, and data are most reliable (Jasso-Aguilar, 1999). Triangulation of methods may be accomplished through combining qualitative methods (cf. Jasso-Aguilar, 1999; Malicka et al, 2019), quantitative methods (cf. Farah & Sumarsono, 2019; Rahman, 2022), or through mixed-methods research that combines qualitative and quantitative methods (cf. Caplan & Stevens, 2017; Gilabert & Malicka, 2021; Iiuzuka, 2019; Serafini & Torres, 2015; Smith, Hyeyoung, & Zenker, 2022; Youn, 2018).

Unit of Analysis

Task has been adopted as the unit of analysis in many NA research projects (cf. Gilabert, 2005; Jasso-Aguilar, 1999; Malicka et al., 2019; Young, 2018) in an attempt to lessen the gap between NA results and subsequent curriculum development (Malicka et al., 2019). Its use lends a multitude of benefits, including increased theoretical practicality of NA

(Long, 1985, 2005a; Norris, 2009), contextualization for the development of curriculum (Long, 2005a), overcoming the obstacle of learner inability to accurately identify and express linguistic learning needs (Long, 2005a), and is compatible with what is known of adult psycholinguistic development (Long & Crookes, 1993; Long, 2015a).

The adoption of task as a unit of analysis in LSP NA echoes the growing body of research on task-based teaching and learning (TBTL). The term "task" has many definitions in second language acquisition (SLA) literature, ranging from, broadly, task as the everyday activities of people in the real world (Long, 1985) to task as pedagogical activity designed and employed by language educators to encourage language development in learners (Ellis, 2003; Nunan, 2004). In TBTL, tasks in the lives of learners are the subject of pedagogical tasks in the language classroom (Bygate et al., 2001; Gass et al., 1999; Robinson, 2011). As put by Gonzalez-Lloret and Nielson (2014), "TBLT is a pedagogical approach to language instruction with the central aim of preparing students to accomplish real-world tasks that are directly relevant to their needs" (p. 526). Nunan (2004) connected real-world tasks—or "uses of language in the world beyond the classroom" (p. 1)—with pedagogical tasks, or "classroom work that involves learners in comprehending, manipulating, producing, or interacting with the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form" (p. 4). The output of task-based NA is *target tasks* (TT), which refer to the activities done—or to be done—by the learners in their specific context, and *target task types* (TTT) that represent superordinate groups of these target tasks (Long, 2005a; Serafini et al., 2015).

NA in Curriculum Design

According to Long (2015a), a task-based NA should produce both lists of the required tasks in a target context and additional task information that can be used by practitioners to develop, sequence, deploy, and assess related pedagogical tasks in the TBTL classroom (Lambert, 2010; Malicka et al., 2019). As Lambert (2010) suggests:

> Although information on task types may provide a basis for specifying general program goals, it does not provide the specifics of content and performance necessary for setting course objectives, developing task sequences or specifying realistic assessment measures. In addition to knowledge of specific target tasks associated with each task type, a more complete framework of task-based needs analysis should incorporate criteria used to determine success on tasks across workplace domains. (p. 110-111)

Watanabe and colleagues (2009) named NA the first step in the cycle of creating relevant and effective language learning experiences for LSP learners. Simply identifying a task does not necessarily equip an instructor to teach students how to carry out their work successfully. Once TTs are identified, the next step should be the pursuit of deeper insights into the language and strategies needed to achieve real-world communicative objectives. These may be obtained through further inquiry with stakeholder participants or through a review of existing SLA literature (Skehan, 1996).

Since 2015, task-based NA of LSP contexts have increasingly examined how resulting TT lists and TTT categories can be used to inform, design, implement, and evaluate LSP learning programs and curricula. Early examples were carried out in Spanish for specific purposes (SSP) contexts and are presented in the following section (González & Nielson, 2015; Serafini & Torres, 2015; Torres & Serafini 2016) along with other NAs in SSP, while relevant examples examining other LSP contexts are presented here.

Malicka, Gilabert, and Norris (2019) used sequential qualitative methods to identify the TTs of front desk employees using English in a hotel hospitality setting and determine the cognitive difficulty of these TTs. TTs were identified by the researchers through interviewing both novice and expert employees. The researchers asked participants to list their daily tasks and asked follow up questions to gauge the frequency of these tasks. In these interviews, the researchers also asked questions regarding the complexity ("difficulty") of these tasks. Following the interviews, the researchers also observed the employees performing their professional duties and collected discourse samples. The authors then applied Robinson's Triadic Componential Framework (2011) to classify the TTs by the variables affecting their complexity.

The researchers designed a pedagogic unit based on the results of the NA and the analysis of the TTs in light of Robinson's framework. The unit centered on the topic 'Overbooking' and consisted of three oral tasks that progressed from simple to more complex. The simple task required learners to describe available rooms, the complex task required the learner to describe available room options, apologize for the overbooking, and make a recommendation, and the +complex task added the requirement that learners justify their recommendation. Though the study does not report on the implementation or effectiveness of the unit, the authors suggest using task-based assessment informed by the information gathered in the NA regarding successful task performance standards.

Iizuka (2019) conducted a three-phase, mixed methods, task-based NA of American undergraduate and graduate students studying abroad in Japan. The study employed individual interviews by the researcher of eight students and four host families, and questions were designed to elicit "real-life tasks, problems, and goals" (p. 136). Students (n=20) then responded to a questionnaire in which they rated these tasks as 'important' and 'problematic' on five-point

Likert scale. The author chose to incorporate the 'problematic' rating, stating that "while frequency and importance are some of the essential criteria to identify target tasks, it is not clear whether we should decide what to cover in class solely based on these" (p. 136), and treated ratings of 'problematic' as indicating the perceived difficulty of the tasks in his analysis. Some tasks identified in the study were (starting with those rated most important) *small talk with host family, small talk with teachers/school staff, understanding humor, understanding regional dialects, small talk with friends, using public transport,* and *giving a speech/presentation.*

The author identified those tasks rated highly both in importance and difficulty–*reading food labels* and *asking for/following street directions*–as being "tasks which could potentially constitute units in a TBLT course in the program" (p. 139), and followed this suggestion with a hypothetical classroom exercise for the task *reading food labels*. The suggested classroom exercise involved the teacher providing authentic food labels (pictures) to draw attention to related vocabulary and the format of food labels in Japan. The author further suggested a task-based assessment in which students were given authentic food labels and asked to decode them under a particular circumstance (e.g., a food allergy and selecting the appropriate food option).

Smith, Hyeyoung, and Zenker (2022) applied Serafini et al.'s (2015) NA framework to an EAP context at the University of Hawai'i at Mānoa to identify listening and speaking tasks within the learning program, and to examine how insights from the NA could be used to evaluate the EAP curriculum. The NA began with inductive procedures including document analysis, interviews, and observations, from which the researchers produced an inventory of target tasks. These tasks were then used to construct a questionnaire through which students provided insights as to the frequency, difficulty, and importance of each. The researchers then gathered additional information on the tasks by conducting structured interviews with instructors and administrators,

classroom observations, and analysis of program syllabi. Data from the inductive procedures in phase 1, from the phase 2 questionnaires, and the additional insights gleaned in phase 3 were then collectively analyzed to produce a final list of TTs. These TTs were further grouped into target task type categories (TTT) which included *doing academic lectures, doing academic discussions,* and *doing academic presentations.* Applying Serafini et al.'s (2015) framework allowed the researchers to identify TTs previously unidentified in the EAP program learning objectives, and led to the authors making recommendations for improvements to the program syllabi and instructional practices to better align with student needs. In contrast to the studies reviewed immediately above, the EAP program in Smith et al.'s (2022) study already operated using a task-based syllabus. Their study, however, illustrated the importance both of using multiple sources and methods to triangulate learner needs, as well as continuously assessing and (re)aligning learning programs with these needs.

In addition to being a distinguishing feature of LSP, NA is widely considered an indispensable first step in developing an effective LSP program curriculum (Belcher, 2006; Long, 2005b). As put by Dudley-Evans and St. John (1998, p. 126, as quoted in Rahman, 2015, p. 26):

> First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and sills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted.

As can been seen in this review of relevant task-based NAs, although there is agreement that thorough NA should serve as the starting point for the design of an LSP curriculum,

there is a proliferation of approaches to gathering additional information on target tasks and interpreting the results of NA during the task selection and prioritization, sequencing, and design of LSP syllabi. The following section introduces studies specifically examining Spanish for specific purposes (SSP) contexts, with special attention given to those pieces of literature adopting a TBLT approach.

Spanish for Specific Purposes

Though most published literature regarding LSP investigates English-language learning contexts (Grosse & Voght, 2012), the body of work on Spanish for Specific Purposes (SSP) has been growing since the 1980s, alongside SSP instruction in U.S. institutes of higher and continued education (Pérez, 2018; Sánchez-López, 2010). The fields of business and healthcare have represented the most prolific coursework on the subject (Long & Uscinski, 2012; Hardin, 2015), though additional specific purposes, such as study abroad and legal professions, also receive attention (Camus & Advani, 2021; Mason, 1992, respectively). Grosse and Voght (2012) attributed this increase in SSP course offerings to a desire to make language learning more attractive to students and diversify language curricula in higher education. Klee (2015) found that higher education students enroll in SSP courses due to the perception that Spanish-language abilities will improve their value and level of competitiveness in the workplace.

The growing focus on SSP has resulted in more published NAs identifying Spanish language learner needs and informing course curricula. In the past seven years, a handful of these studies have applied the NA best practices and adopted a TBLT approach to both needs analysis and curriculum design. González-Lloret and Nielson (2015) conducted a NA of the Spanish language needs of U.S. Border Patrol agents and evaluated the effectiveness of a resulting task-based Spanish training program. The researchers first conducted interviews with Border Patrol

agents, supervisors, and trainers, and then analyzed the content of training materials and job descriptions provided to new agents. From this, they identified seven target tasks that agents should be able to perform in Spanish, such as conducting vehicle stops, extracting suspects from hiding, providing first aid, and inspecting vehicles. To better understand the ways in which these professional tasks were carried out and the language typically used in their performance, the researchers reviewed videos of seasoned agents completing these work tasks. When building the task-based curriculum, the tasks were sequenced in order of complexity, and modules were designed to move from input-rich learning activities (e.g., watching video recordings of the tasks being done in Spanish by experienced agents) towards more output-oriented activities (e.g., participating in role plays with native interlocutors).

The resulting task-based course ran for four years. González-Lloret and Nielson (2015) compared the oral proficiency between agents in the previous grammar-based course and those in the task-based course. Not only did task-based course agents "out-perform students in the previous grammar-based course in terms of oral accuracy, fluency, and complexity" (p. 541), these agents also indicated that the TBLT program met their real-world professional needs.

Serafini and Torres (2015) conducted a three phase, task-based NA of Spanish for Business, using open-ended surveys to solicit suggested target tasks from business students, professors, and practitioners (phase 1). In the second phase, business students rated each of the resulting 40 suggested target tasks based on perceived difficulty and frequency. These ratings were then used by the researchers to inform a course curriculum. Tasks rated 'not frequent' and 'not difficult' were excluded from the curriculum design, and the 14 remaining "core target tasks" (p. 455) were grouped thematically into five course learning objectives and addressed by specially-designed pedagogic tasks. Torres and Serafini (2016) followed up on a course based on

their 2015 NA, finding that students perceived the tasks derived from task-based NA to be interesting, satisfying, and relevant (p. 290).

Martin and Adrada-Rafael (2017) replicated Serafini and Torres' (2015) study, adding "methodological improvements" (p. 40) based on the best practices put forth by Long (1985, 2005a, 2015b). Specifically, the authors employed a mixed-method, sequential research design and participant sampling methods to ensure rigorous source-method triangulation, resulting in a three phase NA. Like Serafini and Torres (2015), this study began with open-ended surveys and employed semi-structured interviews. Eight participants (professors and students of business, as well as practicing professionals) participated in phase 1 data collection and suggested 40 target tasks. In phase 2, 68 student and professional respondents rated the identified target tasks, in terms of frequency and difficulty, along a Likert-type scale. Of the 40 tasks, 21 were rated as frequent by at least 30% of the responding participants. In phase 3, these TTs were grouped into superordinate target task types (TTTs) and sequenced according to their reported frequency, including only those 21 TTs in the syllabus design.

Camus and Advani (2021) conducted a three-phase NA of undergraduate students preparing for study abroad in Spanish-speaking countries, with the goals of identifying TTs reflecting their real-world activities and selecting and sequencing prioritized TTs into a curriculum to prepare new students for departure. The researchers engaged students with previous study abroad experience, and resident program directors, in two phases of inquiry to identify TTs. In the first phase, 22 participants (13 students and nine resident directors) completed an online, open-ended survey in which they answered questions regarding their daily activities and academic study abroad activities. The researchers identified 37 TTs through thematic analysis of the data, organized them into conceptual target task types (TTTs), and

incorporated them into a student questionnaire measuring each's frequency and difficulty on a Likert-type scale. In the third phase of the study, the researchers used these ratings of perceived frequency and difficulty to select TTs for inclusion in the curriculum design. Specifically, the authors chose to use frequency as the "discrimination criteria" (p. 384), opting to include those TTs rated by students as frequent regardless of their perceived difficulty. They noted that "frequency was the most reliable factor for core task identification, while difficulty was deemed as informative" (p. 383). This resulted in a list of 23 TTs, combined into five TTTs, which were used as the learning objectives of the course design. In designing pedagogic tasks from these TTs and TTTs, the authors adhered to task-based learning and teacher (TBLT) principles and recommended curricula that were relevant, motivational, and founded on real-world language use. The authors also used ACTFL Can-Do statements for intercultural communication to inform the design of the pedagogical tasks, and aligned these classroom tasks with ACTFL World-Readiness Standards.

The studies reviewed here highlight a necessary departure from previous SSP NA, which provided "scant methodological detail" and relied "on texts rather than tasks" (Serafini & Torres, 2015). Prior to 2015, the literature concerning the design of SSP curricula either forewent NA entirely (e.g., Prieto-Ramos, 2006; Buendía Cambronero, 2013), did not adopt the best practices of source-method triangulation (García-Romeu, 2006), or relied only on textual analysis to derive course objectives (Doyle, 2010). The studies presented above addressed the lack of published literature adopting a learner-centric TBLT approach to SSP (Sánchez-López, 2013) and the "overall shortage of available materials" (Martin & Adrada-Rafael, 2017, p. 54) for instructors of SSP working within a task-based framework. With this dissertation, the author is making a further contribution to this growing body of TBLT SSP research.

Language for Missionary Purposes

Religion and Mission in Language Learning

In the last two decades, scholars have begun to pay attention to the role of religion in language learning policy and ideology (e.g., Bigelow, 2018; Elster, 2003; Sarroub, 2018) and learner and teacher identities and knowledge (e.g., Baurain, 2012; Varghese & Johnston, 2011; Lindholm & Astin, 2006). Significant research and academic discussion exist around the identities, motivations, philosophies, and even appropriateness of Christian missionaries as teachers in language classrooms (e.g., Kubota, 2009; Phillipson, 2009; Scovel, 2004). Pennycook and Makoni's (2005) exposé on the critical language effects of what the authors deemed the "missionary English project" (p. 139) expounded upon the far-reaching—and presumably detrimental–implications of the use of English language education and other languaging in the interest of Christian evangelism. Meanwhile, evangelical missionaries are using English education to access non-Christians with such prevalence to require a yearly conference for Christians in English Language Teaching (CELT), organized by the Christian English Language Educators Association.

A 2015 article in the *International Journal of Christianity and English Language Teaching* briefly reviewed the role of spirituality in the dynamic ecological system of language learning (Lin, 2015). Building upon literature by van Lier (2000), Larsen-Freeman (1997), and Dörnyei (in Dörnyei & Chan, 2013), Lin suggests that spirituality—or religious conviction—should be considered a salient factor in SLA language learning and development, and that beliefs are "an underlying energy contributing to the development in language within individual learners" (p. 57). Lin's proposal aligns with a previous invitation by Smith (2009) to investigate the influence of belief and spirituality in language classrooms; she goes on to suggest areas of

potential future research, most relevantly: “What language functions are used to describe religious experiences and spiritual beliefs?” (p. 58).

English for Bible and Theology

In addition to research highlighting the influence of faith on motivation and identity in language learners, limited research examines the learning of languages—primarily English—for religious purposes. In the teaching guide to *Exploring Theological English*, Pierson, Dickerson, and Scott (2010) situate English for Bible and Theology (EBT) as a further classification of LSP under the umbrella of English for Academic Purposes (EAP); they maintain that students of EBT, through specialized instruction, should be “reading theology textbooks, writing term papers about church history, participating in class discussions about biblical topics, and perhaps even teaching Bible studies or preaching” (p. xii). The authors go on to briefly explore what they deem a “gap” between the preparation provided by General Purposes English (GPE) courses and the needs of students pursuing theological education in English (p. xiv). They specifically address the needs of these students to handle complex, domain-specific, and often long reading passages, and engage in the tasks typical to a theological studies course (i.e., “complete reading assignments, listen to class lectures and take notes, participate in class discussions, write a critical review of a chapter from a required textbook, write your personal doctrinal statement, take two written examinations”) (p. xviii). To bridge this gap, the authors suggest providing specific Theological English (TE) instruction to students who have achieved at least intermediate proficiency through GPE courses, with the goals to “develop language skills needed to read theology books and articles written in English” and “learn key concepts and vocabulary used in theology books and articles written in English” (p. xvii). These learning objectives, they continue, may be met by “[using] available clues [in authentic texts] to determine meaning,”

"[scanning] passages for specific information," and "[using an] English-only theological dictionary" (p. xvii). Overall, the instructional book and teaching guides are focused on strengthening students' reading abilities so that they may engage more effectively in "the very specific language demands placed on them as they seek to comprehend theological articles and books written in English" (p. xx). In a later article, Pierson and Bankston (2013) continue advocating for the teaching of EBT at seminaries, present sample classroom approaches, and cite successful examples of EBT in Eastern Europe, Latin America, Asia, and the United States (citing Purgason, 2010).

Various authors have addressed the nuance of language in religious contexts, highlighting the activities unique to religious life, such praying, hymn-singing, meditation, praising, giving blessings, confessing, and preaching (Leventston, 1984), the use of metaphor and specificity in religious register and vocabulary (Crystal, 1981), and the "patterns of synonymy and of collocation" in religious language conditioned through tradition and scripture (Noppen, 1981). Such nuance differentiates EBT and Theological English (TE) from other many other EAP contexts; scholars recommend heavy reliance on authentic religious texts and media materials to expose language learners to these characteristics of religious language (Dazdarević, 2012). Scholars researching EBT recommend both advanced grammar study, to support comprehension of and engagement with academic texts (Pierce, 2018), and recognizing and assimilating these specific patterns of language, to ensure that "they become fluent communicators of the biblical truths to world people very well in need of the gospel" (Deressa et al, 2022, p. 6).

In addition to recognizing the need for specific language instruction for professional and academic purposes in religious contexts, researchers have also begun to examine the needs of learners, and to make targeted curricular recommendations. Gaston-Dousel and Alonzo (2011)

conducted a qualitative Target Situation Analysis (TSA) to inform the design of TE courses at two seminaries in the Philippines, in order to address the "lack of developed curricula and syllabi especially designed for teaching English to seminary students" (p. 51). Using an open–ended questionnaire distributed to students enrolled in theological seminary courses and follow up interviews of faculty members, the researchers identified situations in which seminary students needed to use English in their theological education, and produced 15 English language lessons that were then implemented at the seminary. The 2011 report does not evaluate the outcomes of the TE modules, other than to note that "the effectiveness of the [course] was clearly manifested in the student outputs, which showed significant improvement of their academic language skills, both in the oral and written aspects" (p. 69). Based on their findings, the authors recommend 1) the recognition of TE as a subset of EAP, 2) the development of more TE training materials, and 3) viewing TE as a "vital component to the training that their students should get" (p. 70).

A more recent NA (Deressa et al., 2022) analyzed the current English language program at an Ethiopian seminary, to gauge alignment with the academic and professional needs of students pursuing theological education and professional ministry. These students, destined for post-graduate professional ministry in local Ethiopian congregations, receive their theological training in English. At the time of the study, students were enrolled in general English as a Foreign Language (EFL) courses, not ESP. Through interviews, Likert-type questionnaires measuring how well the EFL curriculum met their academic needs, and analysis of the EFL course materials, the authors concluded that the EFL program "did not satisfy and did not meet theology students' needs and interests in both academic and professional context" (p. 11). While the study identified a gap in need, it failed to contextually articulate that need.

Language for Missionary Purposes

Despite the growing body of literature on religion in language learning and even languages for religious purposes, language learning by missionaries for the purposes of evangelism is underrepresented in existing research. Brigham Young University and the Provo Missionary Training Center for The Church of Latter-Day Saints (LDS) represent one notable exception. A review of the comprehensive bibliography provided by Hansen (2012) and a key term search for relevant literature quickly reveals, however, that most existing research deals not with missionary language acquisition, but rather with their language maintenance and attrition (e.g., Hansen, 1995a, 1995b, 2007, 2011b; Hansen & Shewell, 2002; Russell, 1999).

However, a 2012 study by Dewey and Clifford *did* address LDS missionary language learning outcomes, specifically the levels of speaking proficiency LDS missionaries achieved, how their proficiency development compared with that of learners in undergraduate language programs, and how returned missionaries were able to apply their acquired language skills to other contexts. They found that missionaries returning from two-year service assignment were "able to fluently discuss a variety of concrete and personal topics" (p. 47), and had surpassed the speaking proficiency level of the typical undergraduate major in the target language; even so, they continued, the "missionary language" they had acquired may not serve them in other careers.

The researchers administered Oral Proficiency Interviews (OPI) to 391 returned missionaries.[2] These former missionaries (297 male and 94 female) had each spent 16-22

[2] The OPI is a standardized assessment of general speaking proficiency, assessing learners' ability to employ functions such as asking questions, supporting opinions, and narrating, with accuracy and the appropriate linguistic

months immersed in their target community and used one of seven languages to pursue their ministry work: Spanish (n = 210), Russian (n = 90), Mandarin (n = 24), Japanese (n = 21), French (n = 20), German (n = 20), and Italian (n = 7).These proficiency interviews were conducted by ACTFL-certified proctors and double-rated (tripled-rated in cases of rater disagreement), and the distribution of proficiency ratings were compared with a previous analysis of junior and senior undergraduate language majors' (n = 501) OPI proficiency ratings conducted by Swender (2003). Analysis compared the percentages of learners scoring into each ACTFL category, revealing that returned missionaries scored higher than undergraduate students; 93% of returned missionaries rated into an Advanced Low/Mid/High or Superior proficiency (7%, 51%, 29%, and 6%, respectively), compared with only 47% of undergraduate majors (21%, 19%, 5%, and 2%, respectively).

Dewey and Clifford (2012) discussed other relevant points as well. In addition to administering OPIs and having them rated per protocol, the researchers requested qualitative descriptions from raters regarding a stratified random sampling of 30 interviews chosen from the Spanish-speaking subgroup of returned missionaries. They also interviewed three OPI testers to gather "general impressions of missionaries' language abilities and to describe some of the missionaries' communicative strengths and weaknesses" (p. 35).

In relating the results of their qualitative inquiry, the authors noted that the "raters described [returning missionaries] as having occasional elements of higher [proficiency] levels [than their ultimate rating], but not being able to sustain discussions at those higher levels" (p. 42). Specifically, they noted that the returned missionaries "were able to discuss religious

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and pragmatic features; their ability to interact appropriately on topics of general personal and public interest; and how much well-organized language content a learner can produce (Oral Proficiency Interview | ACTFL, n.d.).

topics or to talk about specific personal experiences or hobbies with higher apparent levels of proficiency than their ultimate ratings indicated" (p. 43). Using their familiarity with the missions context of study, the researchers attributed the specific instances of higher proficiency to the "well rehearsed experiences and monologues they are able to present with great smoothness and fluency" (p. 43), relevant to carrying out missionary endeavors. However, "the OPI rating criteria do not award higher levels of proficiency based on these rehearsed areas of specialization" (p. 43), but instead require "consistent and sustained performance at a given level while speaking about a variety of topics to be rated at that level" (p. 43). All three OPI testers interviewed to gain overall impressions on returned missionary proficiency concluded that these missionaries "could have performed better [on the OPI] if they had developed greater vocabulary knowledge outside of their missionary domains" (p. 43). Additionally, the authors recommended further research to identify whether returning missionaries also lacked consistent performance with more sophisticated linguistic structures or pragmatic competence that barred them from attaining higher proficiency ratings.

While Dewey and Clifford (2012) aimed to understand the linguistic proficiency of returned missionaries in comparison to undergraduate majors, and how that proficiency could transfer into other professional domains, their work also supports the contention of the current investigation, that of missionary language learning as an LSP context. Specifically, the observation of inordinately specialized proficiency in "missionary domains" (p. 43) and the recognition of "well rehearsed experiences and monologues" (ibid.) constituting their work indicate that, in order to perform their missionary duties, the subjects developed an idiosyncratic inventory of linguistic features that were recognized by OPI test administrators as specialized and distinct from the general domains of personal and public interest. These administrators

indicated that the returning missionaries managed the specific domain of religion with greater proficiency than general they did overall, suggesting increased familiarity with that professional context and the language needed to perform within it.

Missionary Language Learning as LSP

A critical assumption underlying the present study is that missionary language learning in the research context constitutes an LSP use; however, a review of existing LSP literature produces few examples of studies featuring missionary language learning. Chen (2014) examined the motivation, perceptions, learning engagement, and proficiency of Taiwanese missionaries learning English as an LSP as a part of a post-graduate theological program preparing them for evangelical activity outside of Taiwan. Chen, using a sequential mixed-method study consisting of a motivational questionnaire and semi-structured interviews, found that these students held positive attitudes towards English-language learning and were most oriented to learning English for practical reasons. Regardless of their proficiency level, participants indicated an instrumental, rather than integrative, orientation in their English-learning motivation. Chen (2014, citing Gardner, 2020), defines integrative motivation as "the tendency to learn that reflects the willingness to be part of the L2 community," and instrumental motivation as "the tendency to learn the second language (L2) for practical reasons" (p. 84). Deriving means from responses on a six-point Likert scale, the author found that "trainees seem[ed] much more instrumentally oriented (M = 5.26, SC = .462) than integratively oriented (M = 3.39, SD = 1.04)" (p. 86).

These findings aligned with the results of earlier LSP studies in the field of petroleum engineering (Al-Tamimi & Shuib, 2009), business administration (Katsara, 2008), and law enforcement (Alqurashi, 2009). Through interviews, the author identified two specific practical participant needs: to learn to evangelize in English and to learn more about the Bible

(p. 88). Per this author, this instrumental motivation and the context within which the program occurred (post-graduate seminary) supported the notion that this was an LSP context (p. 90).

Cox and colleagues (2015) investigated the usefulness of elicited imitation (EI) assessment with Latter Day Saints (LDS) missionaries enrolled in an intensive Russian-language program. The study compared EI measures to assess domain-specific and general proficiency. In their analysis and discussion, the authors indicate that domain-specific EI items are more appropriate for testing LSP performance than are general proficiency tests (specifically the OPI), and, conversely, that EI tests designed within a specific domain are not recommended for assessing domain-generic proficiency. Similar studies on language assessment have been carried out with missionaries (e.g., Moulton, 2012; Thompson, 2013), and reference the domain-specificity of missionary language needs and training programs, though they do not necessarily refer to the context as LSP.

A recent dissertation (Blankenship, 2016) also supports the current researcher's assumption of missionary language learning as LSP. In her study, Blankenship adopted a phenomenological methodology to examine the role of Christian calling (i.e., motivation, purpose) in missionary language learning. Specifically, she recruited evangelical Protestant Christians employed as full-time missionaries by various organizations, creating a sample population similar to that of the proposed study.

Blankenship (2016) posed three questions: (1) what role does calling play in their language learning?, (2) what challenges do they experience?, and (3) what coping strategies do they employ? (p. 23-24, para.). In her analysis, she identified two main themes: missionaries in this context characterized their language learning experience as both frustrating and highly rewarding, based on the resultant interpersonal interactions.

Blankenship collected qualitative data via an open-ended questionnaire, online discussion forums, and semi-structured individual interviews. The dissertation itself featured over 100 direct quotes from participants, which were used to inform the direction of the present research project. These excerpts reinforce the need for language instruction for specific purposes related to their work, such as sharing about the Christian faith. One reads, "'The biggest challenge in fulfilling my call to serve is not being able to effectively communicate the Gospel to the ones I am reaching out to in their heart language'" (p. 95) and "'At times we had encounters to share the Gospel and we lacked the language skills necessary'" (p. 97).

Yet another participant indicated that a lack of appropriate language skills affected her participation in Bible study with her local community: "'Since we do not know the language well enough to really follow along and understand well we are not receiving the spiritual feeding from the teaching, songs, and prayer'" (p. 103). Another quote demonstrates that the language missionaries need in their work differs from the language they need to carry out general tasks, and suggests that at least some missionaries view their domain-specific language acquisition to be of more value:

> When it comes to the everyday life here being able to speak the language or not is not a big deal because you can still manage to get by and most people know enough English. But when it comes to really building relationships with people, talking to them about God, and anything related to faith it is very difficult almost impossible to do without knowing the language. (p. 96)

Beyond revealing an initial set of goal-oriented tasks that missionaries need to carry out in a target language (i.e., communicating the Gospel, praying, talking about God, building relationships), Blankenship's (2016) data also corroborate the importance of pragmatic

competence in missionary work. Various participants reference a need to establish and maintain credibility within their communities (see examples on pp. 81 and 87), a need to demonstrate humility (example on p. 109), and a need to avoid offense (example on p. 100).

Given the definitions and examples of LSP presented in the literature review and the corroborating evidence available in Blankenship's (2012) dissertation, missionary language learning in the current context is considered an LSP use. As such, best practices in researching learner needs in the context should be applied, through the exercise of a research-informed NA.

In summation, languages are often taught for specific purposes with the aim of enabling learners to carry out domain-specific tasks, often in academic and other professional settings. The first step in creating effective learning programs for LSP contexts is conducting a methodologically rigorous NA, triangulating both sources and methods, to produce a list of target tasks that a learner would need to perform to succeed in their specific use context.

Formulation of the Research Questions

The research questions presented at the onset of the study were formulated based on existing literature on Language for Specific Purposes (LSP) and Needs Analysis (NA) as presented in this chapter. The review of relevant literature highlights the lack of representation of the professional missionary context in the field of LSP, including the absence of an inventory of target communicative tasks carried out in fulfillment of ministry work. Therefore, the researcher set out to identify the target communicative tasks of missionaries working in Spanish-speaking, Latin American contexts on behalf of the organization of interest, in answer to the following.

RQ1a: What are the target communicative tasks of missionaries working in Spanish-speaking contexts as identified by supervisors, trainers, and missionaries?

Based on the literature presented above, the researcher anticipated that different organizational stakeholders would identify varying target tasks and need-based factors, and therefore integrated triangulation of sources into her exploration (cf. Bocanegra-Valle, 2016; Jasso-Aguilar, 2005). While triangulating the target tasks of these missionaries by involving a variety of stakeholders in the exploration, the researcher also aimed to identify if and how the perceptions of these stakeholders differed. This resulted in a sub-question to RQ1:

RQ1b: Are different target communicative tasks identified by stakeholder groups (supervisors, trainers, and missionaries)?

As mentioned above, various recent LSP NAs have highlighted the importance of stakeholder variety, noting discrepancies in identification of TTs or in the characterization of learner needs. In Youn (2018), for example, administrators, instructors, and students of an English for Academic Purposes (EAP) program identified 14 pragmatic language use situations; only three of 14 use situations were identified by all stakeholder groups. Jasso-Aguilar (1999)—in studying the English language needs of hotel housekeepers—identified discrepancies between needs perceived by the housekeepers themselves and those originating from hotel leadership. While housekeepers focused more on performing their job tasks, management tended to prioritize their employees' ability to engage hotel patrons in social conversation in support of the brand image. Additional studies demonstrate similar discrepancies in stakeholder perceptions (Huang, 2010; Malicka et al., 2019; Taillefer, 2007). According to Jasso-Aguilar (1999), these discrepancies tell a critical story: the power held by stakeholders may affect the composition of learning programs or changes effected after NA. For the purposes of the current study, the similarities and differences in TTs identified by stakeholder groups in Phase 1 interviews were analyzed to provide a robust understanding of the LSP context.

RQ2a: How are these tasks described by missionaries in terms of ability to perform, frequency, and importance to their work?

The researcher aimed to conduct an applied study that would result in real-world modifications to the organization's language teaching and learning practices. As this literature review demonstrated, a useful NA should produce findings that inform the creation or refinement of the LSP curriculum (Long, 2015b). To advance beyond identification of the target communicative tasks of missionaries in the current research context, and to usefully inform the organization's language programming, RQ1a and b are followed by RQ2a and b, yielding characterizations of the identified TTs to inform sequencing of curricula.

Recent task-based NAs in LSP contexts have highlighted task necessity (Youn, 2018), frequency, and difficulty (Serafini & Torres, 2015). Youn (2018) first identified pragmatic language use cases through interviews conducted with students, instructors, and administrators in an English for Academic Purposes (EAP) context. She then distributed a Likert-type survey questionnaire to students, asking them to rate how critical it was to learn to do a certain language task correctly (1=not at all necessary, 2=not necessary, 3=necessary, 4=very necessary).

As explained in Serafini and Torres (2015), using data on task frequency and difficulty to inform pedagogical strategies both equips learners to meet their communicative needs and allows language educators deploy task-based assessments within learners' specific context of use (p. 450). Their study first identified TTs through questionnaires sent to domain experts, then had students rate the frequency (1=never, 2=sometimes, 3=often, 4=very frequently, 5=not applicable) and difficulty (1=easy, 2=difficulty, 3=very difficult, 4=not applicable) on Likert-type scales. As noted by the authors, students "did not rate the difficulty of completing the tasks in an L2 but rather based on carrying out the task itself" (p. 454). The researcher decided to

incorporate ratings of frequency into the present study, while modifying the approach to characterizing the difficulty of TTs. According to Robinson (2001), "the desired outcome of task-based instruction is the ability to achieve real world target task goals (see Long, 1985; Long & Crookes, 1993; Skehan, 1996) as measured by an estimate of successful *performance*" (emphasis original). Since the goal of the present task-based NA was to inform task-based curricular interventions in the LSP context, the researcher determined to focus not on the difficulty of TTs, but rather on their performability, or the ability of missionaries to carry out the TTs in Spanish.

Malicka and colleagues (2019) took a different approach to characterizing TTs to inform curricular development, focusing on frequency and complexity rather than difficulty. The authors assert that "information obtained about the target tasks and their frequency can be employed when taking decisions about which tasks should be a part of a curriculum and in which order they should be presented to learners" (p. 93). Further, they continue, although "frequent and infrequent tasks are equally important […] perhaps the former should appear in the curriculum before the latter" (p. 93). One could argue that task importance should be considered regardless of frequency. In terms of successful professional performance, a less frequent but more important task may hold higher learning value than a more frequent, less important task. Therefore, perceptions of both frequency and importance were measured in the present study.

RQ2b: Do descriptions of frequency, importance, and ability to perform these target communicative tasks vary across subsections of missionaries, whether by role, tenure, or other differentiator?

Based on existing literature, in which different subgroups of stakeholders characterized TTs differently (cf. Taillefer, 2007; Youn, 2018), it is reasonable to hypothesize that

characterizations of these tasks in terms of performability, frequency, and importance might vary based on differences among the missionaries themselves. The sub-question was designed to appraise whether the target communicative tasks may vary based on missionaries' roles, tenures, or other salient variable that could be suggested by the data collected over the course of the study.

This review underlined best practices in the fields of language for special purposes and needs analysis, informing the formulation of the current research questions, study design, and analysis. In particular, surveying the available research on this topic revealed a dearth of published work specific to the language needs of those in religious ministry roles. This dissertation seeks to address this gap by identifying, characterizing, and analyzing the task-based communicative needs of missionaries deployed by one sending organization who work in the Spanish-language, Latin American context. The following chapter describes the research setting, data, and methods of this dissertation.

CHAPTER 3: DATA AND METHODS

This chapter presents the design of the triangulated, task-based learning needs analysis of Spanish for missionary purposes, in the context described in Chapter 1. First, the mixed-methods nature of the study is justified through a discussion of pragmatist epistemology and its implications. Subsequent sections describe the research design of each phase of this sequential, mixed-methods study, including recruitment, methodological precedent, procedures, and tools. Finally, this chapter details analysis of the data collected, including coding and thematic analysis of qualitative data and statistical analysis of quantitative data.

Pragmatist Epistemology

The philosophy of Deweyan pragmatism (Bernstein, 1966; Dewey, 1966) maintains that reliance on overly technical methodologies that underweight the influence of social conditions and values may threaten the relevancy of academic study, making the case for research designs that employ both qualitative and quantitative methods (Sorrell, 2013). Pragmatism in research design concerns itself with practical limitations on methodologies, such as funding, time restraints, access to participants or other data sources, projected response rates, or study interest (Morgan, 2014), as well as why and how to best conduct the research in question (Morgan, 2007, p. 1046-1048).

Hence, the current study employed methods that 1) track with best practices in LSP NA (specifically, triangulation of sources and methods), 2) suit the context of a globally-dispersed participant population, and 3) maximize the odds of acceptance and implementation by the sending organization (Kelly & Cordeiro, 2020). Pragmatism emphasizes the production of

actionable knowledge with practical relevance (Creswell & Plano Clark, 2003) by understanding—often through firsthand reporting or observation—the experience of those impacted by organizational practices (McKenna et al., 2011).

A pragmatist approach encourages the selection of methods appropriate to the context and organization and inclusive of a variety of stakeholders (Morgan, 2014), which aligns with the LSP NA best practice of triangulating sources as stakeholder participants (Jasso-Aguilar, 1999; Serafini et al, 2015). To that end, this dissertation used a sequential mixed-methods study to answer the following research questions:

R1a: What are the target tasks of missionaries working in Spanish-speaking contexts, as identified by supervisors, trainers, and missionaries?

R1b: Are different target communicative tasks identified across stakeholder groups (supervisors, trainers, and missionaries)?

R2a: How are the communicative tasks described by missionaries, in terms of their frequency and importance to missionary duties and their ability to perform them in Spanish?

R2b: Do descriptions of frequency, importance, and performance ability of target communicative tasks vary across subsections of learners (differentiated by role, tenure, or otherwise)?

Research Design

Research Setting

Author Positionality. The researcher narrowed the scope of the present study to Latin American Spanish-speaking contexts (1) because missionaries deploying to this context have a largely homogenous language learning experience in that most first deploy to a specific city in Central America and attend a partner language school there, (2) this global region reports into

centralized leadership, thus facilitating stakeholder triangulation for this particular narrowed research context, and (3) the researcher is English-Spanish bilingual, has experience teaching in and developing curricula for task-based English and Spanish classrooms, and believed such a familiarity with the target language and relevant andragogy would permit conversations in both languages, as needed, to best convey pertinent information. Finally, the researcher also has experience living and working in South America, in both for- and non-profit business contexts. Although she does not have ministry experience in Spanish or in Latin America, her first-person experience using Spanish for professional purposes in Latin America provided an additional familiarity with the selected research context.

Mission Organization. The sending organization[3] deploys approximately 3,700 adult missionaries internationally, to areas with little or no Evangelical Protestant presence, to pursue professional ministry and found or strengthen churches and service efforts. Of these, 179 served in Latin America and used Spanish as their primary ministry language, qualifying them for the study.

Process. The current study proceeded in two phases, following the work of other LSP researchers (Youn, 2018; Malicka et al., 2019; Long, 2005a, b; Serafini et al., 2015). In Phase 1, thematic analysis of small group interviews with a variety of organizational stakeholders identified the communicative tasks in which missionaries engage. In Phase 2, the study deployed a Likert-type survey to elicit additional insights from a larger sample, relevant to the communicative tasks identified in Phase 1, allowing for statistical analysis.

[3] At the time of the investigation, the researcher was employed by the organization in a role unrelated to language instruction programming or missionary management.

Phase 1: Semi-structured Interviews

Recruitment

The researcher, identifying herself as both a doctoral student and employee, initially sent an invitation to participate to the organization's executive leader for Latin America, who forwarded the message via email to all missionary personnel working in the region (Appendix A). The researcher then emailed personnel a link to a form containing a welcome statement, study overview, and instructions on providing informed consent. The 22 consenting respondents received a link to the Participant Background Questionnaire, which sought to 1) ensure prospective participants met the inclusion criteria, (2) help sort participants into triangulating stakeholder groups, (3) estimate participants' Spanish proficiency levels, (4) gather demographic data for analysis (e.g., tenure, role, gender), and (5) collect other useful data. See Appendix A for the full questionnaire.

Using questionnaire data, and following methods used in Youn (2018), the researcher identified four[4] stakeholder groups (team member, trainer, team leader, and executive leader) and sorted respondents accordingly. In addition, the researcher directly recruited three participants from the U.S. office, classified as executive leaders, for purposes of organizational background and advice. Benjamin, who directs missions strategy and personnel placement across all global regions, was born into a missionary family, serving in South America; as an adult, he served with in Northern Africa and the Middle East. Philip is the organization's executive leader for personnel development, and previously served in Central Asia. Matthew, who reports to Benjamin and oversees global operations, once served in Southeast Asia. Finally, Benjamin

[4] There were only three initial stakeholder categories: team member, trainer, and leader. However, short answer responses from the questionnaire indicated the importance of differentiating between executive leaders and team leaders in terms of position scope and level of exposure to communicative tasks.

recommended the inclusion of Stephen, stationed in Central Asia, who leads advancement in global language strategy. The researcher then issued a direct invitation to participate to Stephen, and classified him within the trainer stakeholder group. These special participants provided informed consent form (Appendix C), but were not asked to supply a Participant Background Questionnaire, since they were not current missionaries serving in the specific research context of Latin America.

The final Phase 1 respondent count was 22, and included seven team members, four trainers, seven team leaders, and four executive leaders. However, only 18 of the consenting respondents went on to participate in scheduled interviews, and one interview, with two subjects, failed to produce a viable recording. In total, therefore, 16 respondents produced data on target tasks included in subsequent thematic analysis (see Appendix E). Table 1 exhibits included participant counts (n=16) and distribution by stakeholder classification, as well as the overall distribution of male to female participants.

Table 1: Phase 1 Interview Participant Attributes, n=16

Stakeholder Group	**Frequency/Percent**	**Gender**
Team member	7 (43.75%)	M=2 F=5
Trainer	4 (25%)	M=2 F=2
Team Leader	1 (6.35%)	M=1 F=0
Executive Leader	4 (25%)	M=4 F=0
Total	16	M=9 (56.25%) F=7 (43.75%)

Methodologies

Long (2005b) reviewed the methods employed in needs analyses since the 1970s. He identified more than 20, and concluded that while NA requires the use of no particular methods, triangulating the chosen methods may increase validity by allowing for comparison and contextualization of results. Malicka and colleagues (2019) and Youn (2018) expanded on Long (2005a) and Serafini et al. (2015) to apply Long's examples of triangulation to LSP curriculum needs; both studies produced target task (TTs) inventories for the LSP contexts they investigated. Malicka et al. (2019) used direct questioning and field observations to populate their inventory, while Youn (2018) relied on semi-structured interviews.

The current researcher opted to begin the data collection process using semi-structured interviews, given the global distribution of respondents and the need to highlight their task-based language needs. Semi-structured interviews also allowed "for the exploration of lived experience as narrated in the interview in relation to theoretical variables of interest" (Galletta, 2012, p. 17). Finally, this approach allowed the researcher to move from more generable and accessible topics to the more specific identification of communicative target tasks.

To enact the best practice of sources triangulation (Long, 2005a; Serafini et al., 2015), and in consideration of Jasso-Aguilar's (1999) finding that different organizational stakeholders may have different perspectives on the required tasks for language learners, the researcher chose to recruit small group interview participants from different levels of the sending organization. To account for hierarchical organizational dynamics and facilitate open sharing, the small group interviews were divided by stakeholder category, allowing for peer-to-peer participation.

Procedures

After gathering consent and classifying consenting participants into stakeholder groups, the researcher issued invitations to small group interviews based on the stakeholder classification of each participant. The final Phase 1 respondent count was 22, and included seven team members, four trainers, seven team leaders, and four executive leaders.

However, only 18 of the 22 consenting respondents went on to participate in scheduled interviews. The researcher conducted a total of 11 interviews, some individual and some in groups. Interviews lasted 50-90 minutes and followed a predetermined semi-structured interview protocol. Members of the executive leader group were interviewed in person, and recorded using a laptop recording application and mobile phone; recordings were uploaded to an Office365 Sharepoint site. Other Phase 1 participants were interviewed via Office365 Teams, recorded in-app, and stored in Office365 Stream. One interview, with two participants, failed to yield a viable recording. In total, therefore, 16 respondents produced data on target tasks, which were transcribed and examined using thematic analysis (TA) against the research questions.

In all interviews, the researcher welcomed participants, thanked them for their participation, invited any questions regarding the study and privacy, and obtained verbal consent for audio recording. The researcher then used one of two semi-structured interview protocols (created to elicit leadership vs. missionary insights for triangulation purposes) (see Appendix E for full interview protocols) to determine general language use and learning for missionary purposes (executive leaders and trainers) and/or participant use of Spanish in their missionary work (team members, team leaders, and trainers). This two-protocol approach was employed by Youn (2018).

These protocols, determined prior to recruitment, were designed to elicit descriptions of real-life situations in which missionaries use foreign language (specifically Spanish) to participate in ministry activities. They moved from introductory questions about the participant, to broad questions about motivations, daily tasks, activities, and roles ("What are real-life situations in which you need to do something with Spanish in order to carry out your missionary work?"), then to language and learning needs around the emerging tasks. This movement, from general, accessible items to specific items that focused on theoretical variables, followed the best practices for semi-structured interviews outlined in Galletta (2012).

Table 2: Interview Summary

Stakeholder Classification	**Participants (n=16*)**	**Duration (Channel)**
Executive Leaders		
Interview A	Benjamin, Philip, Matthew	0:50:41 (In person)
Interview B	Michael	0:52:40 (O365 Teams)
Trainers		
Interview C	Richard, Rachael, Laurie	1:27:05 (O365 Teams)
Interview D	Stephen	0:54:46 (O365 Teams)
Team Leaders		
Interview E	Timothy	0:56:50 (O365 Teams)
Interview F	Wren	1:14:04 (O365 Teams)
Interview G	Christian, Finley*	(O365 Teams) **Recording failed to capture – data excluded from analysis**
Interview H	Wyatt, Micah	1:29:28 (O365 Teams)
Team Members		
Interview I	Bethany	1:27:05 (O365 Teams)
Interview J	Natalie, Winona	1:20:23 (O365 Teams)
Interview K	Waverly	0:24:30 (O365 Teams) **Partial recording captured due to connectivity issue, duration reflects recorded portion**

*18 individuals participated in Phase 1 small group interviews; however, Interview G failed to produce a viable recording, excluding two (2) participants from analysis and resulting in a Phase 1 sample of n=16.

Phase 2: Likert-style Survey

To triangulate sources, better understand the frequency, importance, and ease of execution (in Spanish) of each target task, and conduct descriptive statistical analysis, the researcher then distributed an online Likert-type survey to the full qualifying workforce. Thirty-eight (38) missionary participants responded to the survey.

Recruitment

All qualifying members of the research population were invited to respond to the Phase 2 quantitative survey tool, including those who participated in Phase 1 small group interviews. As in Phase 1, the executive leader forwarded an email to all missionary personnel serving in the region (n=179) that introduced the study and the researcher, indicated organizational approval (see Appendix A), and directed interested persons to an informed consent and Participant Background Questionnaire (Appendix B). Of those 179, 40 responded and provided consent; two of these did not use Spanish as their primary ministry language for ministry and were excluded. Therefore, the final sample for Phase 2 was 38, for a qualifying response rate of 21%; these 38 participants received a link to the task-based survey tool.

Methodologies

Data collected through Phase 1's semi-structured interviews identified 21 target communicative tasks within four categories, which informed the Phase 2 quantitative Likert-type survey tool. This tool was modified from Serafini and Torres (2015) and Youn (2018) to 1) address the specificity required in the current study, 2) avoid technical terminology that may be foreign to participants, and 3) allow participants to use the same scale throughout the survey. For each task, respondents were asked to rate their agreement with three statements concerning its frequency, importance, or ease of execution on a four-option scale of *strongly disagree,*

disagree, *agree*, and *strongly agree*. The *neutral* option was omitted in order to avoid central tendency bias (Mangione, 1995).

The survey tool also provided two open-ended queries. One solicited additional target tasks respondents felt should be included, along with agreement ratings. The second provided a space for participants to share any additional insights or thoughts. After a successful survey pilot process, which yielded actionable feedback on clarifying the ratings scale, the survey was sent to an external subject matter expert on learning program evaluation, who affirmed the survey's design.

The full survey tool appears in Appendix G.

Procedures

The survey was hosted on a secure Microsoft O365 form. The link to the form was made available by email to the 38 qualifying consenting participants, and remained open for 21 days. The full sample submitted responses over this period. Table 3 provides an overview of the sequential mixed method study.

Table 3: Research Design and Procedural Overview

Phase 1 (Qualitative) in order of occurrence n=16	**Participant recruitment and screening** Instrumentation: Background questionnaire, informed consent Tools: O365 Microsoft Forms, Outlook email Output: Qualifying participant list, contextualizing data
	Small group interviews, organized by stakeholder classification (Executive Leader, Trainer, Team Leader, Team Member) Instrumentation: Semi-structured interview protocol Tools: O365 Microsoft Teams, Outlook calendar Output: Audio recordings
	Data preparation and thematic analysis (Qualitative analysis) Instrumentation: Code book Tools: Rev.com (transcription), NVivo Output: Transcripts, codes and themes, 21 TT inventory by 4 TTT

Phase 2 (Quantitative) in order of occurrence n=38	**Participant recruitment and screening** Instrumentation: Background questionnaire, informed consent Tools: O365 Microsoft Forms, Outlook email Output: Qualifying participant list, contextualizing data
	Task-based survey distribution and collection Instrumentation: Likert-type survey collecting perspectives on frequency, importance, and ability to perform regarding each of 21 TT identified through Phase 1 methods Tools: O365 Microsoft Forms, Outlook email Output: Survey responses to be coded and analyzed
	Coding and descriptive statistical analysis of survey responses (Quantitative analysis) Instrumentation: None Tools: Microsoft Excel Output: Statistical means, standard deviations, percent distributions, tables and charts

Analysis

The following sections describe preparation, coding, and analysis of data from each phase of the study. As a preparatory step, the researcher first analyzed data collected from the Participant Background Questionnaires. Then, in Phase 1, the researcher analyzed transcript data from 11 small group interviews, involving 16 total individual participants (some interviews were conducted individually), which yielded an inventory of 21 target tasks (TT). These TT were organized into four target task type (TTT) supracategories, in the fashion of Malicka et al. (2019) and Lambert (2010). These processes are presented in detail below, along with a summary and figure representing how the analyses worked together to address the research questions.

Participant Background Questionnaires

The initial analysis took place with the data collected from the Participant Background Questionnaires. These background questionnaire items were not subject to individual analysis;

rather, responses were used to further characterize interview and survey participants, and to enable cross-sectional analysis of interview and survey data sets relative to participant variables, such as tenure and role.[5] Slightly different versions of these questionnaires were deployed in both study phases; responses were collected using an Office365 form, then exported to Microsoft Excel for preparation and analysis.

The coding of Participant Background Questionnaire data involved identifying the items that Phase 1 and 2 questionnaires shared:

(1) Is Spanish the language you use primarily for ministry?

(2) Are you currently in Company-sponsored language study?

(3) Are you still participating in Company-required proficiency interviews?

(4) What is your most recently evaluated level of Spanish-language proficiency?

(5) How long have you served with the Company?

(6) Please provide a brief description of your current role and responsibilities.

The first four of these are closed items: respondents selected from a predetermined list of possible responses. In Phase 1, item 5 was open-ended. The researcher plotted these responses on a number line and used the distribution of Phase 1 responses to inform drop-down (closed) selections for the Phase 2 background questionnaire. Similarly, item 6 was open-ended in both Phase 1 and 2 questionnaires; however, responses to the Phase 1 questionnaire were grouped into emerging categories of roles, and used to create a dropdown for two closed items on the Phase 2 questionnaire:

[5] Twenty-three of the Phase 2 respondents were male (or about 61%), and 15 were female (about 39%). Information security requirements of the sending organization prevented comparison of the distribution of male to female respondents with the gender makeup of the total research population in any of the research phases.

1) Which ONE of the following categories would you say MOST reflects the nature of your current role with the Company? (Select one.)
2) Now please select ALL of those same categories you would say reflect the nature of your current role with the Company. (Select all that apply.)

Interview Transcriptions

Semi-structured interview recordings from Phase 1 were transcribed using www.rev.com; these transcriptions were then manually reviewed against the recordings and updated or clarified accordingly. In addition, personal identifiers were replaced by aliases, and mentions of specific geographical locations were removed.

Phase 1: Coding Procedures for Thematic Analysis

The interview transcripts were loaded into NVivo for coding and analysis. Participants' interview data was attributed to a case, and cases were classified into stakeholder groups (executive leader, team leader, trainer, team member) to aid in NVivo analysis of data across these groups. Each case was also coded according to participant gender.

Phase 1 of the research study addressed RQ1a, which asks which target communicative tasks were identified among missionaries working in Spanish-speaking contexts. Additionally, the data collected in Phase 1 interviews was meant to inform the Phase 2 quantitative survey tool, which asks the broader Spanish-speaking missionary population about task frequency, importance, and ease of execution in Spanish. To that end, the researcher aimed to not only identify discrete target communicative tasks in the interview data, but to thematically categorize these for use in the quantitative tool.

Qualitative thematic analysis (TA) was conducted on interview transcript data to identify and classify these tasks. According to Clarke and Braun (2017), "the aim of TA is not simply to

summarize the data content, but to identify and interpret key, but not necessarily all, features of the data, guided by the research questions." (p. 297). According to Aronson (1995), "TA focuses on identifiable themes and patterns of living and/or behavior" (p. 1), and therefore was particularly suited to analyses aiming to uncover the tasks undertaken by missionaries in their work-lives. Aronson (1995) outlines three (3) steps for conducting TA: (1) collecting lists of patterns of experience, (2) identifying all data related to these classified patterns, and (3) combining and cataloguing related patterns.

These steps informed the thematic analysis of the current study. First, patterns of experience were collected. Going transcript-by-transcript, the researcher identified any instance of first- or third-hand accounts of missionaries doing, or needing to do, any professional ministry activity in Spanish. The researcher read each transcript once, and then a second time, to become familiar with the data and catch any overlooked examples.

After reviewing each transcript twice and identifying all mentions of ministry activity carried out in the target language, the researcher noted emerging patterns and created initial codes representing target tasks (TT) (Aronson, 1995). For example, multiple interview participants described activities related to preparing national church leaders. Natalie, for instance, a team member, described how she would talk to local pastors or pastors-in-training "about leadership and being a good leader in the church and [the] community," and conduct "leadership trainings four times a year." Similarly, Micah, also a team member, clarified his team's threefold goal of "evangelism, discipleship and leadership training so that […] the people we train can go […] and hopefully plan churches, uh, all over the country." These activities, described separately by different participants, were coded as belonging to the *Training National*

Leaders target task. The researcher repeated this process of gleaning target tasks from interview transcript text, for a total of 21.

Once these narrative excerpts representing activities were coded to the appropriate target task, the list of 21 codes was analyzed for emergent themes. All missionary professional activities identified were coded to a TT, included in the resulting inventory, and organized by TTT, regardless of frequency of occurrence. Per Braun and Clarke (2006), "in organic TA, frequency is not the only (or even primary) determinant for theme development: patterning across (some) data items is important, but relevance to addressing the research question is key" (p. 741).

After grouping and revising, four higher-level themes were revealed, completing Aronson's (1995) suggested third step of combining and cataloguing patterns, and emulating best practices from existing LSP NA research (e.g., Malicka et al., 2019; Youn, 2018). These themes were further analyzed to determine whether sufficient data supported their inclusion. To answer RQ1a, which asks whether target communicative tasks differ by stakeholder group (supervisors, trainer, and missionaries), the researcher used the matrix search feature of NVivo to sort TT and TTT across the four stakeholder types (team member, team leader, trainer, executive leader).

Phase 1 was also designed to illuminate participant variables that could affect the Phase 2 characterizations of TT, in order to answer RQ2a: do descriptions of frequency, importance, and ability to perform target communicative tasks vary across subsections of missionaries, whether by role, tenure, or other differentiator? Thematic analysis was repeated: the researcher returned to the transcripts and recorded all instances of subjects indicating a change in their work activities or language needs, or any comparison or contrasting of their language needs to that of another missionary, being sure to capture the distinguishing circumstance. These instances were

coded, and then grouped into emerging themes of variables influencing the missionaries' activity and related language needs. These variables were later reflected in the Phase 2 background questionnaire, so that response sets could be analyzed against respondent characteristics.

Phase 2: Quantitative Analysis of Survey Responses

Phase 2 of this study focused on RQ2a and RQ2b, which asked how the target communicative tasks of missionaries using Spanish in Latin America, as identified by organizational stakeholders, were characterized by a larger sample of these missionaries. Survey items asked questions specific to the target tasks identified above through thematic analysis, gauging each TT's frequency, importance, and ease of execution; they also asked if these tasks or their characterizations varied across subsections of missionary learners. The frequency distribution of responses was represented on a four-point Likert-type scale with integer numeric values (Strongly disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4). No survey items required reverse coding. Mathematical mean and standard deviation were calculated for each criterion (frequency, importance, ability) for each TT, and will be presented in the following chapter. These distributions were further analyzed in light of other variables, particularly functional roles, gender, and tenure, that surfaced during Phase 1 qualitative analysis, to better situate the findings in the research context of missionary language learning needs. This process fit well with the study's methodological intent of pragmatist epistemology and triangulated sources and methods.

The following chapter will present and discuss the results of both research phases.

Table 4: Summary of Methods by Research Question

Research Question	Methods Used	Analysis	Purpose
RQ1: What are the target tasks of missionaries working in Spanish-speaking contexts as identified by supervisors, trainers, and missionaries?	**Qualitative:** Semi-structured small group interviews	Thematic analysis - Identified professional missionary activity and coded like together into TT, then coded TT in TTT categories	To identify the TT and TTT present in the LSP context
RQ1.1: Are different target communicative tasks identified across stakeholder groups (supervisors, trainers, and missionaries)?	**Qualitative:** Semi-structured small group interviews (same interview data as above)	Cross-tabulation of codes - NVivo matrix lookup of TT by stakeholder cases	To qualitatively compare the occurrence of TT across stakeholder groups
RQ2: How are these tasks described by missionaries in terms of ability to perform, frequency, and importance to their work?	**Quantitative:** Likert-type four-point survey	Descriptive statistical analysis - Mathematical mean of numerically coded Likert responses, standard deviations	To corroborate qualitative results (identified TT) To move from identification of TT and TTT to learning design via learner insights on the frequency, importance, and ability to perform of each TT
RQ2.1: Do descriptions of frequency, importance, and ability to perform these target communicative tasks vary across subsections of missionaries, whether by role, tenure, or other differentiator?	**Qualitative:** Semi-structured small group interviews (same interview data as above) **Quantitative:** Likert-type four-point survey (same survey data as above)	Thematic analysis - identified participant variables that may affect missionary language needs Descriptive statistical analysis - mathematical means and percentages calculated and compared/contrasted across differentiators identified through qualitative analysis	To further contextualize learner task-based needs with respect to learner characteristics and differences To inform future curricular decisions

CHAPTER 4: FINDINGS

This investigation utilized a sequential mixed-methods design, and the presentation of results will follow this sequence. Phase 1 of the study began with the collection of participant background information, followed by semi-structured small group interviews and qualitative, thematic analysis to identify target communicative tasks, while Phase 2 included a similar questionnaire data collection process, then a quantitative questionnaire, optional, open-ended queries, and descriptive quantitative analysis of the target tasks.

Phase 1 Results

Participant Background Questionnaire

Consenting participants recruited from the Latin American Spanish-speaking missionary population (minus Executive Leaders Benjamin, Matthew, and Phillip, and Trainer Steven) were asked to complete a Participant Background Questionnaire. The 12 responses are described by stakeholder classification below.

Table 5: Phase 1 Participant Background with Stakeholder Classification

Stakeholder group classification		
Assigned category	**Frequency**	**Percent**
Team Member	7	58.3%
Team Leader	1	8.3%
Trainer	3	25%
Executive Leader	1	8.3%
Gender		
Male	5	41.7%
Female	7	58.3%
Organizational Tenure		
Less than 2 years	2	16.7%
2-5 years	0	0%

5-15 years	4	33.3%
More than 15 years	6	50%
Primary Language of Ministry		
Spanish	12	100%
Other	0	0%
Began Spanish Instruction for Current Company Field Appointment**		
Yes	6	50%
No	6	50%
Currently in Company-sponsored Language Study		
Yes	1	8.3%
No	11	91.7%
Currently Participating in Company-required Proficiency Interviews		
Yes	1	8.3%
No	11	91.7%
Most Recently-evaluated Level of Spanish-language Proficiency		
ACTFL Novice Low, Mid, or High	0	0%
ACTFL Intermediate Low, Mid, or High	0	0%
ACTFL Advanced Low, Mid, or High	10	83.3%
ACTFL Superior	1	8.3%
Other (unknown)	1	8.3%
Average Weekly Frequency of Spanish Usage with Native or Fluent Speakers, >One Hour Per Day (cumulative)		
1-2 days per week	3	25%
3-4 days per week	2	16.7%
5-6 days per week	5	41.7%
Every day	1	8.3%

Participants were distributed across stakeholder groups, with seven (58.3%) Team Members, one (8.3%) Team Leader, three (25%) Trainers, and one (8.3%) Executive Leader. Half of respondents had served with the company in a Spanish-speaking context for more than 15 years (n=6, 50%); four (33.3%) had served 5-15 years, and two (16.7%) reported fewer than two years of service. Spanish-language proficiency, self-reported as measured by the Oral Proficiency Interview, was relatively homogenous. Ten of the 12 respondents (83.3%) indicated advanced proficiency on the ACTFL scale, one reported a superior rating, and the final respondent left the item blank. No one indicated a rating below advanced. Only one was still involved in full-time, company-sponsored language learning programming.

All respondents indicated that they primarily use Spanish for their ministry work, half of whom began learning Spanish upon starting their missions work with the company. The questionnaire asked for elaboration on previous Spanish-language study, if applicable. Of the six with prior Spanish study, all had done so in a formal setting—either high school or college. One had earned an undergraduate degree in the language, and another had used high school Spanish on short-term summer mission trips to Central America.

All respondents indicated English as their native language, and six (50%) reported knowledge of at least one language other than Spanish or English. Two (16.7%) knew and used basic levels of languages (Quechua and Guaymí) indigenous to their geographical locations in Latin America, two (16.7%) indicated knowledge of Biblical Greek and/or Hebrew, and four (33.3%) knew one or more additional non-Latin language. When asked how long they could comfortably sustain a conversation in Spanish with a native or fluent speaker, 11 (91.7%) claimed they could do so for more than two hours. The homogeneity of responses led the researcher to exclude the query from the results table, and to assume that the threshold provided was too conservative. Half of respondents indicated they communicate with Spanish speakers for more than one hour per day for five to six days per week. One maintained this level of communication each day, three did so 3-4 days per week, and two did so 1-2 days per week.

Seven participants were female (58.3%); five were male (41.7%). Adding in the male Executive Leaders and Trainer outside of the research context who did not submit a background questionnaire, the Phase 1 interview participant distribution by gender was 56.3% male (n=9) and 43.7% female (n=7).

Semi-structured Interview Analysis Results: TT and TTT Inventory

As described in Chapter 3, the researcher employed thematic analysis (TA) of the semi-structured interview data to systematically identify target communicative tasks (TT) and target task types (TTT). This analysis identified 21 TTs and informed their organization into four TTT categories (see Table 6 below).

Table 6: Target Communicative Tasks by Type, with Participant Quotes

Category/Task	Illustrative Quote
Evangelism Tasks	
Establishing Self as a Believer	"We wanted [new missionaries learning the language] to, with whatever language they had, be able to at least identify themselves as followers of Jesus and insert some gospel content into their conversations as they went along." (Philip, Executive Leader)
Praying with Nationals	"I feel like I can do pretty well. I'm fluent…, but when I'm asked to pray, I just kind of freeze. So I began to do what [my colleague] did and I began to just memorize a few scriptures that were blessings to the Lord …, and to just pray those, and then added to pieces to those …, just kind of Lego-ing the prayer together." (Stephen, Trainer)
Sharing Bible Stories	"We are equipping [national believers] to go and share Bible stories [in their community of origin] because they are oral. So our methodology for evangelism and discipleship is using [oral] Bible stories." (Natalie, Team Member)
Asking Worldview Questions	"There's some specific things that missionaries have to be able to acquire linguistically, to be able to talk about, ask questions about, and to be able to understand what people say. Which is different than anybody else, because we're trying to find, at the core, … people's worldview. What do they believe about who they are and where they came from and where they're going? And how does life organize itself, and what's its meaning?" (Benjamin, Executive Leader)
Facilitating Bible Study	"So over the last year, I've been doing a Bible study at the [ethnic] church. [They] are ex-pats from [city and country] and they have a church. Almost all of them speak excellent Spanish, although some of them are bilingual. … But that's in Spanish, with a somewhat bilingual population." (Micah, Team Member)
Articulating the Gospel	"That's probably the thing I'm most comfortable doing in Spanish, sharing the gospel, because it's the thing I do the most. … When I got to the field, I learned how to share the gospel in Spanish." (Micah, Team Member)
Instructional Tasks	

Teaching Children / Young Adults	"Teaching kids is more challenging that I thought it was going to be. I thought, 'I can only teach kids. I can't teach anybody else,' you know? But really, with kids, it's more challenging, because in Spanish, you have to use all the imperatives correctly and then you have to use the subjunctive, and … I'm constantly thinking about all these things. But they correct me and that's good. So that's funny—all these little kids correcting me." (Winona, Team Member)
Preaching	"I preach in Spanish. I look at it as a great challenge. Of course, I get really frustrated on myself when I get off script [or] start pronouncing words wrong or lose my place. But I ... really enjoy seeing [that], 'wow, God is using a person like me to communicate His word to them and they're getting it.' … Of course, I spend ... hours and hours trying to get ready for it." (Timothy, Team Leader)
Teaching in Higher Education	"We were 10 years in [country] at the seminary there. We came here to [city] to start a school of missions at the seminary." (Richard, Trainer)
Debating Concepts	"I remember finding myself in the middle of a church argument over speaking in tongues, ironically... That was the moment in which I thought, 'I actually do know [language] now, because I not only stayed in the argument but was able to direct it." (Philip, Executive Leader)
Training Church Leaders	"We are planting a church in the city, but ... our goal is evangelism, discipleship, and leadership training, so that the people that we evangelize and disciple and train can bring the gospel and hopefully plant churches all over the country." (Micah, Team Member)
Making Presentations	"[I tell myself that] I'll have to be able to present this. It has to come across wonderful, with no grammatical errors." (Wren, Team Member)
Social-relational Tasks	
Hosting Nationals at Home	"You've got to be willing to have people over, and you've got to be willing to go where they are, and they become your support." (Michael, Executive Leader)
Participating in a Hobby	"I rode mountain bikes, as my thing and my activity. Nobody there spoke English ... We'd meet up a couple of times a week with groups, and I'd ride with them, and that was all in Spanish." (Wyatt, Team Member)
Comforting Nationals	"I mean, just how do you comfort, in another language, people who are struggling with loss? How [you] comfort and give hope is something that missionaries have to deal with." (Michael, Executive Leader)
Administrative Tasks	
Filling Out Forms / Applications	"Maybe I'm not smart enough to be able to put my finger on exactly how, but I know too that my husband, as a [logistics

	coordinator], has to work with government documents and officials, and that's just a whole different level." (Laurie, Trainer)
Managing Nationals	"We oversee maintenance work, talking with contractors to do repairs. We have an upcoming repair, again, of water damage [at the guest house], so I'm having to get the estimate on that. So [I am] looking at the building, seeing what damage there is or repairs that are needed, and [making] sure that the housekeeping manager is doing her work." (Timothy, Team Leader)
Translating/Interpreting	"If we get a document, one of the first questions we ask is, 'well, can this be translated? Who [on our team] can translate it?'" (Richard, Trainer)
Conducting Research	"When I did research …, our supervisor gave us a list of places he wanted us to go, and we just hopped on a bus and figured out how to get there. I figured out where to stay and [got] basic information on the community. 'Is there a health post? Are there churches? How many Christians are there? Do they have potable water?" (Wren, Team Member)
Reviewing Contracts / Documents	"[When] I'm meeting with lawyers and signing paperwork, [I] have to read over the contract very thoroughly ... Reading lawyer language in English is bad enough, but in Spanish it's just pretty incredible." (Timothy, Team Leader)
Setting Up Meetings	"We actually have a lot of nonbelievers who have come to church; from that, people will meet with them outside of church and find out where they are with the Lord." (Winona, Team Member)

Target Tasks and TT Types Across Stakeholder Groups

Table 7 illustrates the distribution of participants across stakeholder groups. The researcher coded each individual participant's interview input as a separate case in NVivo, and then assigned stakeholder and gender attributes to each. An NVivo matrix query revealed which TT were present in each stakeholder group (Table 8).

Table 7: Phase 1 Interview Participant Attributes, n=16

Stakeholder Group	Frequency/Percent	Gender
Team Member	7 (43.75%)	M=2 F=5
Trainer	4 (25%)	M=2

Team Leader	1 (6.35%)	F=2 M=1 F=0
Executive Leader	4 (25%)	M=4 F=0
Total	16	M=9 (56.25%) F=7 (43.75%)

Table 8: TT Identification by Stakeholder

Category/Task	ikeholder Group = Executive Leader	takeholder Group = Trainer (	older Group = Team Mem	Total (16)
Evangelism tasks				
Establishing self as a Christ-follower	1	0	4	4
Praying with nationals	2	1	4	6
Sharing Bible stories	0	1	6	6
Asking worldview questions	2	0	5	7
Facilitating Bible study	1	1	6	8
Articulating the gospel	2	3	4	9
Instructional tasks				
Teaching children/young adults	0	0	2	2
Preaching	0	3	3	6
Teaching higher education	0	2	5	6
Debating concepts	1	0	2	2
Training church leaders	0	0	7	7
Making presentations	0	0	2	1
Social-relational tasks				
Hosting nationals at home	1	1	3	4
Participating in a hobby	0	0	3	3
Comforting nationals	1	0	2	2
Administrative tasks				
Filling out forms/applications	1	1	2	3
Managing nationals	0	1	2	2
Translating/interpreting	0	1	1	1
Conducting research	0	0	4	3
Reviewing contracts/documents	1	1	2	3
Setting up meetings	0	0	3	3

As evidenced in Table 8, each TTT is represented in each stakeholder group, and at least one participant from each stakeholder classification identified ‘articulating the gospel’ as a TT within the research context. The Team Member stakeholder group, the largest subset of Phase 1 participants (50%), indicated the widest variety of target tasks. Only participants in the Team

Member category identified ‘conducting research,’ ‘training church leaders,’ ‘teaching children/young adults,’ ‘participating in a hobby,’ ‘setting up meetings,’ or ‘making presentations’ as missionary target tasks. Though the Executive Leaders and Trainers consisted of the same number of participants, Executive Leaders noted a more limited range of TT.

Variations in Missionary Task-based Needs

Thematic analysis of Phase 1 interview transcripts focused on answering RQ2a: do descriptions of the frequency, importance, and ease of execution of target communicative tasks vary across subsections of missionaries, whether by role, tenure, or other differentiator? Several variables of interest emerged, including role, tenure, and gender. Each is discussed in detail below, along with illustrative excerpts from the qualitative data set.

Functional Role

Participants repeatedly mentioned the effect of their ministry roles on their particular activity types. Findings from thematic analysis of interview transcripts suggested the worth of distinguishing ‘functional role,’ or actual responsibilities, from the formal titles assigned by the sending organization, as, for example, various Team Members may fulfill a range of actual functions in the field. Richard (Trainer) shared the following on his first missionary assignment service:

> I had not had any Spanish at all before we went to language school. About two weeks after we landed in [country], at the seminary, I was teaching New Testament Greek in Spanish … So it was a process of learning by just jumping into the deep end of the pool.

Executive Leader Michael also indicated that his role determined his language task-based needs:

> Today, in my [leadership] role, [using Spanish] is not as important, because I deal with missionaries for the most part. I mean, I need to be able to do that, but my ministry is fulfilled because I'm helping my coworkers get things done.

Other participants noted how their current roles differed from both their earlier assignments and those of their colleagues. Different roles, they suggested, required different language abilities and/or entailed engaging in different communicative tasks.

Table 9 (below) presents each functional role, identified via thematic analysis of interview data and researcher institutional knowledge, with an illustrative participant quote.

Table 9: Missionary Functional Roles with Related Quotes

Functional Role	**Illustrative Quote(s)**
Mobilization / U.S. Partnerships	"[My role] looks a little bit more like the rest of my team members, where we might, in an average month, do training alongside U.S. partners [on] orality and orality strategies and scripture resources, … helping them to feel more prepared going out [into the field]." (Bethany, Team Member) "My job is more like mobilization. I'm working with U.S. churches as they adopt people groups here in [region], trying to set them up with that for partnerships, but also connecting them with [country] churches and trying to get [these churches] on board with doing missions…so that they can form a partnership together to reach these [regional] groups." (Wren, Team Member)
Logistic or Field Support	"Previous to that, I was the logistics coordinator in [country]. That was managing cars, visas, [and] housing for our missionaries in [region] … [In logistics], there's a slightly more technical vocabulary to be used, particularly in dealing with taxes and legal issues, that I've had to pick up from time to time." (Michael, Executive Leader) "[I am] overseeing maintenance work and talking with contractors to do repairs. They informed me today that a water pump went out, and they've already talked with the guy who's going to repair it, given me the estimate, and I'll give the okay. … [I must also] be sure that the housekeeper manager is doing

	her job, keeping the place clean and things like that." (Timothy, Team Member)
People Leadership / Management	*Added as known role by the researcher; refers to managerial leadership of other staff*
Church Planter	"We also started a church, and I was one of the lead pastors on that. Each week, we would meet with our leadership team." (Wyatt, Team Member) "While we were in [city 1], we were working with members of a church [there], and began to work with a new church out in [city 2]. So we would do activities out there with them at this new church plant…" (Richard, Trainer) "It's going to vary a good bit, depending on where they are on the church planting scale. If they're brand-new in a community [with] few Christians, then they're going to be spending a great deal of their time making friends, making connections, meeting people for the first time, [and] getting to know that neighborhood…" (Richard, Trainer)
Theological / Higher Education Instruction	"We were re-appointed as field personnel to [city] in the role of theological education. So we were team leaders for the Spanish language theological education team." (Richard, Trainer)
Platform / Creative Access Work	*Added as known role by the researcher; refers to the work done by staff to secure access to countries and peoples*
Research	"In order to come up [with a plan to start churches], you need to understand what people you're targeting [and] who you're working with. There was a very extensive research list of topics we're trying to address, to understand about the way they think about ultimate reality, about family ... I went into a shanty town and was trying to ask people like, 'What's your vision of ultimate reality?'" (Waverly, Team Member)
University / Student Ministry (national-focused)	"I teach an English class or a Bible study in Spanish at an indigenous university residence." (Micah, Team Member)

Tenure

The researcher initially hypothesized that missionary tenure would relate to their perceived ability to successfully complete the TT identified during the study. Most interview participants indicated, in some way, that their language abilities and ease of execution of professional ministry tasks had improved with time. Additionally, a participant in the Trainers small group interview shared that certain ministry tasks would be modified based on tenure,

suggesting an assumption that this variable correlates with the level of general Spanish-language abilities:

> Lead mentors do walk alongside [new missionaries] from the very beginning and encourage them to share their faith as best they can. They are encouraged and instructed and modeled away from English speakers, of course. Even if they can only hand a piece of literature to someone and say basic phrases, they certainly are encouraged and shown how to do that. And there are expectations every month for a certain level of contact and sharing their faith and practicing their Spanish at the level they have. (Laurie)

Gender

Certain TTs were distributed across strict gender lines. For example, only female participants indicated that they taught young children, and only male participants indicated that they would preach in local churches. One female interview participant confirmed that only men would engage in the TT of 'preaching' in the research context:

> They are pretty strict about [the convention that only men preach or pastor]. In my mind, and rightfully so, they're not going to ask me to preach or anything like that. So the male, in that sense, would probably be much more likely to have the pastors asking him to preach, once a month or once every other month. (Bethany)

Most other TTs appeared across gender. Therefore, the researcher conducted a cross-sectional analysis, using gender, of Phase 2 survey data, detailed in a later section.

Summary of Phase 1 Results

Phase 1 of this study was designed to identify variables of interest affecting language needs across stakeholder types, in order to effectively consider those variables in Phase 2

quantitative analysis. The process included two methods of data collection: a Participant Background Questionnaire and semi-structured small group interviews organized by stakeholder categories. Analysis of background questionnaires demonstrated that all Phase 1 participants had achieved advanced proficiency in Spanish (per the ACTFL scale) and primarily used Spanish for their ministry. Further, half had studied Spanish prior to joining the mission organization. Most (83.3%) had been serving with the organization in a Spanish-speaking context for more than five years, and 91.7% were no longer in required, company-sponsored language study or evaluation.

Thematic analysis (TA) of interview data produced an inventory of 21 TTs across four TTT categories. At least one target task from each TTT appeared in every stakeholder group (Executive Leaders, Team Leaders, Team Members, and Trainers). Team Members demonstrated the greatest variety in target tasks: six (6) of the 21 TTs appeared only in this group. The Executive Leader group presented the smallest number of unique TTs. Finally, TA of the interview data affirmed the researcher's choice to use tenure and role as variables for cross-analysis of Phase 2 survey data, and gender emerged as a variable of interest.

Phase 2 Results

The second phase of the study further investigated the target communicative tasks (TT) identified through small group interviews in Phase 1. A Likert-style survey (Appendix G) and a Participant Background Questionnaire (Appendix D) were distributed to a larger group of missionaries, yielding 38 responses. These results were analyzed in order to address RQ2a (How are the communicative tasks described by missionaries, in terms of their frequency and importance to missionary duties and the ease with which they execute them in Spanish?) and R2b (Do descriptions of frequency, importance, and ease of execution of target communicative tasks vary across subsections of learners (differentiated by role, tenure, or otherwise?). Results of

the Likert-type questionnaire are presented in detail below, while contextualizing results of the Phase 2 Participant Background Questionnaire are available in Appendix F.

Likert-style Survey Analysis

Overall Frequency, Importance, and Ability by TT and TTT

In line with best practices in existing literature (cf. Youn, 2018; Malicka et al., 2019; Serafini et al., 2015), Phase 2 survey participants (n=38) were asked to characterize 21 target communicative tasks in terms of their frequency, importance, and ease of execution using a four-option Likert-type scale. Each response was assigned a 1-4 point value used to calculated mathematical mean and standard deviations for the TTs identified in Phase 1 across each of these three variables, presented below in Table 10.

Table 10: TT Characterizations by TTT

n=38										
Target Task Type	Target Task	Frequency	*(SD)*	*Frequency Rank*	Importance	*(SD)*	*Importance Rank*	Performability	*(SD)*	*Performability Rank*
Evangelism										
	Establish believerhood	3.79	*0.41*	*1*	3.82	*0.46*	*2*	3.76	*0.43*	*1*
	Pray	3.66	*0.53*	*3*	3.82	*0.39*	*3*	3.47	*0.69*	*7*
	Share Bible stories	3.47	*0.73*	*5*	3.55	*0.69*	*6*	3.66	*0.53*	*3*
	Ask worldview questions	3.32	*0.70*	*6*	3.71	*0.52*	*5*	3.39	*0.64*	*8*
	Facilitate Bible study	3.21	*0.84*	*7*	3.45	*0.69*	*9*	3.58	*0.60*	*5*
	Articulate the gospel	3.53	*0.51*	*4*	3.84	*0.37*	*1*	3.63	*0.49*	*4*
Instructional										
	Teach children/young adults	2.74	*1.06*	*13*	2.89	*0.98*	*12*	3.34	*0.63*	*10*
	Preach	2.42	*1.08*	*18*	2.53	*1.08*	*17*	2.76	*1.02*	*19*
	Teach higher education	2.11	*1.01*	*20*	2.26	*1.00*	*20*	2.61	*1.05*	*20*
	Debate concepts	2.68	*0.77*	*14*	2.66	*0.71*	*16*	2.95	*0.66*	*17*
	Train leaders	3.05	*0.80*	*10*	3.47	*0.69*	*8*	3.34	*0.71*	*11*
	Make presentations	3.08	*0.88*	*9*	3.18	*0.83*	*11*	3.37	*0.71*	*9*
Social-Relational										
	Host others	3.21	*0.78*	*8*	3.53	*0.56*	*7*	3.53	*0.56*	*6*
	Participate in hobbies	2.68	*0.93*	*15*	2.76	*0.88*	*15*	3.16	*0.86*	*14*
	Comfort others	3.00	*0.81*	*11*	3.26	*0.72*	*10*	3.16	*0.59*	*15*
Administrative										
	Fill out forms	2.63	*0.82*	*16*	2.39	*0.86*	*19*	3.24	*0.68*	*12*
	Manage others	2.39	*0.95*	*19*	2.45	*0.92*	*18*	2.89	*0.73*	*18*
	Translate/interpret	2.82	*0.87*	*12*	2.79	*0.91*	*13*	3.18	*0.69*	*13*
	Conduct research	2.61	*0.82*	*17*	2.79	*0.84*	*14*	3.00	*0.75*	*16*
	Review legal documents	1.92*	*0.86*	*21*	1.95	*0.80*	*21*	2.32	*0.84*	*21*
	Set up meetings	3.74	*0.50*	*2*	3.82	*0.39*	*4*	3.74	*0.45*	*2*

*Note: One participant failed to respond to the item on frequency regarding the TT "reviewing legal documents." Therefore, for this questionnaire item, n=37.

Overall, standard deviations registered below 1.00, indicating a relatively high level of consistency among individual responses to survey items. Only the Instructional TTT analyses resulted in standard deviations greater than 1.00: teaching children/young adults (frequency characterization), preaching (frequency, importance, and ability), and teaching higher education (frequency, importance, and ability). Respondent agreement level with each overall task characterization is detailed below.

Frequency. Participants were asked to indicate their level of agreement with the statement "[TT] is something I do frequently." Ranked-means analysis revealed that all of the highest-ranking tasks fell within the Evangelism TTT category, with the exception of setting up meetings, which fell into the Administrative category. Establishing believerhood ranked highest among TTs with a mean of 3.79, followed by setting up meetings (3.74), praying (3.66), articulating the gospel (3.53), and sharing Bible stories (3.47). The five tasks ranking lowest in terms of frequency were conducting research (2.61), preaching (2.42), managing others (2.39), teaching higher education (2.11), and reviewing legal documents (1.92).

Importance. Four of five of the highest-ranking TTs in terms of agreement with "[TT] is an important part of my work" again came from the Evangelism TTT category: articulating the gospel (3.84), establishing believerhood (3.82), praying (3.82), setting up meetings (3.82), and asking questions about worldview (3.71). The five lowest-ranking TTs were preaching (2.53), managing others (2.45), filling out forms (2.39), teaching higher education (2.26), and reviewing legal documents (1.95).

Ability to Perform. When asked their level of agreement with the ease of execution of each target task, respondents rated establishing believerhood (3.75) most highly, followed by setting up meetings (3.74), sharing Bible stories (3.66), articulating the gospel (3.63), and

facilitating Bible study (2.58). Respondents reported being least able to perform the tasks debating concepts (2.95), managing others (2.89), preaching (2.76), teaching higher education (2.61), and reviewing legal documents (2.32).

Figure 1 presents the relative characterizations of TTs by each variable.[6] This visual highlights the internal consistency of high frequency, importance, and ability of TTs within the Evangelism TTT category, as well as the range variation within other TTT groups across tasks and criteria. Results by TTT category are discussed in more detail below.

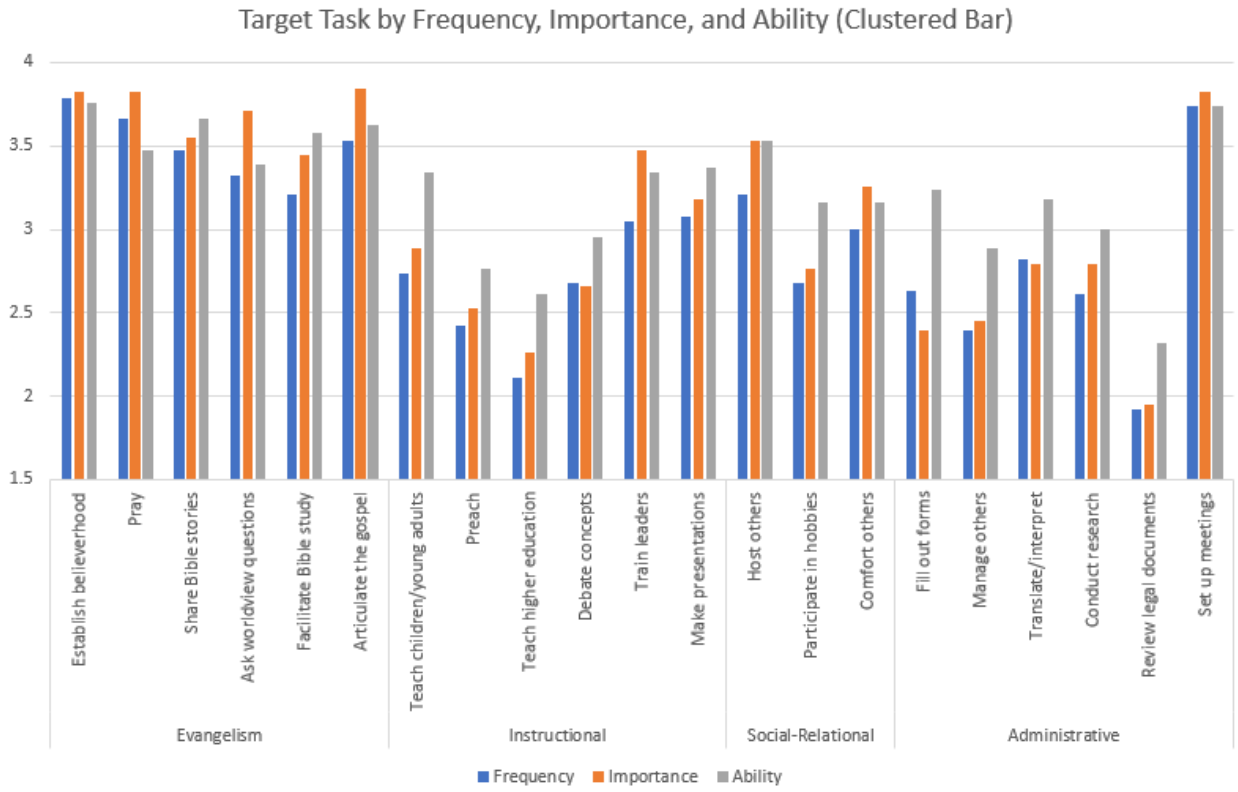

Figure 1: Frequency, Importance, and Ability to Perform Each Target Task, by TTT

[6] Likert items were coded either a 1 (Strongly disagree), 2 (Disagree), 3 (Agree), or 4 (Strongly agree), meaning that no average of coded responses could fall below 1. To improve readability of Figure 1 and related figures, values on the y-axis begin with 1.5 and increase by .5 until reaching 4. After analysis, no survey item resulted in an average lower than 1.9.

Evangelism Task Characterizations

The six tasks comprising the Evangelism TTT, establishing believerhood, praying, sharing Bible stories, asking questions about worldview, facilitating Bible study, and articulating the gospel, were consistently rated as more frequent, more important, and more performable as compared to other TTs. Average frequency ranged from 3.21 (facilitate Bible study) to 3.79 (establish believerhood), average importance from 3.45 (also facilitate Bible study) to 3.84 (articulate the gospel), and average ease of performability/execution from 3.39 (ask worldview questions) to 3.76 (establish believerhood).

The distribution of responses (Figure 2, below) further illustrates that most respondents either agreed or strongly agreed that these TT are done frequently, are important to their missions work, and are easily executed using the target language (Spanish). All respondents agreed or strongly agreed that they frequently and effectively perform the tasks of establishing believerhood and articulating the gospel. Further, fewer than 20% of respondents disagreed or strongly disagreed that they frequently pray with nationals, share Bible stories, ask questions about worldview, and/or facilitate small group Bible study. Overall, these results suggest that target tasks related to evangelism are performed relatively frequently and well, with little variation among respondents.

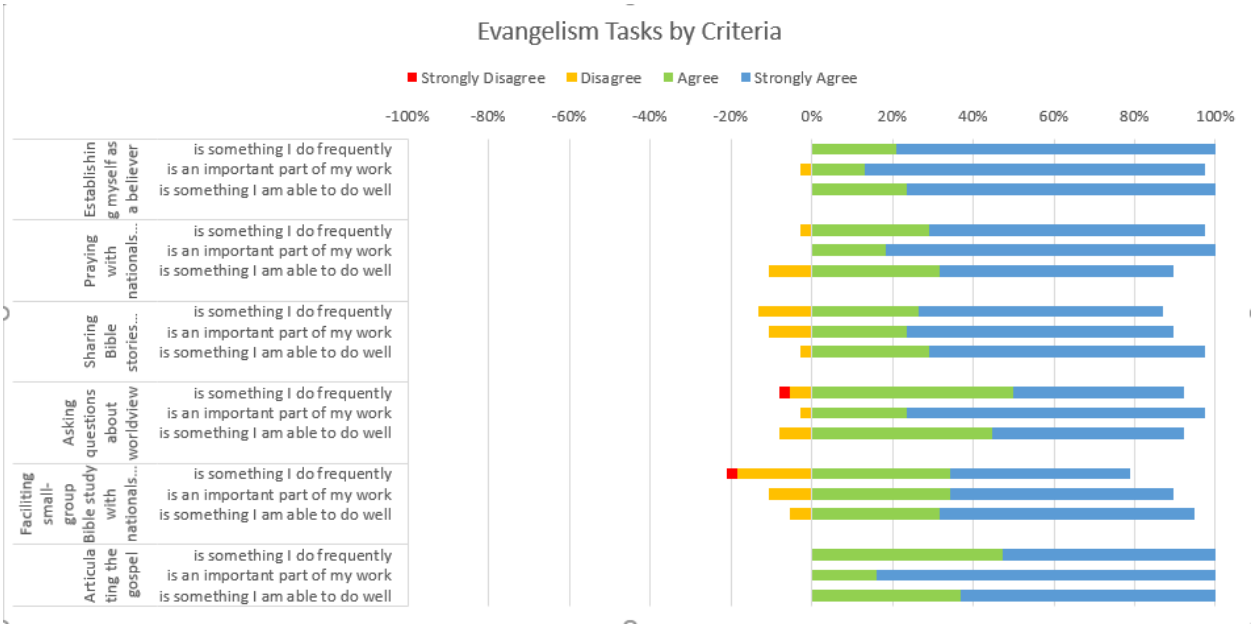

Figure 2: Distribution of Evangelism Task Responses

Instructional Task Characterizations

The category of Instructional TTs received some of the lowest frequency, importance, and performability ratings. Teaching higher education was rated least frequent (2.11), least important (2.26), and least performable (2.61). Instructional tasks were also less likely to gain respondent agreement to the ability criterion, with three of the six tasks resulting in averages below 3.00: preaching (2.76), teaching higher education (2.61), and debating concepts (2.95).

The response distribution, in Figure 3 below, further highlights the degree to which respondents disagreed with the statements that instructional tasks were frequent, important, and performable. Unlike those in the evangelism category, individual instructional tasks solicited a wider variety of responses and resulted in less linear relationships between frequency, importance, and performability.

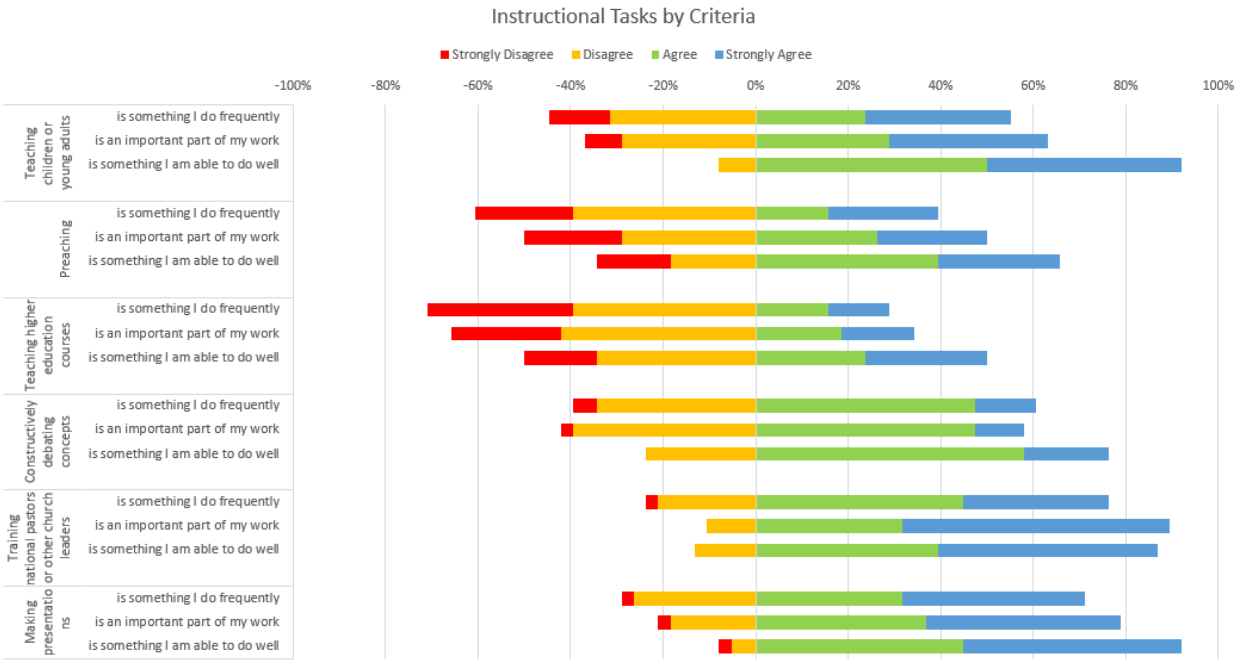

Figure 3: Distribution of Instructional Task Responses

Socio-Relational Task Characterizations

The social-relational TTT category consisted of only three target tasks: hosting others, participating in communal hobbies, and comforting others. In general, missionary participants felt able to carry out these three tasks well; only participating in a hobby elicited a response of "strongly disagree." The target task of hosting as a TT was more likely to be ranked important, and to be performed frequently and well, when compared to participating in a hobby and comforting others. See the distribution chart in Figure 4 below.

Within this category, hobby participation solicited the highest variation in distribution across frequency, importance, and performability. This TT was also rated the lowest across all three characterizations, as determined by the mathematical means of coded responses.

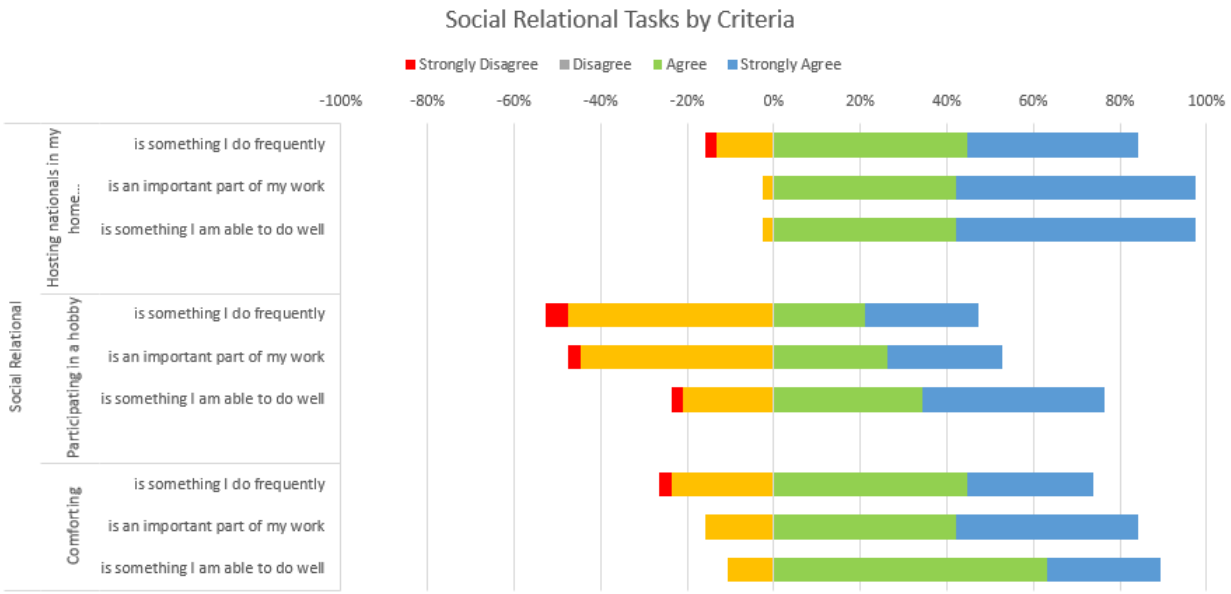

Figure 4: Distribution of Socio-Relational Task Responses

Administrative Task Characterizations

Overall, respondents rated the six administrative TTs as less frequent and less important than those within other TTTs. Five of the six (all but setting up meetings) were rated to be more performable than frequent or important. The reviewing legal documents task rated noticeably less frequent, important, and performable than other TTs in this category, and ranked last in each of these criteria when compared to all survey target tasks. Setting up meetings is the only TT on the survey, outside of evangelism tasks, that ranks among the top five most frequent, important, and performable. The distribution chart in Figure 5 below reveals a higher level of variability across responses to survey items regarding TTs from the social-relational category, with the exception of setting up meetings, which elicited agreement or strong agreement responses.

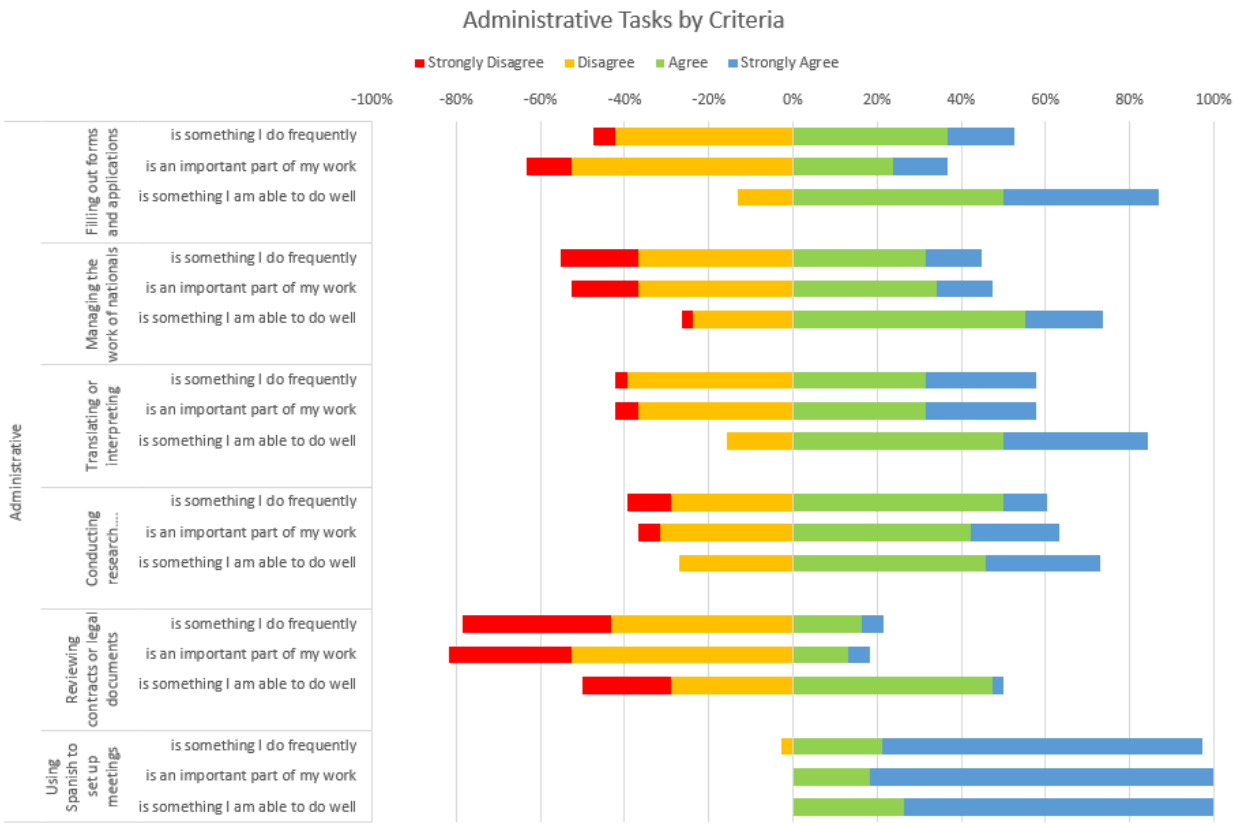

Figure 5: Distribution of Administrative Task Responses

Figure 5 above reveals that, overall, the frequency, importance, and ability to perform an identified TT seem to correlate. Some tasks, though slightly less frequent, are highly important when they do occur, such as asking questions about worldview (evangelism TTT), training leaders (instructional TTT), and hosting others (social-relational TTT). Additionally, missionary participants tend to rate their ability to perform these less-frequent but critical tasks in Spanish relatively favorably.

Target Task Analysis by Participant Gender

Gender was a binary variable; respondents were coded as either male (n=23) or female (n=15). Numeric values were then used to calculate means of responses, by gender, to each survey item. Table 11 presents the characterized frequency, by gender, of each TT.

Table 11: Frequency Characterization by Binary Gender, Means of Responses

		M Frequency to the 100th		
TTT	TT	Sample (n=38)	Female (n=15)	Male (n=22)*Missing one response*
Evangelism	**Establish believerhood**	3.79	3.87	3.74
	Pray	3.66	3.47	3.78
	Share Bible stories	3.47	3.47	3.48
	Ask worldview questions	3.32	3.20	3.39
	Facilitate Bible study	3.21	3.00	3.35
	Articulate the gospel	3.53	3.53	3.52
Instructional	**Teach children/young adults**	2.74	3.27	2.39
	Preach	2.42	1.73	2.87
	Teach higher education	2.11	1.73	2.35
	Debate concepts	2.68	2.53	2.78
	Train leaders	3.05	2.80	3.22
	Make presentations	3.08	2.87	3.22
Social-Relational	**Host others**	3.21	3.20	3.22
	Participate in hobbies	2.68	2.93	2.52
	Comfort others	3.00	3.20	2.87
Administrative	**Fill out forms**	2.63	2.53	2.70
	Manage others	2.39	2.07	2.61
	Translate/interpret	2.82	2.80	2.83
	Conduct research	2.61	2.67	2.57
	Review legal documents	1.92	1.80	2.00
	Set up meetings	3.74	3.73	3.74

*Male n=22 due to one missing response

The five most frequent tasks among men were praying **(**$\bar{x}$=3.78), establishing believerhood and setting up meetings ($\bar{x}$=3.74), articulating the gospel ($\bar{x}$=3.52), and sharing Bible stories ($\bar{x}$=3.48). Among female respondents, the most frequent TTs were establishing believerhood ($\bar{x}$=3.87), setting up meetings ($\bar{x}$=3.73), articulating the gospel ($\bar{x}$=3.53), sharing Bible stories ($\bar{x}$=3.47), and praying ($\bar{x}$=3.47). Therefore, the same five TTs qualified as the most frequent across genders when based on averaged response scores.

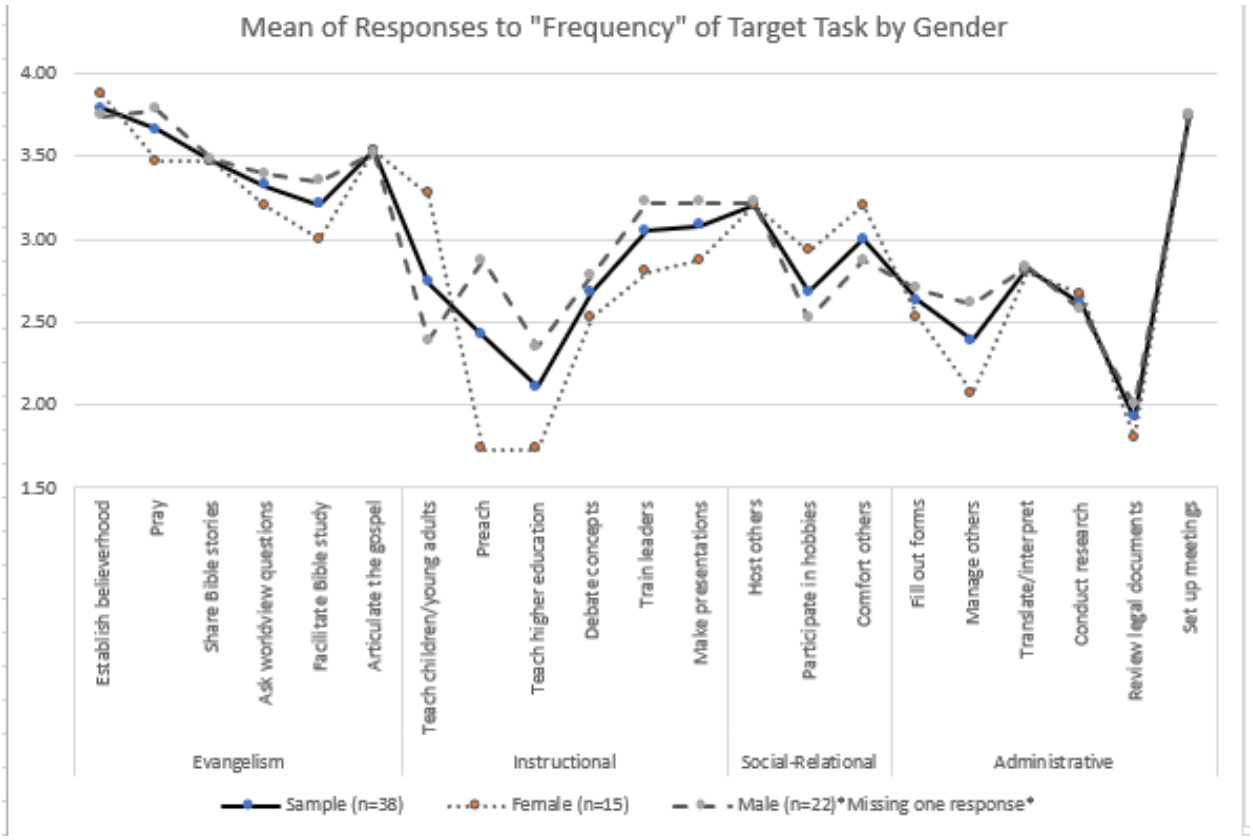

Figure 6: Frequency Characterizations by Gender, Means of Responses

Figure 6 demonstrates those TTs that varied least between the genders (<0.1 points difference) were sharing Bible stories, articulating the gospel, hosting others, translating / interpreting, and conducting research. In fact, the genders responded similarly (within .5 points) when asked to characterize frequency of all target tasks except teaching children/young adults, preaching, teaching higher education, and managing others; these diverged notably by gender. Males were more likely than females **(**$\bar{x}$=2.87 vs. $\bar{x}$=1.73, respectively) to agree with the statement "Preaching to nationals in Spanish is something I do frequently." The preaching TT ranked 12th in terms of frequency among male respondents; this item, along with teaching higher education, was performed least frequently by female respondents. However, males were also relatively unlikely to frequently teach at this level ($\bar{x}$=2.35). Further, females were more likely than males **(**$\bar{x}$=3.27 vs. $\bar{x}$=2.39, respectively) to demonstrate a higher rate of agreement with the

statement "Teaching children or young adult nationals in Spanish is something I do frequently." This item ranked as the sixth most frequent TT among females, and the 19th most frequent among males.

Means to questionnaire items rating agreement with "[TT] is an important part of my work" were similarly calculated and compared across genders. A difference in means greater than 0.5 points was observed in only four TTs: preaching, teaching children/young adults, teaching higher education, and comforting others. Those means showing the least variance (<0.1 points) were debating concepts, conducting research, and setting up meetings.

Table 12: Importance Characterizations by Gender, Means of Responses

TTT	TT	Sample (n=38)	Female (n=15)	Male (n=23)
Evangelism	**Establish believerhood**	3.82	3.93	3.74
	Pray	3.82	3.73	3.87
	Share Bible stories	3.55	3.73	3.43
	Ask worldview questions	3.71	3.80	3.65
	Facilitate Bible study	3.45	3.33	3.52
	Articulate the gospel	3.84	3.93	3.77
Instructional	**Teach children/young adults**	2.89	3.40	2.57
	Preach	2.53	1.73	3.04
	Teach higher education	2.26	1.93	2.48
	Debate concepts	2.66	2.67	2.65
	Train leaders	3.47	3.20	3.65
	Make presentations	3.18	2.93	3.35
Social-Relational	**Host others**	3.53	3.60	3.48
	Participate in hobbies	2.76	3.00	2.61
	Comfort others	3.26	3.60	3.04
Administrative	**Fill out forms**	2.39	2.20	2.52
	Manage others	2.45	2.27	2.57
	Translate/interpret	2.79	2.87	2.74
	Conduct research	2.79	2.80	2.78
	Review legal documents	1.95	1.87	2.00
	Set up meetings	3.82	3.80	3.83

Both males and females rated articulating the gospel, praying, establishing believerhood, asking worldview questions, and setting up meetings to be the five most important TTs, and managing others, filling out forms, teaching higher education, and reviewing legal documents as

the four of the five least critical. Females also ranked preaching at the bottom, while males ranked teaching children/young adults in their bottom five. As shown in Figure 7 below, as with frequency, the highest degree of variation between genders can be found with TTs within the instructional category. The genders grant the most importance to tasks within the evangelism category, with the exception of setting up meetings.

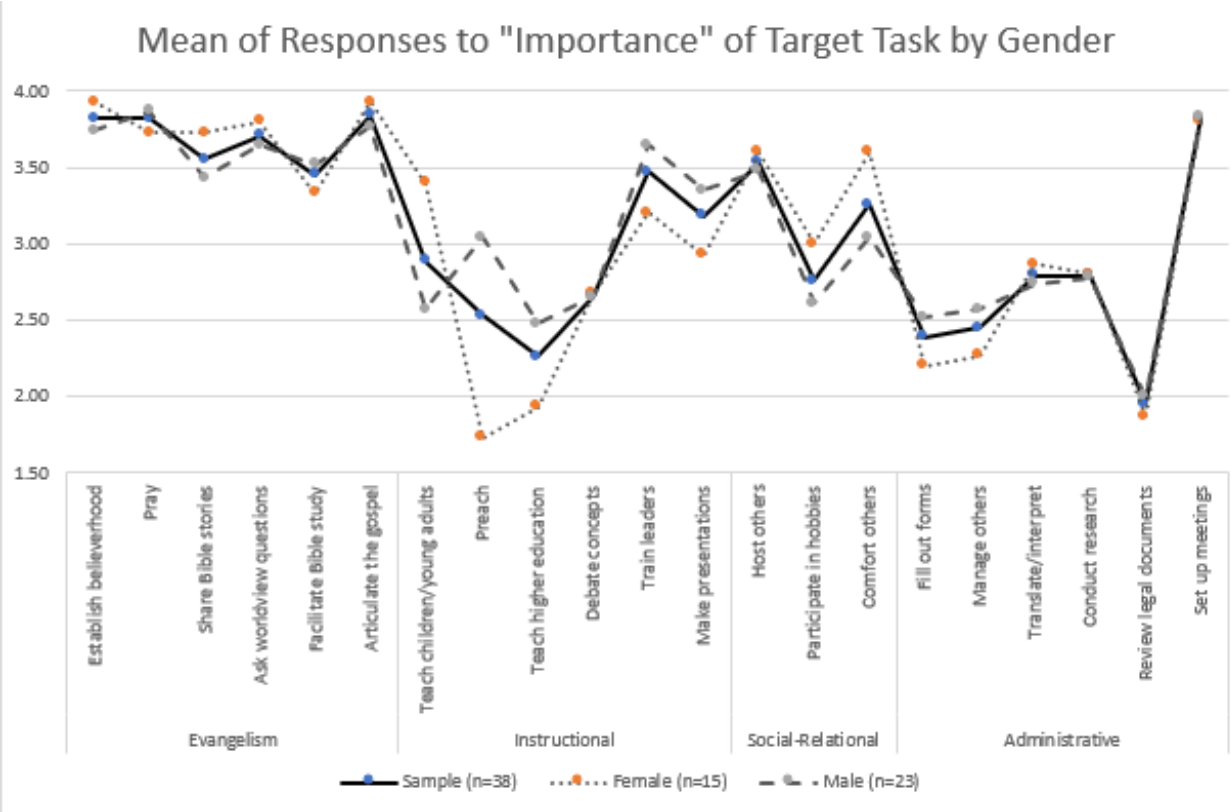

Figure 7: Importance Characterizations by Gender, Means of Responses

Finally, agreement ratings to questionnaire items reading "[TT] is something I am able to do well" were compared across female and male participants; see Table 13 for a descriptive summary.

Table 13: Ability Characterizations by Gender, Means of Responses

TTT	TT	Sample (n=38)	Female (n=15)	Male (n=23)
Evangelisı	Establish believerhood	3.76	3.73	3.78
	Pray	3.47	3.20	3.65
	Share Bible stories	3.66	3.53	3.74
	Ask worldview questions	3.39	3.27	3.48
	Facilitate Bible study	3.58	3.47	3.65
	Articulate the gospel	3.63	3.53	3.70
Instructio	Teach children/young adults	3.34	3.53	3.22
	Preach	2.76	2.00	3.26
	Teach higher education	2.61	2.13	2.91
	Debate concepts	2.95	2.67	3.13
	Train leaders	3.34	3.13	3.48
	Make presentations	3.37	3.27	3.43
Social-Rel	Host others	3.53	3.53	3.52
	Participate in hobbies	3.16	3.33	3.04
	Comfort others	3.16	3.27	3.09
Administr	Fill out forms	3.24	3.20	3.26
	Manage others	2.89	2.73	3.00
	Translate/interpret	3.18	3.00	3.30
	Conduct research	3.00	2.93	3.04
	Review legal documents	2.32	2.20	2.39
	Set up meetings	3.74	3.80	3.70

As with their respective characterizations of frequency and importance, male and female mean responses varied most in terms of their abilities to 1) preach and 2) teach higher education programming. Male responses indicated higher average ability **(**$\bar{x}$=3.26 and $\bar{x}$=2.91, respectively) than female responses ($\bar{x}$=2.00, $\bar{x}$=2.13, respectively). Gender appeared to matter least in terms of male/female ability to perform the tasks of establishing believerhood, filling out forms, hosting others, and setting up meetings.

Again, the genders indicated similar high levels of ability in articulating the gospel, sharing Bible stories, setting up meetings, and establishing believerhood. Women's top five also included hosting others, while men's top five tasks in terms of ability to perform in Spanish was rounded out by facilitating Bible study.

The lowest-ranked target tasks in terms of ability diverged by gender. Female responses resulted in low averages for preaching ($\bar{x}$=2.00), teaching higher education ($\bar{x}$=2.13), reviewing legal documents ($\bar{x}$=2.20), debating concepts ($\bar{x}$ =2.67), and managing others ($\bar{x}$=2.73). Male responses yielded low averages for reviewing legal documents ($\bar{x}$=2.39), teaching higher education ($\bar{x}$=2.91), managing others ($\bar{x}$=3.00), conducting research ($\bar{x}$=3.04), and participating in hobbies ($\bar{x}$=3.04).

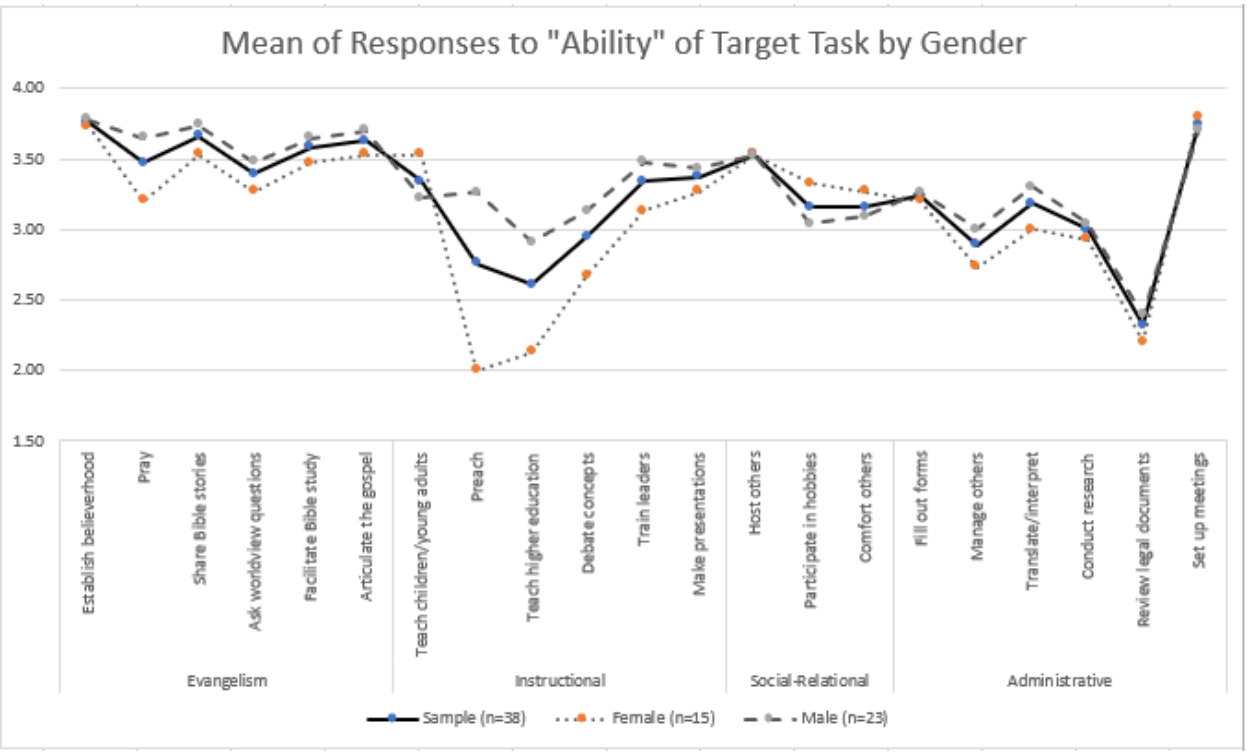

Figure 8: Ability Characterizations by Gender, Means of Responses

In general, averaged agreement levels with "[TT] is something I am able to do well" outpaced those ranking task frequency and importance, consistent with findings from the

previous analysis of overall sample responses. Furthermore, with the exception of the teaching children/young adults target task in the Instructional category, setting up meetings in the Administrative category, and all TTs in the Social-relational category, males were more likely to consider themselves able to perform any given task well.

Overall, male and female participants tended to agree on most target task frequency, importance, and ability characterizations, particularly on tasks within the Evangelism and Administrative categories. However, female respondents ranked Social-relational TTs (hosting others, participating in hobbies, and comforting others) more highly across characterizations, and were (apart from teaching and social-relational tasks) less likely to report confidence in their own ability. The most pronounced variation between averaged male and female responses was observed within the Instructional category, pertaining to the TTs of preaching and teaching higher education, which men also rated as more frequent and important to their work.

Target Task Analysis by Participant Tenure

The Phase 2 background questionnaire contained an item on organizational tenure. Analysis involved comparing averaged subset responses on TT characterizations by tenure, coded according to the following ranges: less than 2 years (n=4), 5-15 years (n=14), or 15 years or more (n=20). Table 14 presents the means of responses and range of means for each characterization statement for each TT. Ranges over 1.10 points are signaled in red, and those between 0.90 and 1.10 in orange.

Table 14: Target Task Characterizations by Tenure

		Frequency						Importance						Ability	***Pretty high consistency across genders --			
TTT	TT	Sample (n	Less than	5-15 yrs (n	15 or mor	Range	Notes	Sample (n	Less than	5-15 yrs (n	15 or mor	Range		Sample (n	Less than	5-15 yrs (n	15 or mor	Range
Evangelism	Establish believerhood	**3.79**	3.79	3.75	3.8	0.05		**3.82**	3.5	3.86	3.85	0.36		**3.76**	3.75	3.71	3.8	0.09
	Pray	**3.66**	3.43	3.5	3.85	0.42		**3.82**	3.75	3.71	3.9	0.19		**3.47**	3	3.29	3.7	0.7
	Share Bible stories	**3.47**	3.14	3.5	2.07	1.43	2nd bigge	**3.55**	3.5	3.29	3.75	0.46		**3.66**	3.5	3.57	3.75	0.25
	Ask worldview questions	**3.32**	3.36	3.75	3.2	0.55		**3.71**	3.75	3.86	3.6	0.26		**3.39**	3.25	3.64	3.25	0.39
	Facilitate Bible study	**3.21**	2.93	2.5	3.55	1.05		**3.45**	3.5	3.14	3.65	0.51		**3.58**	3	3.5	3.75	0.75
	Articulate the gospel	**3.53**	3.57	3.5	3.5	0.07		**3.84**	3.67	3.93	3.8	0.26		**3.63**	3.5	3.64	3.65	0.15
Instructional	Teach children/young adults	**2.74**	2.64	2.25	2.9	0.65		**2.89**	3	2.86	2.9	0.14		**3.34**	3	3.36	3.4	0.4
	Preach	**2.42**	1.86	2.75	2.75	0.89		**2.53**	3.75	2.07	2.6	1.68		**2.76**	3.25	2.5	2.85	0.75
	Teach higher education	**2.11**	1.57	1.75	2.55	0.98		**2.26**	2.25	2.25	2.6	0.35		**2.61**	2.25	2.29	2.9	0.65
	Debate concepts	**2.68**	2.57	2.25	2.85	0.6		**2.66**	2.25	2.79	2.65	0.54		**2.95**	2.5	2.93	3.05	0.55
	Train leaders	**3.05**	2.5	2.5	3.55	1.05		**3.47**	3.75	3.07	3.7	0.68		**3.34**	3	2.93	3.7	0.77
	Make presentations	**3.08**	2.43	2.25	3.7	1.45	Biggest ra	**3.18**	2.75	2.57	3.7	1.13		**3.37**	3	3	3.7	0.7
Social-Relational	Host others	**3.21**	3.14	3	3.3	0.3		**3.53**	3.5	3.57	3.5	0.07		**3.53**	3.25	3.5	3.6	0.35
	Participate in hobbies	**2.68**	2.5	2.5	2.85	0.35		**2.76**	2.5	2.64	2.9	0.4		**3.16**	3	3.14	3.2	0.2
	Comfort others	**3.00**	3.07	2.25	3.1	0.85		**3.26**	2.75	3.43	3.25	0.68		**3.16**	2.75	3.36	3.1	0.61
Administrative	Fill out forms	**2.63**	2.5	2.5	2.75	0.25		**2.39**	2.5	2.14	2.55	0.41		**3.24**	3	3.14	3.35	0.35
	Manage others	**2.39**	2.07	2	2.7	0.7		**2.45**	2	2.21	2.7	0.7		**2.89**	2.25	2.79	3.1	0.85
	Translate/interpret	**2.82**	2.64	2.25	3.05	0.8		**2.79**	2.25	2.64	3	0.75		**3.18**	3	2.86	3.45	0.59
	Conduct research	**2.61**	2.43	3.25	2.6	0.82		**2.79**	3.25	2.79	2.7	0.55		**3.00**	3	3.08	2.95	0.13
	Review legal documents	**1.92**	1.79	1.25	2.16	0.91		**1.95**	1.75	1.71	2.15	0.44		**2.32**	2.25	2.29	2.35	0.1
	Set up meetings	**3.74**	3.57	3.75	3.85	0.28		**3.82**	3.75	3.71	3.9	0.19		**3.74**	3.5	3.57	3.9	0.4

Participants across tenure subsets rated their ability to perform target tasks similarly, but differences emerged among characterizations of TT frequency and importance. Two TTs—preaching and making presentations—exhibit ranges greater than 1.10 points. Participants in the most experienced (15 years+) subset were much more in agreement ($\bar{x}$=3.70) with the statement "making presentations to nationals in Spanish is an important part of my work" compared to participants in the 5-15 years ($\bar{x}$=2.57) and >2 years ($\bar{x}$=2.75) subsets. In contrast, those with under two years of experience agreed more ($\bar{x}$ =3.75) with the statement "preaching to nationals in Spanish is an important part of my work," than did the 5-15 and 15+ groups ($\bar{x}$=2.07 and $\bar{x}$=2.60, respectively). Most between-subset variation was observed in responses to the frequency criteria, particularly making presentations and sharing Bible stories TTs. The most experienced group reported sharing Bible stories and making presentations less frequently, and completing the following tasks more frequently: facilitating Bible study, reviewing legal documents, teaching higher education, and training leaders. Figures 9-11 below illustrate the overall variance of rated frequency, importance, and ability across tenure subsets.

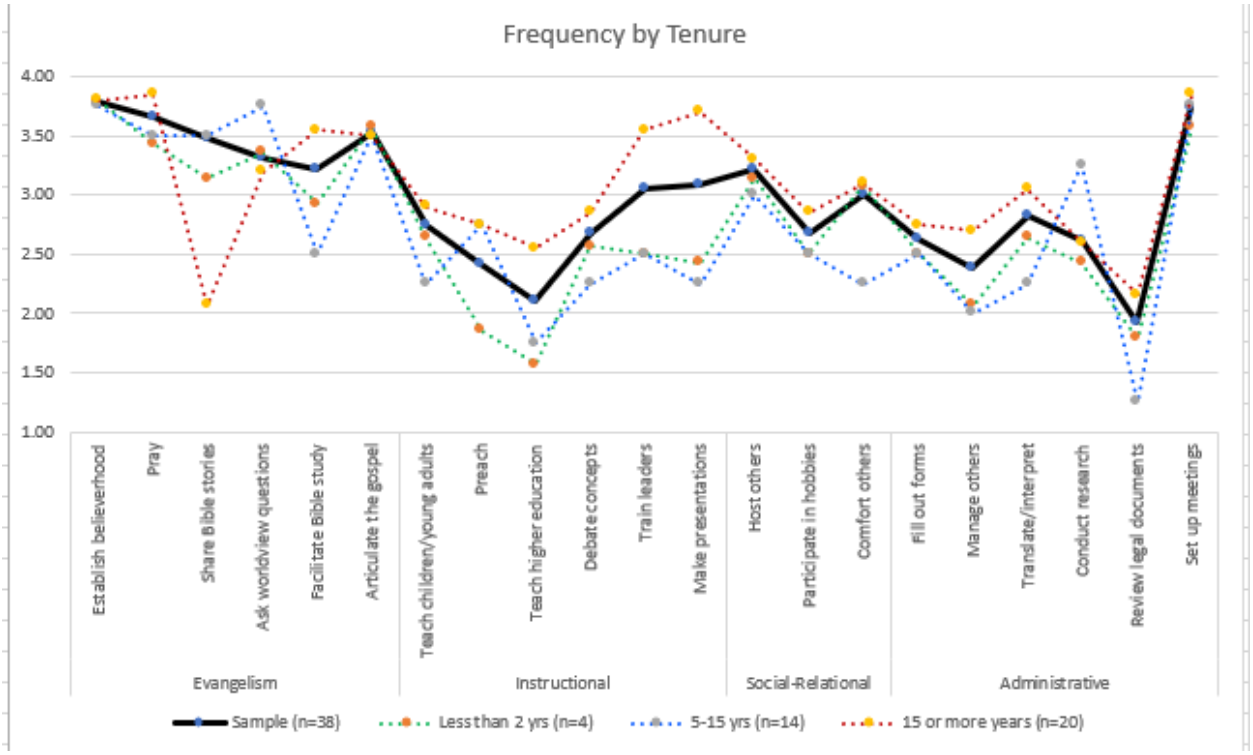

Figure 9: Frequency Characterizations by Tenure, Means of Responses

Figure 10: Importance Characterizations by Tenure, Means of Responses

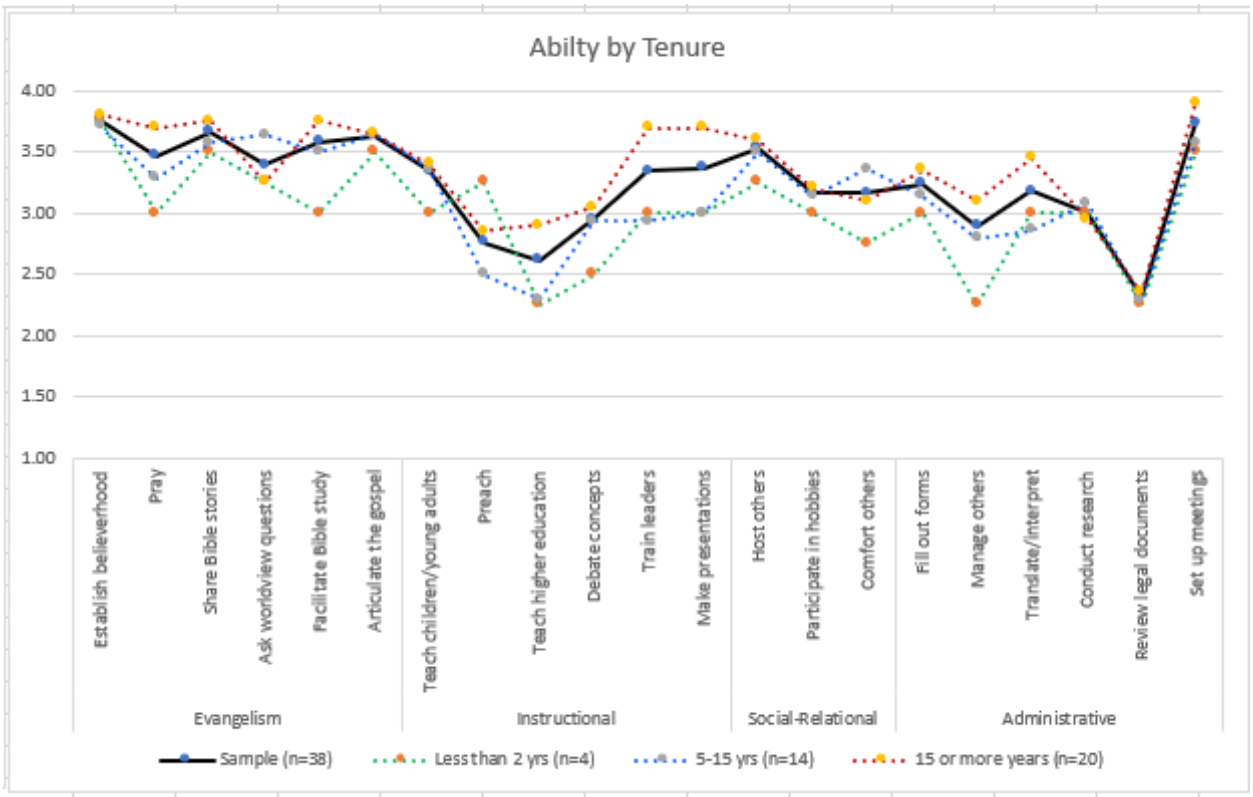

Figure 11: Ability Characterizations by Gender, Means of Responses

Respondents with fewer than two years of service reported less confidence in their ability to perform the TTs compared to other groups, with the notable exception of preaching. The middle and advanced tenure groups, by contrast, rated preaching as a task they felt *least* able to do well. Those participants with over 15 years of field experience rated, on average, their ability to perform the TTs most favorably, compared to other subsets of the sample.

Analysis suggested that the importance of TTs remain stable as a missionary's tenure progresses, and that a missionary's ability to perform these TTs improves over time. The frequency with which a missionary may perform the TTs may vary over his or her tenure: potential causes and implications of this will be discussed in Chapter 5.

Target Task Characterization by Functional Role

Questionnaire responses also yielded data on participant functional role. While initial thematic analysis revealed eight potential functional roles, the low response rate to the Phase 2 survey limited final analysis to four roles: church planter (n=14), people leadership/management (n=8), mobilization/U.S. partnerships (n=6), and national partner mobilization (n=4). The following sections present averaged target task characterizations by role.

Frequency by Functional Role

Table X presents the average of responses to the "[Task] in Spanish is something I do frequently" query, as calculated according to respondents' self-reported functional roles. Ranges between the minimum group average and maximum group average per TT are provided.

Table X. Average of Responses to Frequency Criteria by Functional Role

Table 15: Average of Responses to Frequency Criteria by Functional Role

TTT	TT	Sample (n=38)	Church Planter (n=14)	People Leadership (n=8)	US Mobilization (n=6)	National Partner Mobilization (n=4)	Range
Evangelisi	Establish believerhood	3.79	3.86	3.63	3.83	3.75	0.23
	Pray	3.66	3.79	3.50	3.33	4.00	0.67
	Share Bible stories	3.47	3.79	3.13	2.83	3.75	0.96
	Ask worldview questions	3.32	3.43	3.00	3.33	3.50	0.50
	Facilitate Bible study	3.21	3.36	3.13	2.83	3.75	0.92
	Articulate the gospel	3.53	3.71	3.38	3.50	3.50	0.33
Instructio	Teach children/young adults	2.74	3.14	2.00	2.67	3.00	1.14
	Preach	2.42	2.29	2.75	1.83	3.50	1.67
	Teach higher education	2.11	1.86	2.00	1.33	3.25	1.92
	Debate concepts	2.68	2.64	2.63	2.33	3.25	0.92
	Train leaders	3.05	2.93	3.00	2.50	4.00	1.50
	Make presentations	3.08	3.00	3.00	2.67	3.75	1.08
Social-Rel	Host others	3.21	3.14	2.88	3.33	3.75	0.87
	Participate in hobbies	2.68	2.86	2.38	3.00	2.50	0.62
	Comfort others	3.00	3.14	2.75	3.17	3.25	0.50
Administr	Fill out forms	2.63	2.43	2.25	3.00	3.75	1.50
	Manage others	2.39	2.57	2.38	2.00	2.50	0.57
	Translate/interpret	2.82	2.79	2.50	3.00	3.25	0.75
	Conduct research	2.61	2.93	2.25	2.50	2.25	0.68
	Review legal documents	1.92	1.77	1.88	2.17	2.00	0.40
	Set up meetings	3.74	3.86	3.63	3.67	3.75	0.23

These ranges (calculated by subtracting the lowest sub-sample average of responses to a TT from the highest) indicate that the most overall variation (>0.90 average points) between sub-samples (or functional roles) occur, in this order, in the following TTs: teaching higher education, preaching, filling out forms and training leaders, teaching children/young adults, making presentations, sharing Bible stories, and facilitating Bible study and debating concepts. Those TTs exhibiting the least amount of variation were setting up meetings and establishing believerhood, followed closely by articulating the gospel. In general, establishing believerhood and setting up meetings were rated as the most frequent, both within the entire sample and across functional roles.

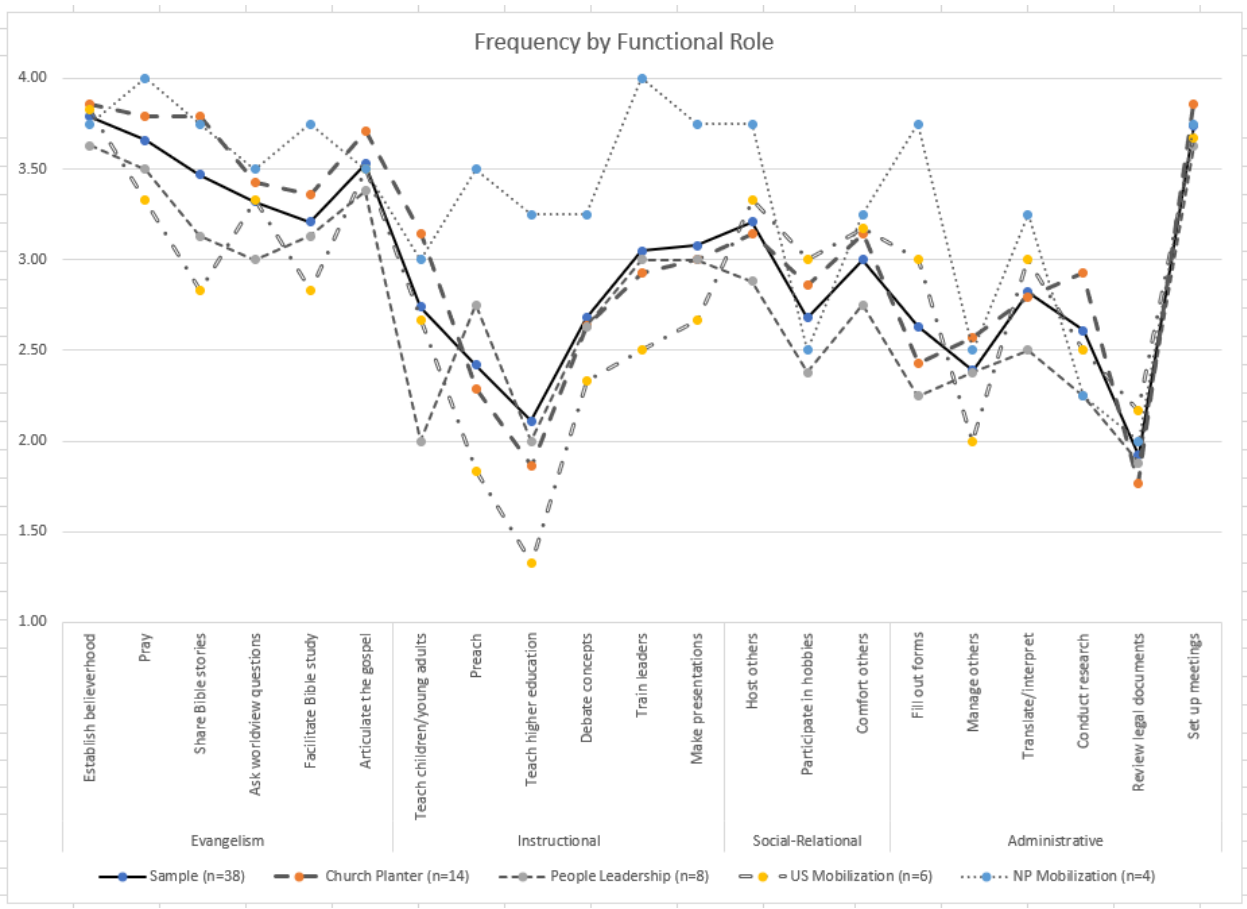

Figure 12: Average of Responses to Frequency Criteria by Functional Role

Figure 12 above illustrates these variations in task frequency by role, which is clearest in the Instructional category. Respondents who hold National Partner Mobilization roles (working with local church leaders to train and equip them to pursue their own missional efforts) undertake these tasks (preaching, teaching higher education, debating concepts, training leaders, and making presentations) most frequently. Further, missionaries working in U.S. Partner Mobilization were more likely to report frequently filling out forms in Spanish than those in church planting or people leadership; this subset tended to rate all target tasks as less frequent than their counterparts working with local church leaders in Latin America, with the exception of Social-Relational efforts (hosting others, participating in hobbies, comforting others).

National Partner mobilizers and Church Planters reported more frequent engagement with Evangelism tasks than those holding People Leadership or U.S. Mobilization roles. People leaders—who typically work with other English-speaking missionaries—generally rated all TTs as less frequent in their work as compared to the overall sample average response to each TT.

Respondents self-classifying in the Church Planter sub-sample (n=14, 37%), produced plotted averages that most closely mirror the overall sample, as expected (Figure X). As compared to the People Leadership and U.S. Mobilization groups, Church Planters indicated more frequent involvement in Evangelism category TTs.

Importance by Functional Role

Averages were similarly coded and calculated from responses to the item "[Task] is an important part of my work." These appear below in Table 15; see Figure 12 for visualizations of variations among these tasks by role. As with responses to the frequency criteria, the most variation across participant sub-samples by functional role appears in the Instructional category, and within the "filling out forms" task. In addition, there is a notable difference among at least two sub-sample groups in terms of the importance of translating/interpreting.

Table 16: Averaged Frequency Characterizations by Functional Role

TTT	TT	Sample (n=38)	Church Planter (n=14)	People Leadership (n=8)	US Mobilization (n=6)	National Partner Mobilization (n=4)	Range
Evangelism	Establish believerhood	3.82	3.79	3.88	3.83	3.75	0.13
	Pray	3.82	3.93	3.75	3.67	4.00	0.33
	Share Bible stories	3.55	3.86	3.13	3.17	3.75	0.73
	Ask worldview questions	3.71	3.93	3.25	3.83	4.00	0.75
	Facilitate Bible study	3.45	3.79	3.38	3.00	3.75	0.79
	Articulate the gospel	3.84	3.92	3.88	4.00	3.75	0.25
Instructional	Teach children/young adults	2.89	3.43	2.13	2.83	3.00	1.30
	Preach	2.53	2.36	2.75	2.17	3.50	1.33
	Teach higher education	2.26	2.00	2.13	1.50	3.25	1.75
	Debate concepts	2.66	2.57	2.63	2.50	3.25	0.75
	Train leaders	3.47	3.36	3.50	3.00	4.00	1.00
	Make presentations	3.18	3.07	3.13	2.67	3.75	1.08
Social-Relational	Host others	3.53	3.50	3.25	3.67	4.00	0.75
	Participate in hobbies	2.76	2.93	2.63	3.00	2.75	0.37
	Comfort others	3.26	3.50	3.00	3.50	3.25	0.50
Administrative	Fill out forms	2.39	2.29	2.25	2.17	3.50	1.33
	Manage others	2.45	2.64	2.50	2.17	2.25	0.47
	Translate/interpret	2.79	3.00	2.13	3.00	3.25	1.12
	Conduct research	2.79	3.07	2.63	2.67	2.25	0.82
	Review legal documents	1.95	1.93	1.88	2.00	2.00	0.12
	Set up meetings	3.82	3.86	3.75	3.83	4.00	0.25

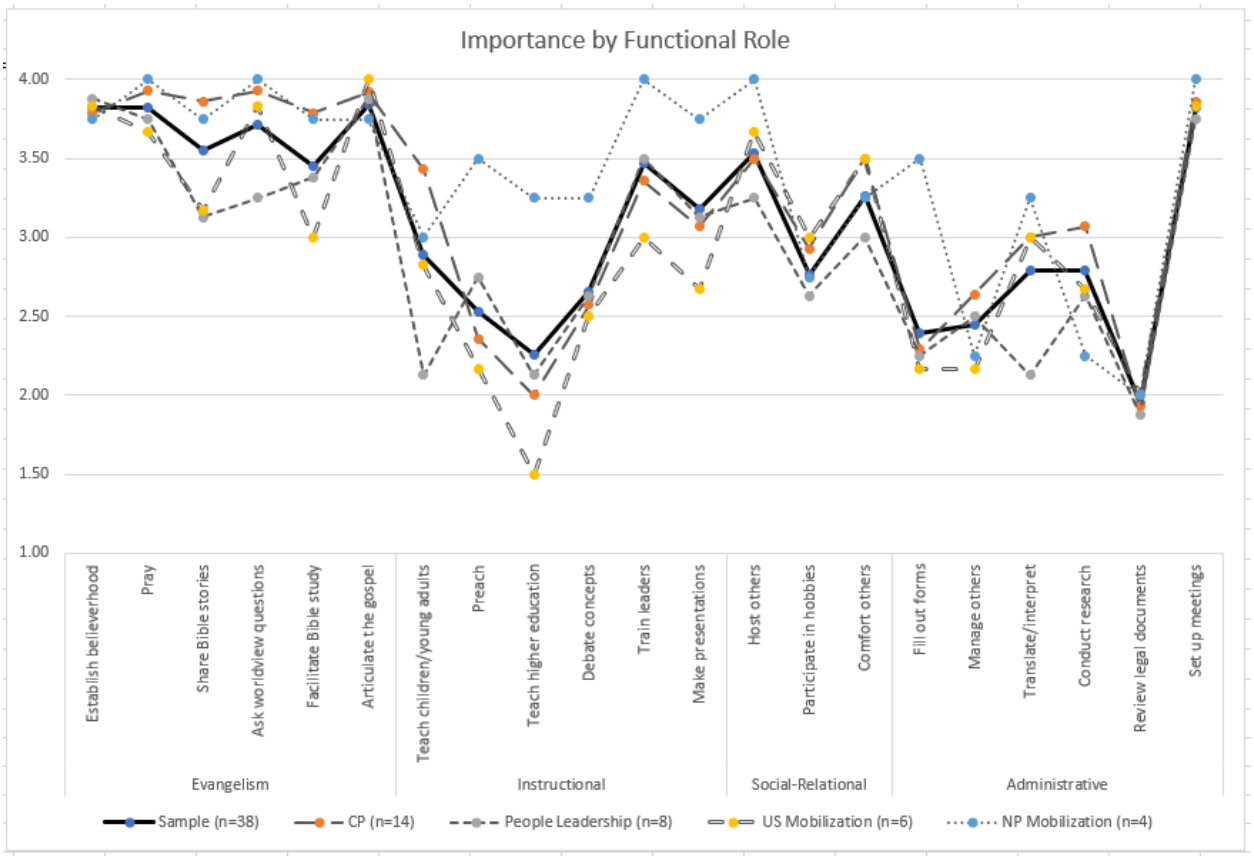

Figure 13: Averaged Importance Characterizations by Functional Role

National Partner mobilizers rate Instructional TTs as more important to their work than do missionaries in other role groups, as in their characterization of frequency. All role groups rated Evangelism TTs as high in importance, although there was more variation between groups around the sharing Bible stories and facilitating Bible study TTs. As with other cross-factor analyses, setting up meetings was rated relatively consistently across functional role sub-samples, along with establishing believerhood.

Average of responses to the Ability criteria on the Phase 2 survey and calculated ranges of averages across sub-samples are provided in Table 17.

Table 17: Average of Responses to Ability Criteria by Functional Role

TTT	TT	Sample (n=38)	Church Planter (n=14)	People Leadership (n=8)	US Mobilization (n=6)	National Partner Mobilization (n=4)	Range
Evangelism	Establish believerhood	3.76	3.71	3.88	3.67	3.75	0.21
	Pray	3.47	3.50	3.50	3.00	4.00	1.00
	Share Bible stories	3.66	3.79	3.50	3.50	4.00	0.50
	Ask worldview questions	3.39	3.36	3.25	3.50	3.75	0.50
	Facilitate Bible study	3.58	3.71	3.63	3.17	4.00	0.83
	Articulate the gospel	3.63	3.79	3.75	3.50	3.75	0.29
Instructional	Teach children/young adults	3.34	3.57	3.13	3.17	3.25	0.44
	Preach	2.76	2.64	3.25	2.33	3.25	0.92
	Teach higher education	2.61	2.57	2.88	1.67	3.25	1.58
	Debate concepts	2.95	3.00	3.00	2.50	3.50	1.00
	Train leaders	3.34	3.29	3.63	2.67	3.75	1.08
	Make presentations	3.37	3.43	3.38	2.83	3.75	0.92
Social-Relational	Host others	3.53	3.36	3.50	3.50	4.00	0.64
	Participate in hobbies	3.16	3.50	2.75	3.33	3.25	0.75
	Comfort others	3.16	3.29	3.13	3.17	3.25	0.16
Administrative	Fill out forms	3.24	2.86	3.25	3.17	4.00	1.14
	Manage others	2.89	3.00	2.88	2.67	2.75	0.33
	Translate/interpret	3.18	3.29	3.25	2.50	3.75	1.25
	Conduct research	3.00	3.07	3.13	2.60	3.00	0.53
	Review legal documents	2.32	2.36	2.25	2.33	2.25	0.11
	Set up meetings	3.74	3.79	3.63	3.67	3.75	0.16

Again, the ranges between the maximum and minimum sub-group averages of responses qualifying a TT by ability were larger (>0.90 average points) for TTs in the Instructional category, with all but the teaching children/young adults TT resulting in a range over this threshold. Filling out forms and translating/interpreting also resulted in larger ranges across this criterion, as did praying.

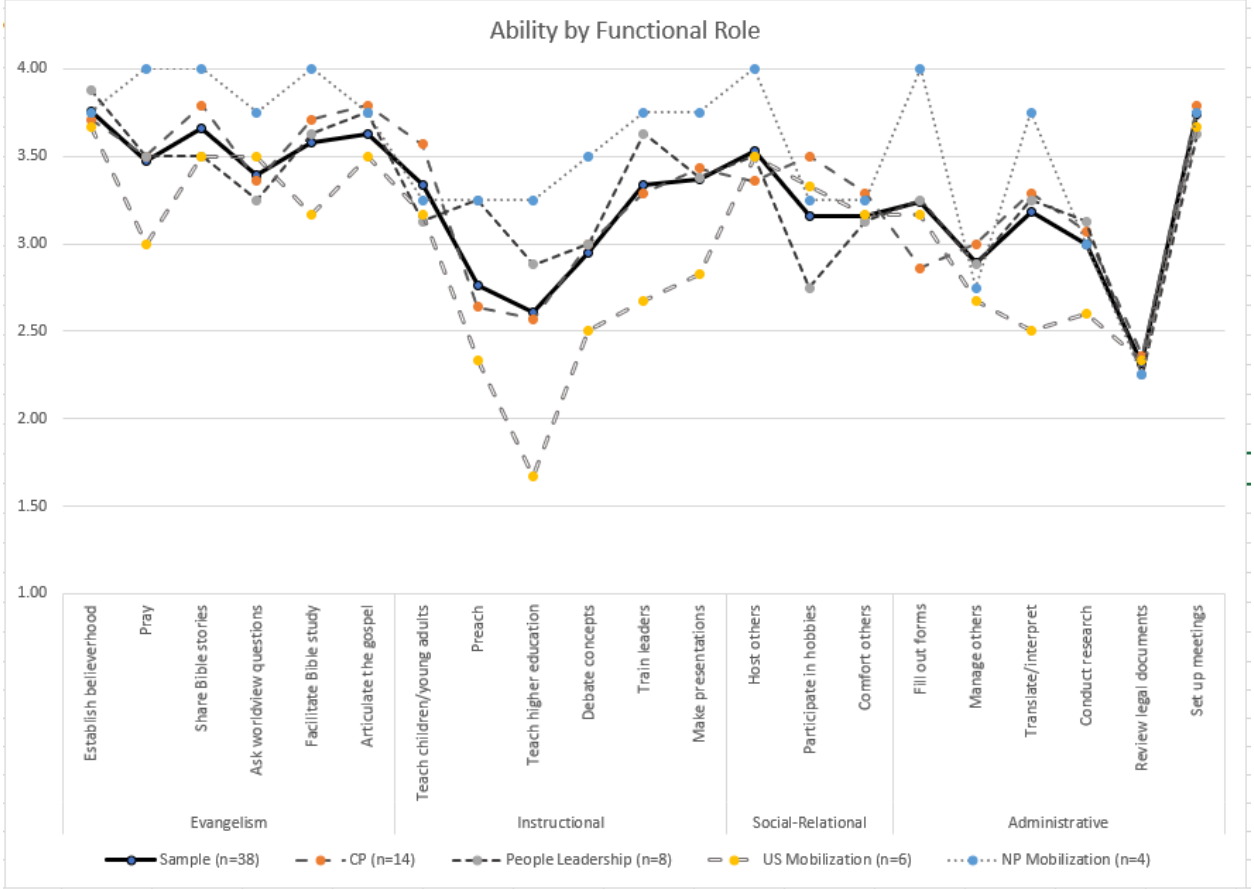

Figure 14: Average of Responses to Ability Criteria by Functional Role

Overall, National Partner Mobilizers rate themselves as more able to perform TTs as compared to missionaries in Church Planting, People Leadership, and U.S. Mobilization roles. Missionaries in U.S. Mobilization roles rate their ability to perform the identified TTs least favorably out of all four role groups. With the exceptions of reviewing legal documents and teaching higher education, the respondents rated their abilities favorably, with averages across the total sample and sub-samples higher against the ability criterion compared to the frequency and importance criteria.

Comparison of averaged responses to questionnaire items across missionary functional roles suggests that these distinctions affect the frequency and importance of the identified TTs, and, to a lesser degree, his or her ability to perform them. In general, missionaries focused on

national partner mobilization rate their ability to perform TTs more favorably than other functional role sub-samples, while those missionaries focused on U.S. partner mobilization rate their ability least favorably as compared to the other sub-sample categories. Missionaries in roles of people leadership and U.S. partner mobilization also rate the frequency of Evangelism TTs lower as compared to those in other roles. Missionaries working in national partner mobilization, notably, rated Instructional target tasks as more frequent and important to their work. The next chapter offers an analysis and discussion of these findings.

Summary of Results by Research Questions

Through two phases of inquiry, involving a variety of stakeholders and employing both qualitative and quantitative methods, the researcher answered four research questions. The following table provides a summary of the research questions, methods used, analyses employed, and the results produced by the investigation.

Table 18: Summary of Results by Research Question

Research Question	Methods Used	Analysis	Results
RQ1a: What are the target tasks of missionaries working in Spanish-speaking contexts as identified by supervisors, trainers, and missionaries?	**Qualitative:** Semi-structured small group interviews	Thematic analysis - Identified professional missionary activity and coded like together into TT, then coded TT in TTT categories	21 TTs were identified, falling into 4 TTT: Evangelism TTT • *Establishing believerhood* • *Praying with nationals* • *Sharing Bible stories* • *Asking questions about worldview* • *Facilitating Bible study* • *Articulating the gospel* Instructional TTT • *Teaching children/young adults* • *Preaching* • *Teaching higher education* • *Debating concepts*

			• *Training church leaders* • *Making presentations* Social-relational TTT • *Hosting nationals at home* • *Participating in a hobby* • *Comforting nationals* Administrative TTT • *Filling out forms/applications* • *Managing the work of nationals* • *Translating/interpreting* • *Conducting research* • *Reviewing contracts/documents* • *Setting up meetings*
RQ1b: Are different target communicative tasks identified across stakeholder groups (supervisors, trainers, and missionaries)?	**Qualitative:** Semi-structured small group interviews (same interview data as above)	Cross-tabulation of codes - NVivo matrix lookup of TT by stakeholder cases	TT from each TTT were present in data from each stakeholder group (Executive Leader, Team Leader, Team Member, Trainer). Team Member participants produced the most variety of unique TT, while the Executive Leader group produced the least.
RQ2a: How are these tasks described by missionaries in terms of ability to perform, frequency, and importance to their work?	**Quantitative:** Likert-type four-point survey	Descriptive statistical analysis - Mathematical mean of numerically coded Likert responses, standard deviations	Overall, there was a high level of consistency in participants' ratings of all TT in terms of frequency, importance, and ability. TT in the Evangelism TTT were consistently rated as the most frequent and most important, and TT missionaries were most able to perform well in Spanish. A notable exception was the TT *praying with nationals*, which ranked among the top five frequent and important TT (out of 21), but ranked seventh in ability. *Setting up meetings* (Administration TTT) also ranked among the top five in all three criteria (frequency, importance,

			ability). The TT of *teaching higher education* and *reviewing legal documents* ranked among the lowest for all three criteria. In general, missionaries rated their ability to perform each TT favorably.
RQ2b: Do descriptions of frequency, importance, and ability to perform these target communicative tasks vary across subsections of missionaries, whether by role, tenure, or other differentiator?	**Qualitative:** Semi-structured small group interviews (same interview data as above) **Quantitative:** Likert-type four-point survey (same survey data as above)	Thematic analysis - identified participant variables potentially having effect on missionary language needs Descriptive statistical analysis - mathematical means and percentages calculated and compared/contrasted across differentiators identified through qualitative analysis	Gender (male/female), functional role (people leadership, U.S. partner mobilization, national partner mobilization, and church planter), and tenure (< 2 year, 2-5 years, 5-15 years, 15+ years) emerged characteristics across which ratings of TT frequency, importance, and ability could vary. Female participants rated higher frequency, importance, and ability in the Social-relational TTT, as compared to males. In the Instructional TTT, male missionaries rated the frequency of *preaching* significantly higher (12th of 21) than females (last). In contrast, females rated *teaching children/youth* as the sixth most frequent TT, while males rated it 19th (of 21). Outside of these exceptions, male and female missionaries rated TT similarly for frequency and importance. Overall, male and female missionaries favorably rated their ability to perform all TT, although on average male respondents rated their ability more favorably than did females. Comparing responses by tenure demonstrated little qualitative variation.

			In general, comparison by functional roles produced similar patterns to whole sample analysis. However, missionaries with national mobilization roles rated three TTs in the Instructional TTT (*making presentations, preaching, training church leaders*) as more frequent and important, compared to other functional roles. National mobilizer missionaries also rated their ability across all TT more favorably, in general, than did missionaries in other roles. Missionaries identifying into U.S. partner mobilization roles rated their ability least favorably among the role groups. Missionaries holding people leadership and U.S. mobilization roles also rated TT in the Evangelism TTT as less frequent, in general, as compared to other roles and the whole sample, although their ratings of the importance of the Evangelism TT was comparable to that of other functional role groups and the whole sample.

CHAPTER 5: ANALYSIS AND DISCUSSION OF FINDINGS

This chapter offers analysis and discussion of the study findings, as well as recommendations for the language program of investigation and study limitations. This study sought to identify and analyze the Spanish-language needs of a specific international missionary organization. Based on the existing literature reviewed in Chapter 2, the language use of the organization's missionaries for professional ministry purposes was assumed to be a Language for Specific Purposes (LSP) context. However, personal knowledge of the Spanish-language program and correspondence with its leaders led the researcher to believe that it was not aligned with best practices in LSP education or training. LSP education programs, critically, are needs-based (Belcher, 2006). Therefore, the researcher conducted a task-based needs analysis, as recommended by Long (2005 METHODS), to identify communicative target tasks (TTs), examine their usage context, and determine their frequency, importance, and ease of execution in missionaries' work.

Discussion of Results

Research Question 1a: What are the target communicative tasks (TTs) of missionaries working in Spanish-speaking contexts, as identified by supervisors, trainers, and missionaries?

The dissertation answered RQ1 through qualitative content analysis of small group interview transcripts. The identified target task types (TTTs), or categories, and their respective TTs include:

- Evangelism Tasks

    - Establishing believerhood
    - Praying with nationals
    - Sharing Bible stories
    - Asking questions about worldview
    - Facilitating Bible study
    - Articulating the gospel
- Instructional Tasks
    - Teaching children/young adults
    - Preaching
    - Teaching higher education
    - Debating concepts
    - Training church leaders
    - Making presentations
- Social-relational Tasks
    - Hosting nationals at home
    - Participating in a hobby
    - Comforting nationals
- Administrative Tasks
    - Filling out forms/applications
    - Managing the work of nationals
    - Translating/interpreting
    - Conducting research
    - Reviewing contracts/documents

- Setting up meetings

While many of the identified tasks and categories are familiar from standard, professional secular contexts (e.g., making presentations), others, specific to the Christian tradition and to this particular organization, require additional definition to support further research and generalizability. These include specific TTs in the Evangelism category and the preaching TT from the Instructional TTT. Participant responses, the basis for the following interpretations, guided the study.

Evangelism. The term "evangelism" was assigned to the emerging category of TTs relating to sharing the central message of Christianity, which is the reconciliation of humankind with God through belief in the sinless life, death, and resurrection of Jesus. In this denominational tradition, "evangelism is an element in the job description of every [omitted] missionary, regardless of assignment of job title" (*Foundations*, 2016, p. 80).

Establishing believerhood. Interview participants indicated that a part of their work is intentionally communicating to others that they are Christians. One participant, for example, shared:

> My supervisor, when I lived in [country], always told us that a good rule of thumb was that in the […] first three conversations you have with someone that you let them know that you are a person of faith. (Winona)

Philip, an Executive Leader stakeholder, shared in a separate interview that when he served as a trainer for incoming missionaries, he aimed to train them to, "with whatever language [ability] they had, [to] be able at least to identify themselves as followers of Jesus." Therefore,

establishing believerhood is defined in this context to be the intentional communication from a missionary to an interlocutor that he or she is a Christian.

Praying with nationals. Prayer, in the denominational context, can be done both corporately (with others) or privately. Prayer is spontaneous and not recited, but is often modeled after the example given by Jesus in Matthew 6:9-13, which models praising God (verses 9-10), confessions of sin and petition for forgiveness (verse 12), and making requests on behalf of self and others (verse 11).

Sharing Bible stories. The Bible is largely written in narrative form, and Jesus himself often taught in parables. In the context of cross-cultural missions, the sharing of Bible stories often refers to "a method of sharing biblical truths by teaching the stories of the Bible in the order that they happened in time" (Thompson, 1996). According to Barger (2020), "chronological Bible storying is the preferred method of communicating the gospel message to [primary oral and oral preference learners]" (p. 21). Input from Phase 1 interview participants suggests that the sharing of Bible stories in their ministry work is structured and consistently applied.

Asking worldview questions. In order to demonstrate the value of the gospel to local communities, missionaries aim to understand their communal and individual worldview. Interview participants indicated that they do this largely by asking questions. For example, one missionary shared:

> Depending on the relationship I have with the people, or the situation that we're in, sometimes we just observe and ask questions, and try and play the dumb Americans so that we can get more insight into worldview and culture. (Wren)

Another missionary expanded upon the types of questions or topics she wants to learn about in order to minister to others:

> There was very extensive research and lists of topics we're trying to address to understand about the way they think about ultimate reality, about family, [and about the question], "What's your vision of ultimate reality?" (Waverly)

Other interview participants mentioned asking questions about "spiritual climate" (Natalie), marriage traditions and education (Michael), ways of life (Bethany), the validity of the Bible (Wyatt), and holidays (Benjamin).

Facilitating Bible study. Studying the Bible in small groups is common in current Protestant Christian practice. Scripture in this tradition is considered free of error, completely true, and the one authority regarding the true nature and will of God (Baptist Faith & Message, 2000). Study participants indicated that Bible study may take the form of discussion groups (Natalie), or groups studies in homes (Wren, Winona) or churches (Micah). Bible studies consist of the presentation of scripture and discussion on relevant lessons learned (Bethany).

Articulating the gospel. The central message of Christianity is that all humans sin, separating them from God and His goodness, but that God provides forgiveness to those who believe that Jesus was fully divine, lived a sinless life, was crucified and buried, and was resurrected. The message of the gospel is God-centered, addresses issues of sin and guilt, presents the divinity and humanity of Jesus Christ, issues a call for repentance and belief, but does not promise physical health or earthly prosperity as a result of belief (*Foundations*, 2017). The comprehensive sharing of this message is the task of *articulating the gospel*.

Preaching. Preaching is a central feature of Sunday church gatherings in the denomination and is normally carried out by the pastor of the congregation. In this denominational tradition, only men may be pastors, and most interpret this to mean that only men may preach (Baptist Faith & Message, 2000). Preaching may be expository, cast vision for a church, or inspire congregants to action, and relies on scriptural interpretation (Bugg, 2005).

Research Question 1b: Do the target communicative tasks identified differ among stakeholder groups (supervisors, trainers, and missionaries)?

Phase 1 interview participants were classified into four stakeholder categories, rather than the intended three, in order to differentiate between missionary team leaders and missionary team members. This classification yielded the stakeholder categories of Team Members (7), Team Leaders (1), Trainers (4), and Executive Leaders (4). In order to explore potential differences in the task-based language needs of missionaries working in the research context, interview participants participated in small group interviews according to their stakeholder classification, and their transcribed interview data was coded at the attribute level to facilitate comparison.

Overall, there was a high level of consistency in the TTs identified by interview participants across stakeholder classifications. While the low overall and group sample size limit definitive comparisons, general similarities were apparent in the task-based descriptions of missionary work given by different organizational stakeholders. All but three TT—*making presentations*, *conducting research*, and *translating/interpreting*—were mentioned by stakeholders in each classification, suggesting a degree of shared understanding among the stakeholders of the types of communicative scenarios in which missionaries engage.

At least one participant in each stakeholder group, and nine of the 16 overall Phase 1 interview participants, identified the TT of *articulating the gospel*. In general, Evangelism TTT

tasks were mentioned by more participants in all stakeholder groups, indicating a shared emphasis on evangelism activities in missionary work.

Research Question 2a: How are these tasks described by missionaries in terms of relative difficulty, frequency, and importance to their work?

The 21 TTs identified in Phase 1 small group interviews were used to develop the Phase 2 survey, in which participants were asked to characterize each TT in terms of perceived frequency and importance in their work, as well as their perceived ability to perform it well in Spanish. At least seven respondents deemed all of these TTs to be frequent and important, corroborating the results of Phase 1 analysis.

Tasks falling into the Evangelism TTT consistently elicited *Agree* or *Strongly agree* responses from participants on all criteria of frequency, importance, and ability. All participants indicated that the tasks of *establishing believerhood* and *articulating the gospel* were frequent in their work, and they were able to perform them well. All participants agreed or strongly agreed that *praying* is an important part of their work, along with *articulating the* gospel. Of all TTs in all TTT groups, only *articulating the gospel* elicited agreement or strong agreement from all Phase 2 participants on all three criteria of frequency, importance, and ability.

Within the other three TTTs—Instructional, Social-relational, and Administrative—there was greater task-to-task variation in terms of frequency, importance, and ability. Even so, there seems to be a level of correlation between ratings of frequency and importance, which is to say that TTs rated as high-frequency tend to also be rated as high-importance. Additional research with a larger sample size could statistically corroborate this observation.

Among Evangelism TTs, *praying* stood out; this task received high ratings for importance and frequency, but low ratings for ability. Based on qualitative input from

missionaries in Phase 1, the researcher expected that the *praying* TT would be rated as one of the most difficult tasks—that is, one of the least performable. As put by one Executive Leader:

> And [prayer] is exceedingly different because now you're having to talk about this person, that person, the other person and how to pray. Because oftentimes their prayers use transitive languages because you're asking God to do something for that person and not necessarily for you. And you're doing it in a polite language because you cannot command God to do anything. (Benjamin)

Other Phase 1 interview participants indicated corporate prayer in the target language to be grammatically complex, but also "fairly uncomfortable" (Bethany), something they may be "terrified to do" (Natalie), and difficult even in their own native language (Michael). Because the task of prayer was considered very important, very frequent, and difficult, task-based teaching interventions may be of particular benefit for improving performance and confidence.

Setting up meetings stood out from the other Administrative TTs due to the almost unanimous responses from Phase 2 participants labeling it frequent, important, and doable. Upon reflection, the researcher determined that this task probably corresponds significantly with the performance of other TTs. For example, *facilitating Bible study* requires establishing a time and place, as would *training leaders*, and *hosting nationals*, and so forth. Because a missionary's work is collaborative by nature, establishing appointments with others is inherently common.

Overall, missionaries agreed that they are at least minimally able to perform all identified TTs; the most difficult tasks fell into the Instructional and Administrative categories. However, the tasks that they perceive themselves least able to do tend to also be less frequent, suggesting that not all missionaries require focused instruction on improving their abilities with these TTs.

Research Question 2b: Do suggested target communicative tasks or their described frequency, importance, and performability vary across subsections of learners, whether by role, tenure, or other differentiator?

Insights gleaned during Phase 1 small group interviews suggested that the types of TTs in which missionaries engage or their frequency, importance, or ease of execution may vary based on individual-level differences. For example, interview participants indicated that, for example, female missionaries would rarely—if ever—preach, that their ability to perform tasks such as *articulating the gospel* may improve as their tenure progressed, and that when their roles or assignments changed within the company, so did their language use and, therefore, their needs. This finding prompted analysis of Activity Questionnaire responses across three factors: missionary tenure (or language/region-specific service length), gender (binary, male and female), and functional role.

Gender

Male and female missionaries demonstrated an expected relative consistency in their levels of agreement on frequency, importance, and their ability across Evangelism target tasks. Female respondents rated *preaching* as less frequent in their work, which was also expected based on organizational policy and the denominational interpretations of 1 Timothy 3:2, which qualifies only men to preach. Female missionaries also rated *teaching higher education* as less frequent, compared to both other TTs and male respondents. Much like preaching, the teaching of theology or scripture to men or groups of mixed gender is often reserved for male members of the denomination. It is worth noting, however, that *teaching higher education* was the second-lowest-rated TT in terms of frequency among the full sample.

Tenure

Analysis of results by tenure did not produce the expected effect on self-ratings of ability (longer tenure = higher perceived ability), which the researcher attributes to the low response rate to the Phase 2 questionnaire by early-term missionaries or those currently participating in company-sponsored language learning. Of the 38 questionnaire respondents, only four indicated a tenure of less than two years. The organization sends new missionaries settling in Latin America to a centralized location for Spanish language training, and requires them to attain Advanced Low proficiency on the ACTFL scale before relocating to their long-term assignment; thus, any missionary past the period of initial language study most likely enjoys relative fluency in Spanish. All but one Phase 2 participant had surpassed this benchmark.

In analyzing importance by tenure, one outlier emerged: *preaching*. While the three tenure subsamples were generally consistent in their characterizations of all TTs by frequency, import, and performability, respondents with fewer than two years of experience rated *preaching* as more important than did the other two tenure subsamples. However, the researcher observed that three of the four participants falling into this subsample were male, and the single female respondent had indicated the importance of preaching as "Strongly agree." After examination, the outlier was characterized as an anomaly enabled by low subsample size.

The results of frequency ratings by tenure yielded two interesting insights. Missionaries with over 15 years of service rated *making presentations* as significantly more frequent. While multivariate analysis of these characterizing factors exceeded the scope and capacity of the current study, particularly considering the low sample size, the researcher predicts that the emphasis on making presentations relates to the functional roles held by these respondents, specifically that of National Partner Mobilizer. All National Partner Mobilizer respondents fell

into highest tenure subsample, accounting for four out of 15 participants. While additional factors may contribute to the ubiquity of this target task within this group, analysis reinforces the importance of considering functional role when determining task-based language needs.

Conversely, those in the highest tenure group indicated that they engage in *sharing Bible stories* far less frequently than the other groups. While additional inquiry would be needed to confirm, the introduction of orality-focused strategies into the region's missionary training program may account for the difference in the frequency of this task across tenure categories. Orality-based strategies, such as bible storying, are approaches to sharing the gospel that rely on storytelling and chronological narrative to convey the messages of Scripture (Barger, 2020). A search of ProQuest Dissertations and Theses Global using the term "bible storying" indicates a surge in published dissertations and theses regarding the evangelism and biblical education strategy. The search returned no results prior to 2001, and 108 between 2001 and 2020; 85 of these (approximately 80%) were published in 2010 or beyond.

Functional Role

Comparing the averages of survey responses by functional role (Church Planter, People Leadership, U.S. Mobilization, and National Partner Mobilization) further confirmed role-based influences on characterizing the identified target tasks. Church Planter missionaries indicated high agreement with the frequency and importance of Evangelism TTs. U.S. Mobilizers tended to rate the frequency of all target tasks lower than those in other roles, except for those TTs in the Social-relational TTT group. National Partner Mobilizers demonstrated notably high levels of agreement with the frequency and importance characterizations of Instructional TTs, such as *preaching, teaching higher education, training leaders,* and *making presentations,* which suggests that these may be critical exercises in the execution of their role.

In addition, missionaries in National Partner Mobilization roles rated their ability more favorably across all TTs, when compared to other role subsamples; U.S. Mobilizers rated their ability most conservatively. To better interpret this difference, the researcher reviewed the individual response records of participants in these two subsamples, focusing on tenure, to check for other variables that could account for these differing ability ratings. All those considered had tenures of more than 15 years, suggesting that time of service may not be the only influence on confidence in their ability to perform. Considering that National Partner Mobilizers specifically work with local church leadership to support local congregations and organizations as they establish or expand their own evangelical missions, it stands to reason that these missionaries would use Spanish perhaps most frequently in their work and thus maintain or develop higher competency in these TTs. U.S. Mobilizers, on the other hand, may spend more of their time communicating in English with church leaders in the United States.

While the response rate to the Phase 2 questionnaire was small and thus resulted in small subsample sizes for comparison, Phase 1 qualitative data helped to triangulate the effect that functional role can have on the language needs of a missionary. For example, a language training leader indicated in an interview that the role a missionary holds directly influences the time spent using the target language of assignment:

> [I just had] lunch yesterday with our HR guy and he's doing whatever he can to learn language. . . He's doing really well, but 90% of his work week is spent in English, and it's very intense [to learn the language]. (Steven)

While this particular stakeholder did not serve in the Latin American Spanish-language context, his position as a leader of language trainers for the organization informed this

observation on the relationship between role and language needs. Changes in a missionary's role or location can also affect their language use and maintenance:

> So [the circumstances under which I use Spanish] have changed a lot for me. I've been with this team for two years, so the amount of Spanish I speak has changed dramatically [since] I've been in [city]. I had to reevaluate [my use of Spanish] after [relocating]. I think there was a question about [how I use Spanish] and I was like, "Oh gosh, I don't think I've ever really thought this through." But I would say the two majority places where I'm using Spanish would be in the church that I go to [and as a part of] daily interactions, where you might go to a coffee shop or order food. I barely count those because they're just like those innate phrases that you say […] but the other scenario or location that I'm using it is like the gym that I go to. (Bethany)

This participant's reassignment to another city coincided with a role change that had her working in English as a Second Language education at urban universities, and in connected U.S.-based churches in her city of assignment. This change reduced the amount of Spanish required to fulfill her professional ministry, which resulted in a change to her usage patterns of the language. As noted above in discussions of interview data, missionaries moving into logistics or operations roles must learn previously unneeded technical vocabulary.

> I mean, today in my role [as an operations leader], [Spanish proficiency] is not as important because I deal with [other] missionaries for the most part. I mean, I need to be able to [speak Spanish well], but my ministry's fulfilled because I'm helping my coworkers get things done. (Michael)

Interview data also suggested that missionaries tended to address these specific learning needs on their own, or with the informal assistance of locals, instead of undertaking needs assessments and trainings through the organization. In describing their experiences working in theological education (higher education) in Latin America, missionary couple Richard and Rachael shared the difficulties of transitioning from language training to the seminary classroom:

> I had not had any Spanish at all before we went to language school. About two weeks after we landed in [our assignment country] at the seminary, I was teaching New Testament Greek in Spanish. So in order to do that, I had to write everything out and rely on the grace and patience of my students. So it was a process of learning by just jumping into the deep end of the pool. But I remember, very laboriously, for those first few years, writing out all of my notes and making sure that I had the Spanish there in front of me as I was doing these classes. (Richard)

Triangulating sources and methods illustrates the importance of functional role on learning needs, which interacts with task and task characterization to a far greater degree than either gender or tenure. In light of this, recommendations for language programming will be discussed in the following section of this chapter.

This exploratory study identified 21 communicative target tasks (TTs) in which missionaries using Spanish in Latin America participate in pursuit of their professional ministry. Evangelism target tasks were rated most frequent and important in missionary work, and all respondents indicated at least a minimal ability to perform all 21 TTs. The gender, tenure, and functional roles of missionaries were found to have differing influence on the characterization of the TTs in terms of frequency, importance, and ability.

Curricular Recommendations

In practical terms, whether or not all TT identified through NA require intructional attention is a question that must be posited by language educators. Researchers in the field have used varied approaches to refine the inventory of TTs included in LSP syllabi, and used those insights to design pedagogical tasks. Serafini and Torres (2015), for example, used ratings of frequency and difficulty to prioritize the TTs identified in their NA for inclusion in an LSP curriculum. Malicka and colleagues (2019) used Robinson's Triadic Componential Framework (2011) to characterize TTs' complexity, prioritize them for instruction, and design pedagogical tasks to promote learner development. Martin and Adrada-Rafael (2017) also used ratings of frequency to select TTs to incorporate into pedagogical tasks in a Business Spanish course. Smith and colleagues (2022) triangulated the TTs resulting from their NA in an EAP setting, in terms of learner-reported frequency, importance, and difficulty, resulting in a concise list. Camus and Advani (2021) relied on ratings of frequency to determine which TTs to include in a course preparing students for study abroad in Spanish-speaking countries, while also including all TTs identified through NA in the curriculum, based on the expected general proficiency of students entering the course (Advanced Low).

Although there is no agreed-upon criterion for determining which TTs to include in an LSP curriculum, the scholarly consensus holds that not all TTs identified through a task-based NA must be incorporated into the resulting learning design. Rather, TT inclusion and sequencing should be informed by insights purposefully gathered by researchers during NA (Long, 2015) and an understanding of the learners involved (Camus & Advani, 2021; Martin & Adrada-Rafael, 2017).

The present study identified 21 TTs via the interview data. Reviewing these tasks against ACTFL Can Do statements and proficiency guidelines shows that while some are not specific to the professional missionary context, they represent content that learners should have reasonably mastered through general purposes instruction. For example, communicative TTs such as *setting up meetings, participating in hobbies, hosting nationals, comforting nationals, filling out forms,* and *reviewing contracts/documents* should be somewhat accessible to learners with Advanced Low proficiency, the minimum qualifying threshold for deployment to his or her permanent assignment location. Also, while these tasks were generally rated as frequent by participants, overall, they were not rated as high in importance as other TTs.

In contrast, most TTs in the Evangelism and Instructional TTT categories are not necessarily supported by general language instruction and Advanced Low Proficiency, and interview data suggest that the organization's current language study does not equip missionaries to carry out many of these tasks. In consideration of the inventory of 21 TTs, qualitative and quantitative insights, and reasonable expectations for learner performance and ability, the researcher proposes the following language learning modules, which represent a starting point for developing a task-based curriculum targeting Spanish for Missionary Purposes. These modules are modeled on those of Camus and Advani (2021), presenting exit tasks ("tasks that should be assessed in the curriculum" (p. 384)) that address multiple TTs and tie them to relevant ACTFL World-Readiness Standards.

Table 19. Proposed Pedagogical Units for Spanish for Missionary Purposes

Exit Tasks	TTs Addressed	ACTFL World-Readiness Standards
Facilitate a small group Bible study You have invited a group of friends from your community to a Bible study on one of Jesus's miracles (learner choice). Prepare a plan for your 30-minute Bible study in which you present the story from scripture and engage your friends in discussion in light of the message of the Gospel. Be sure to incorporate a Gospel invitation and corporate prayer into your study plan. You may research and rely on existing Spanish-language resources such as devotional books or Bible study blogs.	• Sharing Bible stories • Asking questions about worldview • Articulating the gospel • Praying with nationals	1.1 Interpersonal Speaking 1.3 Presentational Speaking 2.1 Cultural Practices and Perspectives 3.2 Acquiring Information and Diverse Perspectives 4.2 Cultural Comparisons
Deliver a sermon You have been invited to preach at a local national church on a topic of your choice. Determine your audience (size, characteristics, demographics) and topic (learner choice) and prepare a 40-minute sermon. Be sure to incorporate a Gospel invitation and the leading of prayer. You may research and rely on Spanish-language materials to develop your sermon.	• Sharing Bible stories • Articulating the gospel • Praying with nationals • Making presentations • Preaching	1.3 Presentational Writing and Speaking 2.2 Cultural Products and Perspectives

Exit Tasks	TTs Addressed	ACTFL World-Readiness Standards
Deliver a leadership training seminar A local group of pastors has asked you to train them on a topic relevant to growing church leadership. Prepare a 90-minute participatory training seminar, presenting for the first 30 minutes and engaging them in discussion and practical activities for the remainder of the time. Develop objectives for your seminar session and print and/or visual materials (presentation deck or document). You may research and rely on Spanish-language materials to develop your seminar, and you are encouraged to determine a topic for your seminar in conjunction with a team member already on the field.	• Making presentations • Training church leaders • Asking questions about worldview	1.3 Presentational Writing and Speaking 2.1 Cultural Practices and Perspectives 3.2 Acquiring Information and Diverse Perspectives 4.2 Cultural Comparisons

Exit Tasks	TTs Addressed	ACTFL World-Readiness Standards
Deliver a Theological Education lesson You have been invited to guest lecture to a local Spanish-language seminary and deliver a lesson on a graduate-level topic of your choice (biblical hermeneutics, church history, missiology, Reformation theology, etc.) Prepare a lesson plan that both presents academic material and engages students in classroom participation. Identify Spanish-language learning materials (books, articles) to incorporate into your lesson plan and develop supplementary/presentational materials of your own (e.g., presentation deck, handouts). Your lesson plan should account for 60 minutes of in-class time. Create a brief assessment of learning/understanding that students could complete in 30-45 minutes outside of class. You may research and rely on Spanish-language materials to develop your lesson plan, and you are encouraged to determine a topic in conjunction with a team member already on the field.	• Teaching higher education • Making presentations • Training church leaders • Debating concepts • Asking questions about worldview	1.3 Presentational Writing and Speaking 1.1 Interpersonal Speaking 2.1 Cultural Practices and Perspectives 2.2 Cultural Products and Perspectives

Each proposed exit task represents the culminating exercise of a unit of language study, as opposed to a singular classroom exercise. As noted in discussion of the NA results, not all missionaries may experience a need relevant to each TT or scenario represented by an exit task

above. For example, a female missionary would not need to work towards the exit task of "deliver a sermon," because women do not preach in this denominational context. Additionally, not all male missionaries will be moving into assignments requiring that they teach higher education; therefore, not all male missionaries will need to participate in a pedagogical unit targeting the exit task of "deliver a theological education lesson." It is worth noting, as well, that the list of exit tasks proposed herein should not be considered exhaustive. Additional exit tasks could be formulated for communicative scenarios such as "directing a children's Bible school activity," or "making a presentation of regional missions efforts outcomes to a local national church," both of which would be supported by the present NA as frequent and important for this missionary population, and which could be beneficial for different sub-groups within the context's missionary population.

Additional design is required to support progression through each unit and successful performance of the exit task upon its conclusion. Though full preparation of each of these pedagogical units falls outside of the scope of the current project, the researcher recommends that future research into development and implementation of these learning activities incorporate practices and principles addressed in existing literature on LSP, TBLT, and English for Bible and Theology. Further, researchers should follow the best practices for LSP curriculum design from NA put forth by Bocanegra-Valle (2016), which assert that LSP (specifically, EAP) curricula should 1) be skills-based, 2) incorporate domain-specific vocabulary, 3) be learner-centric and encourage autonomy and self-direction, and 4) focus more on the genre and context of discourse than on linguistic features. Activities could include exposing learners to authentic performances of exit tasks or related TTs (González-Lloret & Nielsen, 2015), through either recordings or field observations; learner engagement with authentic media, in Spanish, related to performance of the

exit task (Mason, 1992; Pierson & Scott, 2010); engaging learners in genre analysis of authentic texts, created by native speakers or more experienced peers (Hulme, 2021); creating pedagogical tasks that scaffold language use in the target task (Martin & Adrada-Rafael, 2017; Pierson & Bankston, 2013); and sequencing learning tasks in a progression from less to more complex comprehension and production (González-Lloret & Nielson, 2015; Malicka et al., 2017).

Table 20 below further develops curriculum design for the exit task "facilitate a small group Bible study," to support discussion and build out pedagogical practice. In designing the supporting pedagogical tasks for the unit, the researcher aimed to build reliance on authentic texts and peers (both practicing professionals and current learners); incorporate activities developing learner autonomy; begin with less complex and more receptive learning activities while progressing towards more complex, more productive ones; and relate learning activities to ACTFL World Readiness Standards and relevant Can Do Statements (https://www.isbe.net/Documents/World-Languages-Standards.pdf). The researcher also assumed that engaged learners would be approaching or have achieved Advanced Low proficiency, and that each activity would comprise a weekly group class session, with students completing indicated, self-led assignments during the interim.

Table 20. Sample Pedagogical Activities Supporting Exit Task "Facilitating a Small Group Bible Study"

Activity 0 (Prior to unit commencing): Exit Task Introduction Instructor presents the following exit task overview to students in target language (Spanish), outlines weekly learning activities to follow. **Facilitate a small group Bible study** You have invited a group of friends from your community to a Bible study on one of Jesus's miracles (learner choice). Prepare a plan for your 30-minute Bible study in which you present the story from scripture and engage your friends in discussion in light of the message of the Gospel. Be sure to incorporate a Gospel invitation and corporate prayer into your study plan. You may research and rely on existing Spanish-language resources such as devotional books or Bible study blogs.

- Target tasks from NA to be addressed: sharing Bible stories, asking questions about worldview, articulating the gospel, praying with nationals

Activity 1 (Week 1): Cultural Comparisons and Contextualization

Student assignments leading up to class session

Confer with your assigned mentor in Spanish. If a real-time conversation is not possible in the allotted timeframe, email or messaging correspondence is encouraged. Work with your mentor to understand how he/she facilitates Bible studies with their local national community. Develop questions to ask your mentor that will help you understand how to structure and lead a Bible study with your target audience. Be sure to inquire regarding similarities and differences in leading Bible studies in your target culture and your home culture. Ask questions to learn important characteristics about your target audience, such as their education level and familiarity with the Bible. Bring your questions and their answers to our class session and be prepared to share your newfound insights with the group.

In class activities

In class, we will observe a recorded Bible study in Spanish, then use Spanish to discuss questions, such as the following: What was the flow and structure of this Bible study? What was as expected/not as expected? How did this study compare to your expectations based on your conversation with your mentor? How did the Bible study leader encourage conversation and respond to participant questions and perspectives? What did you not understand? Based on what you have observed, do you feel equipped to lead a Bible study in Spanish? What do you feel equipped to do and where should we focus our attention to equip you further (linguistic features, language skills-listening, speaking, etc.)?

ACTFL World Readiness Standards addressed

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

2.1 Relating Cultural Practices to Perspectives: Leaners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.

ACTFL Can Do statements

I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. (Advanced Interpersonal Communications)

I can understand the underlying message and most supporting details across major time frames in descriptive informational texts AND in fictional texts. (Advanced Mid Interpretive Communications)

I can follow the main story and most supporting detail across major time frames in conversations and discussions. (Advanced Mid Interpretive Communications)

Activity 2 (Week 2): Bible Story Selection and Cultural Products and Perspectives

Student assignments leading up to class session

Select a New Testament miracle of Jesus to use as the topic of your Bible study. Read the corresponding scripture in Spanish, memorize any unfamiliar vocabulary, and highlight any grammatical difficulties in the text for review in class. After reading the story from scripture at least twice, write the story in your own words, as you would retell it to your target audience.

Find and read at least two Spanish-language materials on your selected miracle story. These may be from Spanish-language Bible study guides, online devotionals, or resources developed by your missionary peers. Come prepared to discuss in class: How can these authentic materials inform the Bible study you are preparing?

In class activities

In small groups or pairs, you will retell your selected miracle narrative in your own words. Prior to this activity, the instructor will review the complimentary uses of preterit and imperfect in Spanish-language narration, and will answer any questions the class may have regarding grammar, vocabulary, or other linguistic skills. While small groups/pairs share their Bible stories, the instructor will circulate and provide feedback as needed or requested.

After completing small group/pair Bible story narrations, the class will discuss together the Spanish-language materials they researched over the week, and share insights on how using such materials can inform their own Bible study facilitation, focusing on cultural comparisons.

ACTFL World Readiness Standards addressed

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

ACTFL Can Do statements

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. (Advanced Interpretive Communication)

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. (Advanced Presentations Communication)

I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames. (Advanced Mid Presentational Communication)

In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives. (Advanced Investigative Intercultural Communication)

Activity 3 (Week 3): Group Role Play Using Authentic Spanish-Language Bible Study

Student assignments leading up to class session

Continue refining your own Bible study plan, focusing specifically on the connections between your chosen miracle and the overall message of the Gospel. If you have not done so already, draft the questions you plan to ask to encourage conversation and response to the miracle story, and create or organize any media you plan to use (ex, handouts, supplementary videos).

In class activities

In class, the instructor or an invited, more experienced missionary peer, will lead a Bible study. Students in the class will participate as attendees, then reflect together on the following: How did the Bible study leader begin the study? How did he/she engage the participants in conversation? How did he/she respond to perspectives and ask follow up questions? What did the learners notice about the register of language used by the leader? What did participants fail to understand? What might the group review together with the instructor to feel better prepared to replicate this process or apply to their own Bible study? What made the Bible study successful?

Together, based off the group role play, learners and the instructor will construct a rubric for a successful Bible study, which they will use in following class sessions to assess their own role play performance.

The instructor will review any requested linguistic features, including interrogative syntax, markers of politeness, and subjunctive with verbs of opinion (*creer*, *deber*, *saber*, etc.).

ACTFL World Readiness Standards addressed

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.1 Relating Cultural Practices to Perspectives: Leaners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.

ACTFL Can Do statements

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from board general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses. (Superior Interpersonal Communication)

I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. (Advanced Intercultural Communication)

I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. (Advanced Intercultural Communication)

Activity 4 (Weeks 4+): Exit Task – Facilitate a Bible Study Role Play

Student assignments leading up to class session

Adjust your Bible study plan based on observations and lessons from the previous class session (including the group role play). Practice leading your Bible study with a learner peer, a mentor, and/or a local native speaker.

In class activities

Depending on class size and the ability to extend the activity over multiple class sessions, students take turns facilitating Bible study with their peers in small groups or all together. Those students not leading the Bible study on a particular turn act as participants. After leading their study role play, students are given time to reflect and ask peers and instructors for support in areas of difficulty or wherever they require clarity. Self-assessment of success and feedback from learner peers should be directed by the rubric developed by the class in the previous session.

ACTFL World Readiness Standards addressed

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

ACTFL Can Do statements

I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. (Advanced Interpersonal Communications)

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. (Advanced Presentational Communication)

I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames. (Advanced Mid Presentational Communication)

I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. (Superior Intercultural Communication)

Needs analyses (NA) in LSP contexts are crucial to constructing learner-centric syllabi designed to equip language students for professional communicative success. Additionally, thorough NA serve as the foundation for the development of effective pedagogical activities, to be implemented by instructors who are subject-matter experts in the target language and language pedagogy but may not be professional domain experts (Serafini & Torres, 2016). The

above pedagogical activities are presented by the researcher as a first step towards a potential curriculum serving the needs of missionaries in this specific research context.

Limitations

This sequential mixed-methods investigation faced limitations in sample constitution and size. In Phase 1, for example, stakeholders in the Executive Leader group were purposively selected by the researcher to represent top-level leaders of missions operations and personnel development. Involving additional levels or types of leadership in the NA may have yielded different results, in either identified tasks or varied characterizations across stakeholder groups. Future studies of the same organization should expand sample and scope to consider, compare, and contrast the task-based needs of missionaries learning other languages and/or serving in other regions, and include the global leadership team that collectively oversees administration of language learning programs.

Additionally, all but one Executive Leaders who participated in Phase 1 interviews lacked organizational ministry experience in the Latin American/Spanish context; rather, they worked in other global regions and with a variety of other languages. The researcher solicited participation from high-level leadership in Latin America (as opposed to leadership overseeing all regions collectively at the most executive level), but due to organizational changes occurring at the time of the investigation, qualifying participants at this level were unavailable to take part in Phase 1 interviews.

While various types of stakeholders were consulted, in adherence to the best practice of triangulation of sources, and Phase 1 interview participants held different stakeholder roles at the time of participation (i.e., Executive Leader, Team Leader, Team Member), each individual

stakeholder was a Team Member, or in-service missionary, or had been at some point. Other studies modeling stakeholder triangulation and demonstrating discrepancies in stakeholder perspectives on target communicative tasks (Jasso-Aguilar, 1999; Malicka et al., 2019; Serafini & Torres, 2015) involved stakeholders who most likely had not held the specific job being researched. For example, both Jasso-Aguilar (1999) and Malicka et al. (2019) examined the task-based language needs of hotel staff (housekeepers and receptionists, respectively); though the authors consulted with supervisory and other related stakeholders, such as human resources staff, these may or may not have held the role under investigation. The current study did not observe great differences in the types of tasks identified by the different stakeholder groups, likely due to the limited sample size and a consistent understanding—born through firsthand experience in the role of missionary—among the stakeholders of the job to be done. Future research should include other stakeholders relevant to the work of missionaries, specifically national partners such as local pastors, church members, and other local community members.

Phase 2 of the study produced 38 viable responses to the Activity Questionnaire, far fewer than expected, which limited the depth of comparative analysis across subsamples and precluded conclusions regarding representativeness. The limited subsample population available for comparative analysis, therefore, meant that certain subsamples of interest—e.g., missionaries holding different functional roles—was not feasible in the current study.

The design of the Phase 1 interview schedule produced some items that were more useful than others in eliciting task-based language and needs insights from participants. For example, items asking “What are real-life situations in which you need *to do* something with Spanish in order to carry out your missionary work?” and “Where do you use Spanish to do your work (physical locations and human situations)?” resulted in input highlighting communicative tasks

in which they engage as a part of their professional ministry. Other items, such as "Have you ever felt that you need additional information or instruction in the Spanish language to help you be successful in your missionary work?," yielded shorter, less fruitful responses that did little to answer the research questions under investigation.

For example, as Phase 1 interviews progressed, missionary participants seemed comfortable discussing their language proficiency, specifically referencing the ACTFL scale and their mastery of grammatical features such as the subjunctive or transitive language. Therefore, the researcher began to incorporate the prompt, "Tell me about your typical day, week, and month as you carry out your missions work. What do you do? Who do you talk to? Where do you do it? Let's start with your typical day," at the start of interviews. This shift in approach helped decentralize the participants' focus on overall language proficiency, yielding useful details on communication needs within certain contexts. Piloting the interview schedule prior to Phase 1 interviews may have allowed for modification and more consistent application. However, due to low Phase 1 response rates, the researcher determined that piloting would unnecessarily detract from the number of participants included in analysis. Nonetheless, this methodological observation and improvement is recommended for future research.

Similarly, the Phase 2 quantitative survey was not piloted prior to distribution. It was, however, submitted to expert review and refined for instruction clarity and line-item inclusion. Analysis suggests that agreement ratings with statements on the frequency and importance of TTs correlate. A study involving more responses could support the conflation of frequency and importance, which, in turn, could inform the removal of importance statements from surveys. Reliance on the more objective criterion of frequency may lend additional validity and consistency to analysis in future research.

In task-based NA, the identification of TTs should be followed by an assessment of additional related needs that would inform the creation of a task-based LSP learning curriculum (Malicka et al., 2019). To inform such a curriculum, its designers should consider the ability of learners to perform a TT, as with the current item soliciting level of agreement with the statement: "[TT] is something I am able to do well [in Spanish]." Reliance on self-ratings of abilities was a delimitation accepted by the researcher to contain the scope of the investigation and to provide internal consistency to the survey itself. Davidson and Henning (1985) found that language learners tended to exaggerate their language abilities on a Likert scale when self-rating difficulties and abilities in a target language. A study by Bachman and Palmer (1989) demonstrated that learner self-ratings may be more trustworthy, although they found that learners were more reliable in estimating their language difficulties than their language abilities. The current study included difficulty/abilities ratings based on recent work by Malicka and colleagues (2019), in which participants indicated perceptions of difficulty around TTs. Rating ability allowed the relevant scale on the Activity Questionnaire to move more consistently from less desirable agreement (on the 1) to more desirable agreement (on 5). That is, if agreement with each task's statements was rated high (high importance, high frequency, high ability), there would be similarity of agreement means across criteria within each TT. In this way, quantitative analysis should reveal those tasks most ripe for additional examination and possible teaching intervention; the means of frequency and importance would be disparate with the mean of ability, as in the case of the TT *praying with nationals*, which produced a mean of 3.66 agreement with frequency, 3.82 with importance, and 3.47 with ability. A gap exists between the necessity of the task–as derived from frequency and importance–and the missionaries' ability to perform it. Had respondents been asked to rate their agreement that a task was *difficult*, rather

rating their ability, means produced from these responses may have been consistently lower across TTs, resulting in different visualizations. This stylistic choice should be challenged, in light of the current findings and existing literature.

Before expanding the NA to other regions and target languages within the organization, the survey tool should be refined and piloted. While such analysis fell outside of scope of the current study, it is recommended that additional research be done before re-administering the tool, to avoid potential response bias created by the decision to align the scales in this way.

Recommendations for Future Research

The current study successfully identified TTs for the LSP context of missionaries pursuing professional ministry in Spanish in Latin America with the organization of interest, and comparatively analyzed characterizations of these TTs for frequency, importance, and ability. However, this organizational context and its NA needs calls for more research. These potential directions for future research are presented and briefly described below.

Expanding participation. Given the low number of participants in Phase 1 interviews, expanding the research to include additional participants, and thus experiences, may uncover additional TTs pertinent to this LSP context. Also, additional methods of identifying TTs may be employed, such as 1) expert field observations or 2) focus groups in which missionaries are instructed on task-based needs analysis and language learning before activities to co-create inventories of TT and TTT.

Periodically distributing an improved task-based survey. Once a more comprehensive list of target tasks is identified, these should be incorporated into an improved task-based survey,

modified according to the suggestions above. The organization should then distribute this tool periodically, as a part of a comprehensive NA of missionaries ministering around the globe.

Consulting native speaking LSP context beneficiaries. The current study consulted no local, native, Spanish-speaking missionary partners, and the current literature on the subject contains little representation of the beneficiaries of work in professional settings (e.g., no hotel patrons were consulted in Malicka et al. (2019) or Jasso-Aguilar (1999)). This neglect in the LSP NA literature is regrettable, considering the focus on source and stakeholder triangulation. Beneficiary stakeholders may identify additional TTs, enrich our understanding of their importance, and provide data on whether LSP speakers or learners perform a task well.

Applying additional LSP NA approaches to the context. Task-based NA is a relatively new, learner-centered approach to LSP NA, popularized by Long (2005a). Additional needs assessment strategies may inform curricular or learning program improvements, such as Target Situation Analysis (see Munby, 1978), Present Situation Analysis (see Richterich & Chancerel, 1980), and Learning Situation Analysis (see Hutchinson & Waters, 1987). While these approaches traditionally emphasize linguistic needs (lexical, structural, and so forth) as units of analysis, they may still yield useful results for informing task-based teaching practice. In general, little scholarly work examines the same LSP context using multiple NA strategies. Further triangulating the needs of LSP learners through the application of complimentary NA frameworks could both further understanding of specific LSP learning contexts and enrich the field of study.

Researching language and pragmatic needs associated with identified TTs. Long (2005a), who identified task as a useful unit of analysis for LSP NA, asserted that thorough needs assessments would not only produce lists of TTs for a context but also identify language

needs associated with those tasks. As mentioned in Chapter 2, more researchers have begun to highlight this need and the lack of research addressing it (Lambert, 2010; Malicka et al., 2019), to promote adequate design and implementation of pedagogical tasks supporting learner performance. Specifically, the researcher recommends further research that would identify speech acts used in completing the TTs identified in the current investigation.

Conclusion

This study applies best practices in LSP NA to a sequential mixed-methods design. Through a sequence of stakeholder interviews and quantitative questionnaires, the study identified target communicative tasks of missionaries serving in Latin America, and determined how these tasks were described by missionaries in terms of relative difficulty, frequency, and importance to their work. The study produced an inventory of 21 target communicative tasks, as well as their characterizations, and further analyzed their difficulty, frequency, and importance according to functional role and proficiency. In addition to answering the research questions driving the inquiry, thematic analysis of interview data uncovered features of the LSP context that have bearing on future research and curriculum development, such as the need for responsiveness of the organization's language learning program to operational strategy. These findings provide a foundation for the development of a task-based curriculum that has the potential to address the lexical-semantic, morphological, and socio-pragmatic learning needs of professional missionaries serving in Latin America.

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APPENDIX A: INVITATION TO PERSONNEL

(Sent via email by regional operations director)

[Greeting],

[Redacted] personnel who are learning, have learned, or are using Spanish for their field work are invited to participate in a research project titled A Triangulated Needs Analysis of Spanish for Missionary Purposes. The project is led by Mary Beth Leon and is being done in partial fulfillment of requirements for a PhD in World Language Education at the University of Georgia.

Through this study, Mary Beth hopes to learn more about how you use Spanish to carry out your work on the field, and the anonymized results of her study will be shared with [redacted] trainers to that they may be considered as we continually improve our training programs. The project plan has been reviewed by [redacted] leadership and the company's legal team and Mary Beth has been given consent to invite you all to participate. Mary Beth is a member of the [redacted] team and works out of our [redacted] office.

Your participation in this study is voluntary and not tied to the terms of your employment with [Company], and you may withdraw from the study at any time. The study will be conducted in three phases between August and October 2019 and should require between one to three hours of your time.

Please click here [link to consent form] to hear more from May Beth about participation and eligibility, how data will be collected, used, and kept private, and what will be required of

participants. After learning more about the project, you will be given the option to consent to participate in some or all of the study, or to deny consent.

If you have any questions about the company's consent to this project, please reach out to me direct. For questions about the study, please contact Mary Beth at [redacted].

APPENDIX B: PHASE ACKNOWLEDGEMENT OF INFORMED CONSENT FOR MISSIONARY PARTICIPANTS

(Hosted on Microsoft Forms)

Thank you for clicking to learn more about my study: A Triangulated Needs Analysis of Spanish for Missionary Purposes. My name is Mary Beth Leon and I am a doctoral candidate at the University of Georgia in World Language Education under the supervision of Dr. Victoria Hasko [redacted]. I also work with the [Company], as a part of the Training department. I am inviting you to take part in my doctoral research study. Over the course of this project I hope to learn more about how you use Spanish to do your missionary work, and to better understand your language learning needs. But this study isn't just for those of you who are in language study! To get a clear picture of the kinds of things you do in Spanish each day as a part of your work, I'll need to talk to as many of you as I can, whether you've just arrived to the field or you're preparing for your third Stateside. Any current adult field personnel using or learning Spanish for her/his ministry work in the Americas is eligible to participate. My study aims to answer three questions: What sorts of tasks do you carry out in Spanish to do your work? How important and frequent are these tasks, and how equipped do you feel to do them in terms of language? What are some of the specific language skills you need to carry out a handful of these tasks? We'll answer these questions together through three phases: small-group interviews, a questionnaire, and individual interviews. If you decide to be a part of this study, you'll be asked to complete an initial questionnaire to gather baseline information on your Spanish proficiency, study history, and general use of Spanish in your ministry (10-15 minutes in early August). You may later participate in a small group interview (Phase 1, 3-5 participants per group, 60 - 90 minutes in mid- to late-August), respond to a more in-depth questionnaire in mid-September

(Phase 2, 35-45 minutes), or participate in an individual interview in mid-October (Phase 3, 25-45 minutes). All of these phases will happen using O365 tools to protect your data and keep you secure.

Participating in this study is voluntary and you may withdraw at any time. You may participate in any of the three phases and participating in one phase does not require that you participate in another. To participate in any of the phases, however, you should complete the initial baseline questionnaire. At the end of this informational letter you are given the option to indicate your interest in participating in each of the research phases. Given the constraints of the project timeline, it may be that not all interested volunteers are able to participate in each phase. Also, you may indicate interest now and choose not to participate at any time without penalty. Your decision to participate will have no impact on your employment or Company services, programs, or benefits. I will not use your name or location in any papers that I write or publish about this research, including any reports or summaries shared with the [Company]. You will also not be required to answer any questions that you do not wish to answer. Should you withdraw, I will hold on to any data already collected from you prior to notice of your withdrawal, and may continue to use it for analysis and discussion. There is no monetary incentive for participating in this study.

Do you understand that your participation in this study is voluntary, has no impact on your employment, and that you may withdraw at any time?

a. Yes
b. No

Do you meet the qualifications for participation in this study?: [Redacted] field personnel who are learning, have learned, or are using Spanish for their field work with the [Company]

a. Yes

b. No

Even though I will emphasize to all participants that comments made during small-group interview sessions should be kept confidential, it is possible that participants may repeat comments outside of the group at some time in the future. Small group and individual interviews will be conducted using Teams in the interest of your security. The use of video during these Teams calls should not be necessary. Teams calls are securely saved to a private channel in Stream—another app in the O365 ecosystem, where they are transcribed by the program. In order to capture all of your input during these calls, I will need to rely on recordings and transcripts, and not only on the notes I am able to take during our time together. Because we are all living in different places, it's also necessary that these conversations happen online. Your Company user name will be displayed in the call recordings, but will be replaced by me on the written transcripts to display your assigned pseudonym. These recordings will not be visible to persons not working on the research project, except for to Company O365 administrators (i.e., necessary personnel in the Technology Solutions department). Upon the completion of the research project, the call recordings will be destroyed (deleted). The anonymized written transcripts will be archived in a secure location.

Do you agree to keep all comments made by participants in interview sessions confidential?

a. Yes

b. No

Data and records collected as a part of this study will be stored in O365. I will maintain a master list of participants that links participants to coded identifiers in order to protect your privacy. Any reference to you will be made using a pseudonym that I will assign and register on

my master list. There is a slight possibility that data collected as a part of this research project may be used by me for future research without additional consent. In such a case, the same privacy and confidentiality protections will be in place, and your personal identifying information will not be disclosed or made available to other researchers or parties not connected to this research project.

Do you understand that your data, privacy, and security will be protected by the use of O365 tools, assigned pseudonyms, and the proper storage and destruction of data sets?

a. Yes
b. No

I am here to answer any and every question you have about the research, whenever they come up. You can reach me by company email, via Teams, or by phone at 804-312-0056. Additional questions or problems regarding your rights as a research participant should be addressed to the Chairperson, Institutional Review Board at 706-542-3199 or irb@uga.edu. Thank you for considering participating. I am sincerely grateful! Mary Beth Leon [redacted]

By entering my name below, I indicate that I understand the research study described in previous sections of this form. I understand that I may select to receive a completed copy of this form submission via my company email.

[Name entry field]

[Date entry field]

All of my questions have been answered to my satisfaction and I agree to participate in the phases of this study that I indicate below: (Select all that apply)

a. Phase 1: Small-group interviews (3-5 participants per group, 60-90 minutes)

b. Phase 2: Questionnaire (35-45 minutes)

c. Phase 3: Individual Interviews (25-35 minutes each)

d. I do not consent.

APPENDIX C: PHASE 1 ACKNOWLEDGEMENT OF INFORMED CONSENT FOR LEADERSHIP PARTICIPANTS

Thank you for clicking to learn more about my study: *A Triangulated Needs Analysis of Spanish for Missionary Purposes*. My name is Mary Beth Leon and I am a doctoral candidate at the University of Georgia in World Language Education under the supervision of Dr. Victoria Hasko [redacted]. I also work with the [Company] as a part of the Training department. I am inviting you to take part in my doctoral research study. Over the course of this project I hope to learn more about how field personnel use Spanish to carry out their missionary work, and to better understand the [redacted] language learning needs. My study aims to answer three questions: What sorts of tasks do missionaries carry out in Spanish to do their work? How important and frequent are these tasks, and how equipped do they feel to do them in terms of language? What are some of the specific language skills needed to carry out a handful of these tasks? I'll answer these questions together with [redacted] field personnel through three phases: small-group interviews, a questionnaire, and individual interviews. If you decide to be a part of this study, you'll be asked to participate in small group interview (3-5 participants, approximately 60 minutes). As leadership not currently serving in [redacted] and using Spanish, you will not be invited to participate in the questionnaire or individual interview phases of the study.

Participating in this study is voluntary and you may withdraw at any timeYour decision to participate will have no impact on your employment or Company services, programs, or benefits. I will not use your name or location in any papers that I write or publish about this research, including any reports or summaries shared with the [Company]. You will also not be required to answer any questions that you do not wish to answer. Should you withdraw, I will

hold on to any data already collected from you prior to notice of your withdrawal, and may continue to use it for analysis and discussion. There is no monetary incentive for participating in this study.

Do you understand that your participation in this study is voluntary, has no impact on your employment, and that you may withdraw at any time?

c. Yes

d. No

Even though I will emphasize to all participants that comments made during small-group interview sessions should be kept confidential, it is possible that participants may repeat comments outside of the group at some time in the future. Small group and individual interviews will be conducted using Teams in the interest of your security. The use of video during these Teams calls should not be necessary. Teams calls are securely saved to a private channel in Stream—another app in the O365 ecosystem--where they are transcribed by the program. In order to capture all of your input during these calls, I will need to rely on recordings and transcripts, and not only on the notes I am able to take during our time together. Because we are all living in different places, it's also necessary that these conversations happen online. Your Company user name will be displayed in the call recordings, but will be replaced by me on the written transcripts to display your assigned pseudonym. These recordings will not be visible to persons not working on the research project, except for to Company O365 administrators (i.e., necessary personnel in the Technology Solutions department). Upon the completion of the research project, the call recordings will be destroyed (deleted). The anonymized written transcripts will be archived in a secure location. When possible, interviews will be conducted in person, recorded via digital devices, and transcribed by the researcher.

Do you agree to keep all comments made by participants in interview sessions confidential?

c. Yes

d. No

Data and records collected as a part of this study will be stored in O365. I will maintain a master list of participants that links participants to coded identifiers in order to protect your privacy. Any reference to you will be made using a pseudonym that I will assign and register on my master list. There is a slight possibility that data collected as a part of this research project may be used by me for future research without additional consent. In such a case, the same privacy and confidentiality protections will be in place, and your personal identifying information will not be disclosed or made available to other researchers or parties not connected to this research project.

Do you understand that your data, privacy, and security will be protected by the use of O365 tools, assigned pseudonyms, and the proper storage and destruction of data sets?

c. Yes

d. No

I am here to answer any and every question you have about the research, whenever they come up. You can reach me by company email, via Teams, or by phone at 804-312-0056. Additional questions or problems regarding your rights as a research participant should be addressed to the Chairperson, Institutional Review Board at 706-542-3199 or irb@uga.edu. Thank you for considering participating. I am sincerely grateful! Mary Beth Leon [redacted]

By entering my name below, I indicate that I understand the research study described in previous sections of this form. I understand that I may select to receive a completed copy of this form submission via my company email.

[Name entry field]

[Date entry field]

APPENDIX D: PHASE 1 LANGUAGE BACKGROUND QUESTIONNAIRE

(Hosted on Microsoft Forms) (All questions optional)

This form will allow the researcher to associate your responses with your name if needed. To ensure your privacy and security and the integrity of the study, a unique identifying code or pseudonym will be used in place of your name when referring to your responses on this profile. This same identifier will be used when referring to all other data collected from you as a part of this investigation. The information that you provide will help the researcher better understand your background and your use of Spanish in your missionary work. Your responses will remain confidential and will only be used for purposes pertaining to the study you have agreed to participate in.

Thank you for your participation, and for providing honest and detailed responses—both are greatly appreciated!

1. What is your native language? (You may list multiple languages, if applicable. Please separate them by a comma.)
2. What other languages do you know (other than Spanish)? (Please list other languages (other than Spanish) that you use, have used, or have studied, and briefly indicate your experience with each.
3. Are you male or female?
    a. Male
    b. Female
4. How old are you?
5. How long have your served with the Company? (Include any Company experience, using whatever format is most convenient. Provide any pertinent details on where you have

served, when, and in what capacity. US-based staff service should also be listed. If you have additional relevant experience with another organization or independently, please provide those details, as well.)

6. Where do you currently reside?
7. Please provide a brief description of your role and responsibilities.
8. Is Spanish the language you use primarily for your ministry?
    a. Yes
    b. No
9. Did you begin learning Spanish for your current Company field appointment?
    a. Yes
    b. No
10. If you answered "No," please share details of your previous Spanish language study or experience:
11. Are you currently in company-sponsored language study?
    a. Yes
    b. No
12. Are you still participating in company-required proficiency interviews?
    a. Yes
    b. No
13. What is your most recently evaluated level of Spanish-language proficiency?
    a. ACTFL Novice Low, Mid, or High
    b. ACTFL Intermediate Low, Mid, or High
    c. ACTFL Advanced Low, Mid, or High

d. ACTFUL Superior

e. Other [open field]

14. When was this evaluation result achieved? (Approximate day, month, and year)

15. On average, how often do you communicate in Spanish with native or fluent speakers of Spanish for more than 1 hour per day (cumulative)?

    a. Never

    b. 1-2 days per week

    c. 3-4 days per week

    d. 5-6 days per week

    e. Every day

16. For about how long are you able to comfortably hold a conversation in Spanish with a native or fluent speaker about general topics?

    a. 30 minutes or less

    b. 30 minutes to 1 hour

    c. 1 to 2 hours

    d. 2 hours or more

17. With whom do you speak Spanish most often?

APPENDIX E: PHASE 1 LANGUAGE BACKGROUND QUESTIONNAIRE: CLOSED RESPONSE RESULTS SUMMARY

Question		
	Response	Count (%)
Are you male or female?		
	Male	6 (43%)
	Female	8 (57%)
Is Spanish the language you use primarily for ministry?		
	Yes	14 (100%)
	No	0 (0%)
Did you begin learning Spanish for your current Company field appointment?		
	Yes	7 (50%)
	No	7 (50%)
Are you currently in company-sponsored language study?		
	Yes	1 (7%)
	No	13 (93%)
Are you still participating in company-required proficiency interviews?		
	Yes	1 (7%)
	No	13 (93%)
What is your most recently evaluated level of Spanish language proficiency?		
	ACTFL Novice Low, Mid, or High	0 (0%)
	ACTFL Intermediate Low, Mid, or High	0 (0%)
	ACTFL Advanced Low, Mid, or High	10 (71%)
	ACTFL Superior	1 (7%)
	Other	2 (14%)
	No response	1 (7%)
On average, how often do you communicate in Spanish with native or fluent speakers of Spanish for more than 1 hour per day (cumulative)?		
	Never	0 (0%)
	1-2 days per week	3 (21%)
	3-4 days per week	2 (14%)
	5-6 days per week	6 (43%)
	Every day	3 (21%)
For about how long are you able to comfortably hold a conversation in Spanish with a native or fluent speaker about general topics?		
	30 minutes or less	0 (0%)
	30 minutes to 1 hour	0 (0%)
	1 to 2 hours	1 (7%)
	2 hours or more	13 (93%)

Note: All responses to the Phase 1 Language Background Questionnaire are represented in this summary (n=14). Three respondents represented here either did not go on to participate in interviews, or participated in an interview that had to later be excluded due to recording problems.

APPENDIX F: PHASE 2 ACKNOWLEDGEMENT OF INFORMED CONSENT AND PARTICIPANT BACKGROUND QUESTIONNAIRE

(Hosted in Microsoft Forms)

My name is Mary Beth Leon and I am a doctoral candidate at the University of Georgia in World Language Education under the supervision of Dr. Victoria Hasko [email redacted]. I also work with [redacted], as a part of the Training Department. I am inviting you to take part in my doctoral research study. Over the course of this project I hope to learn more about how you use Spanish to do your missionary work, and to better understand your language learning needs. But this study isn't just for those of you who are in language study! To get a clear picture of the kinds of things you do in Spanish each day as a part of your work, I'll need to hear from as many of you as I can, whether you've just arrived to the field or you're preparing for your third Stateside. Any current adult field personnel using or learning Spanish for her/his ministry work in the Americas is eligible to participate.

My study aims to answer three questions: What sorts of tasks do you carry out in Spanish to do your work? How important and frequent are these tasks, and how equipped do you feel to do them in terms of language? What are some of the specific language skills you need to carry out a handful of these tasks? A group of your colleagues has already participated in small group interviews designed to begin answering these questions. At this time you are being invited to respond to a questionnaire based on the data collected during those interviews. The questionnaire is being collected using O365 Microsoft Forms to protect your data and keep you secure. Before continuing on to the Activities Questionnaire, please review the information below and provide your consent to participate, as well as basic information about your role with the Company (est. 8

mins to complete). A link to the Activities questionnaire (est. 12 mins to complete) is provided on the success page after you submit this consent form.

Participating in this study is voluntary and you may withdraw at any time. Your decision to participate will have no impact on your employment or Company services, programs, or benefits. I will not use your name or location in any papers that I write or publish about this research, including any reports or summaries shared with the [Company]. Should you withdraw, I will hold on to any data already collected from you prior to notice of your withdrawal, and I may continue to use it for analysis and discussion. There is no monetary incentive for participating in this study. Data and records collected as a part of this study will be stored in O365. I will maintain a master list of participants that link participants to coded identifier in order to protect your privacy. Any reference to you will be made using a pseudonym that I will assign and register on my master list. There is a slight possibility that data collected as a part of this research project may be used by me for future research without additional consent. In such a case, the same privacy and confidentiality protections will be in place and your personal identifying information will not be disclosed or made available to other researched or parties not connected to this research project.

Other than questions required for recording your consent, you will not be required to respond to any questions to which you do not wish to respond. I am here to answer any and every question you have about the research, whenever they come up. You can reach me by company email, via Teams, or by phone at [redacted]. Additional questions or problems regarding your rights as a research participant should be addressed to the Chairperson, Institutional Review Board at 706-542-3199 or irb@uga.edu.

Thank you for participating. I am sincerely grateful.

Do you understand that your participation in this study is voluntary, has no impact on your employment, and that you may withdraw at any time?

a. Yes
b. No

Do you meet the qualifications for participation in this study? ([Redacted] personnel who are learning, have learned, or are using Spanish for their field work with the [Company].)

a. Yes
b. No

Do you understand that your data, privacy, and security will be protected by the use of O365 tools, assigned pseudonyms, and the proper storage and destruction of data sets?

a. Yes
b. No

All of my questions have been answered to my satisfaction and I agree to participate in the study by responding to the Activities Questionnaire. (Link to questionnaire provided upon submission of this consent form.)

a. I consent.
b. I do not consent.

By entering my name below, I indicate that I understand the research study described in previous sections of this form. I understand that I may select ot receive a completed copy of this form submission via company email.

[Name entry field]

[Date entry field]

In this section you are asked to provide basic information regarding your current role with the Company, as well as your use of Spanish to perform your work. Your responses will remain confidential and will only be used for purposes pertaining to the study you have agreed to participate in. If you have participated in a previous phase of the research, some questions in this section will be familiar. Please do answer them again, if time allows. Thank you!

Is Spanish the primary language you use for ministry?

a. Yes
b. No

How long have you served with the Company in a Spanish-speaking context?

a. Less than 2 years
b. 2-5 years
c. 5-15 years
d. More than 15 years

Are you currently in Company-sponsored language study?

a. Yes
b. No

Are you still required to participate in Company-required language proficiency interviews?

a. Yes
b. No

What is your most recently evaluated level of Spanish-language proficiency?

a. ACTFL Novice Low, Mid, or High
b. ACTFL Intermediate Low, Mid, or High

c. ACTFL Advanced Low, Mid, High

d. ACTFL Superior

e. Other [text field]

Which ONE of the following categories would you say MOST reflects the nature of your current role with the Company? (Select one.)

a. Church planter

b. Research

c. Logistics or field support

d. People leadership/management

e. Platform/creative access work

f. University/student ministry (national-focused)

g. Mobilization/US partnerships

h. Theological/higher education instruction

i. Other [text field]

Now please select ALL of those same categories you would say reflect the nature of your current role with the Company. (Select all that apply.)

a. Church planter

b. Research

c. Logistics or field support

d. People leadership/management

e. Platform/creative access work

f. University/student ministry (national-focused)

g. Mobilization/US partnerships

h. Theological/higher education instruction

i. Other [text field]

Are you primarily focused on indigenous people group ministry?

a. Yes

b. No

Please provide a brief description of your current role and responsibilities.

APPENDIX G: PHASE 2 ACTIVITIES QUESTIONNAIRE

This research study aims to answer three questions: What sorts of tasks do you cary out in Spanish to do your work? How important and frequent are these tasks, and how equipped do you feel to do them in terms of language? What are some of the specific language skills you need to carry out a handful of these tasks?

A group of your colleagues has already participated in small group interviews designed to begin answering these questions. At this time you are being invited to respond to a questionnaire based on the data collected during those interviews. The questionnaire is being collected using O365 Microsoft Forms to protect your data and keep you secure. Completing this questionnaire should take between 10-15 minutes of your time and will be a valuable contribution to the outcomes of this study. The questionnaire contains two sections: a section in which you rate activities you may carry out in Spanish as a part of your missionary service, and a section of open ended queries. Note: If you have not yet submitted a participant consent and information form, please do so before completing this Activities Questionnaire. [link redirecting to form]

Section 1: Activity Questionnaire

In this section you are asked to rate your agreement with a series of statement regarding the frequency of, the importance of, and your ability to carry out certain activities in Spanish as a part of your work. There are twenty-one (21) activities to rate. Please respond to the best of your ability. See the example statements below before beginning:

Have conversations in Spanish over coffee with nationals.....

….is something I do frequently. (Rate strongly disagree to strongly agree)

….is an important part of my work. (Rate strongly disagree to strongly agree)

….is something I am able to do well. (Rate strongly disagree to strongly agree)

*Note: The rating buttons run from “Strongly disagree” on the left to “Strongly agree” on the right.

Establishing myself as a believer with nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Hosting nationals in my home in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Praying with nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Sharing Bible storie with nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Participating in a communal hobby with nationals...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Asking nationals questions about their worldview in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐

...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Using Spanish with nationals to set up meetings...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Facilitating small-group Bible study with nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Conducting research in Spanish...	Strongly disagree	Disagree	Agree	Strongly Agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Reviewing contracts or other legal documents in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Teaching higher education courses to nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Making presentations to nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly Agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Translating or interpreting to or from Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐

...is something I am able to do well.	☐	☐	☐	☐

Teaching children or young adult nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Preaching to nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Comforting nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Articulating the gospel to nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Managing the work of nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Constructively debating concepts with nationals in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Training national pastors or other church leaders in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐

...is something I am able to do well.	☐	☐	☐	☐

Filling out forms and applications in Spanish...	Strongly disagree	Disagree	Agree	Strongly agree
...is something I do frequently.	☐	☐	☐	☐
...is an important part of my work.	☐	☐	☐	☐
...is something I am able to do well.	☐	☐	☐	☐

Section 2: Open-ended Responses

In this final section you have the opportunity to provide open-ended insights into your work activities and related langauge needs.

If there are activities you would like to have seen included on this questionnaire, please provide those below. Please also indicate if the activity is something you do frequently, if the activity is important to your work, and if you are able to do the activity well in Spanish. You may add as many activities as can fit into the response area. What you report is more important than how you write it out. Two examples of how you can report are provided below.

Example 1: Preparing meals with nationals in Spanish – frequently – agree – important – strongly agree – able to do well – disagree

Example 2: Cooking with locals speaking Spanish: frequent-agree/important-stronlgy agree/able-disagree

[Text entry box]

If you have any additional insights or thoughts to share based on the content of this questionnaire, please leave those below:

[Text entry box]