



Task-Based Language Teaching (TBLT) Terminology

This document includes basic definitions for the terms and phrases that we will use throughout this module and the remainder of the course. If you have any questions, or if there are additional terms you would like to see on this list or discuss in more detail, let us know on the Canvas Course Q&A page!

1. Closed task: A type of task that requires learners to arrive at one singular correct answer or a limited number of possible solutions; a limited number of possible outcomes is present.
2. Cognitive complexity: The degree of difficulty of the cognitive processes that are required to complete a task.
3. Communicative language teaching (CLT): An approach to language teaching that focuses on learners using the language to achieve communicative goals and tasks; *also known as the communicative approach*
4. Convergent task: A type of task designed for learners to solve problems and/or complete the task through social interaction with other learners; learners work together to form a mutually accepted final product
5. Divergent task: A type of task where learners take individual sides or opinions and then discuss through exchanging information, beliefs, ideas, feelings, etc.
6. Focus-on-form: Instruction that focuses learners' attention on the language's forms and rules (pronunciation, vocabulary, grammar, etc.); *also known as form-focused instruction*.
7. Focused task: A type of task used to practice communicative language practice of a specific linguistic (usually grammatical) feature; the target linguistic feature is not made explicit to learners
 - *Note: This is different from a situational grammar exercise, where learners are aware of the grammatical feature they are learning and will be producing.*

8. Information-gap task: A type of task that involves transferring information from one person to another or from one place to another; learners often must meet a criteria of completeness and/or correctness in the transfer.
9. One-way task: A type of task where information is known only to one participant who is required to convey it to another participant.
10. Open task: A type of task where there is no predetermined outcome that needs to be achieved; less specific goal(s) exist.
11. Opinion-gap task: A type of task that involves identifying and conveying one's personal belief, feeling, preference, opinion in response to a given stimulus or situation.
12. Post-task phase: The last of the three phases in a task cycle; this is where learners share their task outcome (see *report stage*) and integrates additional explicit instruction and/or review of grammar and cultural dimensions.
13. Presentation, Practice, Production (PPP): An approach to language teaching where language is presented to learners, practiced in a controlled environment, and then produced in a more open environment.
14. Pre-task phase: The first of three phases in a task cycle; this phase introduces the task theme and encourages learners to activate relevant past linguistic knowledge and past experiences that relate to the overall task theme.
15. Real-world tasks: Tasks that require learners to approximate the sorts of behaviors that may be required of them in the world outside of the classroom.
16. Reasoning-gap task: A type of task that involves deriving new information through processes of inference, deduction, and reasoning; a piece of reasoning connects the information that has been comprehended and the information that needs to be conveyed; *also known as problem-solving activities*.
17. Report stage: A part of the post-task phase where learners have the opportunity to share their task result with other learners.
18. Task: There are a variety of different definitions of 'task' within linguistics, but we use four key criteria:



- 1) *A primary focus on meaning,*
 - 2) *A gap in informational or communicative knowledge,*
 - 3) *A use of the learner's own resources, and*
 - 4) *A clear, non-linguistic outcome.*
19. Task cycle: A group of three phases (the pre-tasks, task, and the post-task) that learners complete in order to carry out the task; language knowledge and abilities develop over the course of the three phases.
20. Task-based language teaching (TBLT): A teaching approach based in communicative language theory that emphasizes the use of tasks; emphasizes that language learning is most effective when learners can practice language that allows for communication in real-world situations.
- *Note: follows a task cycle sequence (pre-task, task, post-task)*
21. Task-supported language teaching: A teaching approach that primarily follows a *Present-Practice-Produce (PPP)* model and then adds a task as an activity to practice linguistic items during language production.
22. Task phase: The second of three phases in a task cycle; this is where students complete the main task where 'meaning-making' is centered.
23. Two-way task: A type of task where each participant has a portion of knowledge or information that is not shared by another participant; participants are then challenged by a task that can only be accomplished if they work together and piece their data together.
24. Unfocused task: A type of task that does not have a predetermined language focus; these tasks are designed to provide learners with opportunities to use language in a general communicative way.