

TBL Task Transcript:

A: "Right."

B: "Ok."

C: "Maybe just...pull them out first."

B: "Yea, so just divide them up like this."

A: "Ok, there's another heading."

B: "Another heading. So, we've got Pre-Task, including topic and task, task cycle and language focus."

A: "Ok, which one...you reckon that they go in that order?"

B: "uh...I reckon..."

C: "ummm...emmm...these two could switch around."

A: "Yea."

C: "I'm not sure, maybe. Need to look at the..."

A: "the information for the..."

B: "Ok, well, Pre-Task. We'll say that goes first."

A: "Yea."

C: "So, maybe that's gonna be something to do with the teacher."

B: "Uh-hmm."

C: "I have one here."

A: "There's the teacher here. Introduces...yea. Uses activities to help..."

C: "Yea, this has analysis so introduces is...more likely."

B: "Probably goes..."

A: "Yep....ok"

B: "Ok, so next..."

A: "This is the report so it's gotta go at the end. Must."

C: "I've have task and planning."

B: "Should we put task-cycle here?"

C: "So Task-Cycle before language focus? Or language focus before...?"

B: "mmm."

pause in conversation

B: "students prepared..."

pause in conversation

C: "introduce the words..."

pause in conversation

C: "So in the analysis it says..."

B: "Ok."

C: "...language features. So, that must be at the end."

B: "Um-huh."

C: "... 'cause it has analysis. So maybe task-cycle..."

B: "goes second."

C: "goes first?"

B: "Yea"

A: "and then this would be under task...it says...saying what the students do."

B: "students do the task and..."

A: "and planning."

B: "...the teacher acts as a monitor."

A: "planning go in beside it? Or..."

C: "prepare to report how they did the task so..."

A: "yea."

C: "... it must be after that..."

B: "Yea."

B: "So then we only have language focus..."

A: "analysis and report and practise..."

pause in conversation

B: "I think it's practice after analysis..."

A: "so these ones go here."

B: "so that's after analysis. So, yea that has to be at the end."

C: "so it'll go..."

B: "'cause it's after analysis"

C: "...analysis, report, practice."

A: "ok, yea, so do we all agree?"

C: "Yep."

B: "Yea."

ATC Language & Travel
 Certificate in English Language Teaching
 Task-based Learning: Handout 3

Listing	fact finding	
Ordering & Sorting	sequencing ranking categorising classifying	
Comparing	contrasting finding similarities matching	
Problem Solving	logic problems case studies puzzles	
Sharing Personal Experiences	anecdotes personal reminiscences	
Creative Tasks	creative writing media projects social simulations investigations	

Puzzles

Case studies (i.e. business simulation)

Finding Similarities

Classifying

Contrasting

Creative Writing

Fact finding

Logic Problems

Matching

Anecdotes

Personal Reminiscences

Hypothetical issues

Sequencing Media projects

Categorising

Ranking

TBL
Handout 3: Task Types
ANSWER KEY

Listing	Fact finding	Sequencing Ranking Categorising Classifying	Ordering & Sorting
Comparing	Matching Finding Similarities Contrasting	Logic Problems Puzzles Anecdotes Personal Reminiscences	Sharing Personal Experiences
Problem Solving	Case studies (i.e. business simulation) Hypothetical issues	Media projects Social / Historical Investigations	Creative Tasks
Problem Solving	Case studies (i.e. business simulation) Hypothetical issues	Media projects Social / Historical Investigations	Creative Tasks

Components of the TBL framework

Pre-task

Introduction to topic and task

Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task cycle

Task

Students do the task, in pairs or small groups. Teacher monitors from a distance.

Planning

Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.

Report

Some groups present their reports to the class, or exchange written reports, and compare results.

Students may now hear a recording of others doing a similar task and compare how they all did it.

Language focus

Analysis

Students examine and discuss specific features of the text or transcript of the recording.

Practice

Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.