

Eduling

The hub for task-based teaching and learning



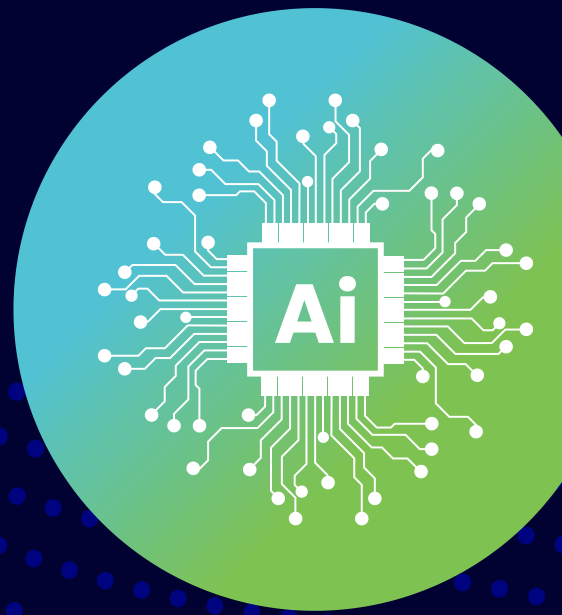
Designing for Authentic Language Use: Practical Tasks for AI-Learner and Learner-Learner Interaction

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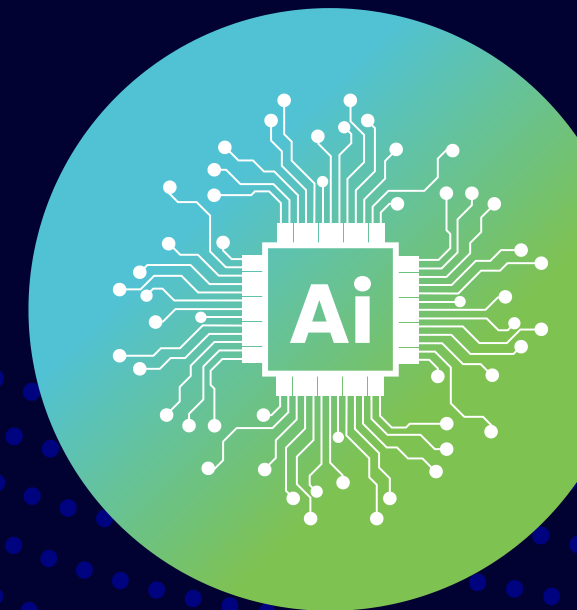


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Questions

- Where are you and what do you teach?
- What comes to your mind when you hear TBLT?
- What comes to your mind when you hear AI?



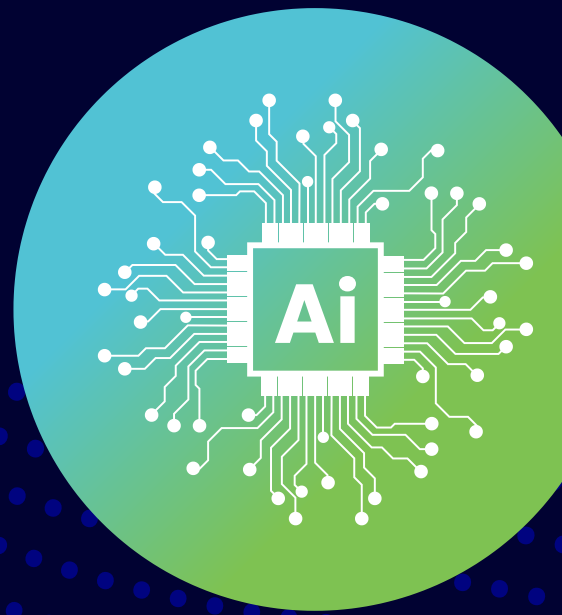
POLL: What's the main student learning outcome in your language courses?

A. Students can use the target language for real communicative purposes

B. Students can pass exams at school or in college.

C. Students can achieve a high score in standardized exams like IELTS or TOEFL.

D. Other: Please specify.





Communicative competence and language development



- ability to use language in various contexts, with diverse audiences, to achieve communicative outcomes
- use language accurately, appropriately, fluently, with increasing complexity
 - grammar, lexis, pronunciation



Developing language proficiency takes time and mostly relies on implicit learning...

“ If you don't engage in these implicit learning processes, you'll never really develop any meaningful communicative ability in a language. ”



Professor Rod Ellis (2025) with the
Language Innovators Podcast



Developing language proficiency takes time and mostly relies on implicit learning...

- Bengio et al. (2019) estimate that advancing from CEFR A1 to C1 requires between **1500 and 4500 hours of instruction**
- **556 hours** of classroom instruction and language use led to an average gain of 0.3 IELTS score band (Kang et al., 2021)





Developing language proficiency takes time and mostly relies on implicit learning...



Time would be **better spent on exposure to authentic language in use**, which provides opportunities for

- Comprehensible input
- Stretched output
- Interaction
- Corrective feedback

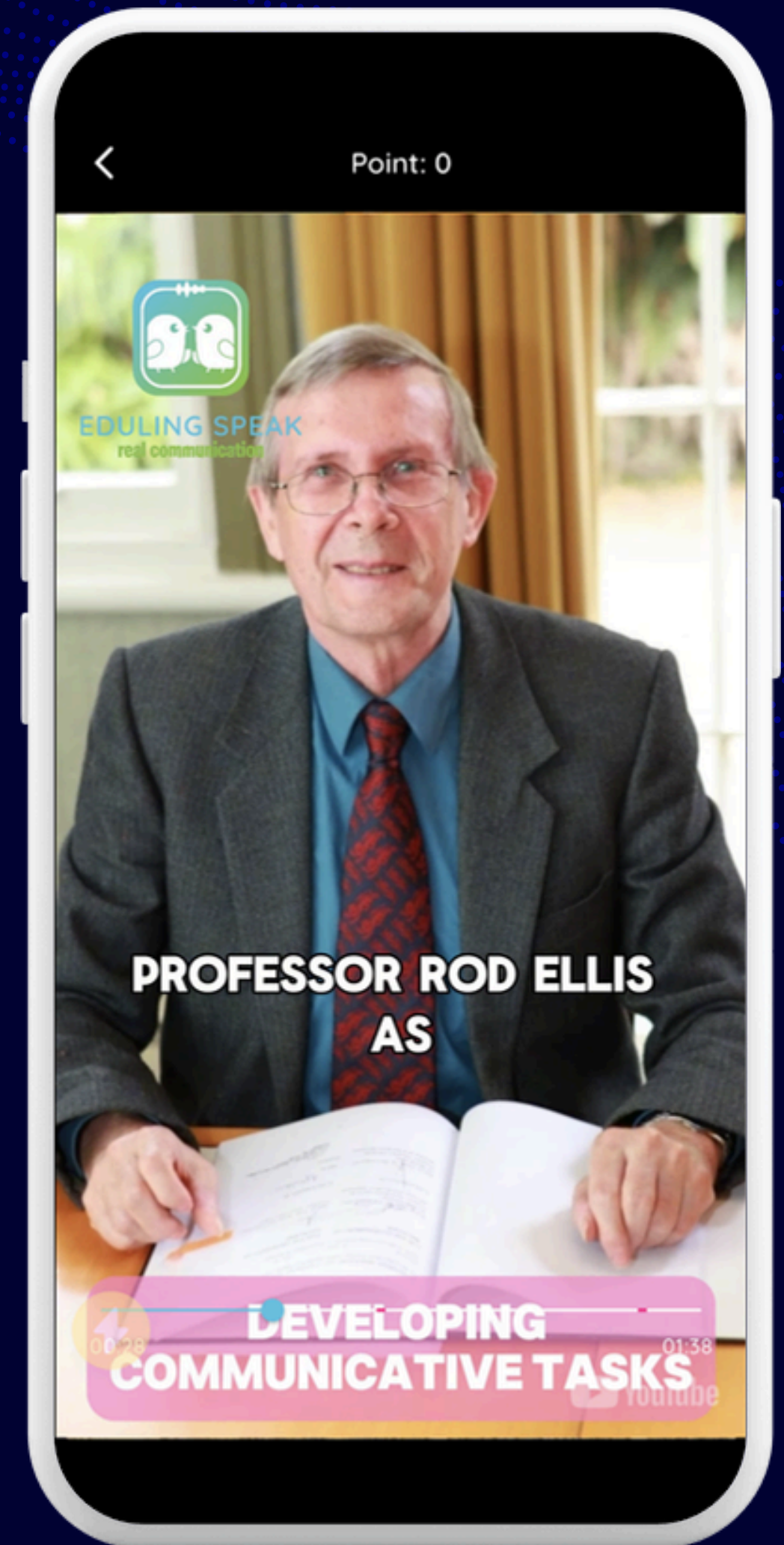


TBLT presents a solution

Task-based teaching views learning as taking place **holistically** and **incidentally** as learners perform tasks that involve listening, speaking, reading and writing. **Teachers do not teach language**; rather they facilitate its development. (Ellis, 2022).



Learn more



Tasks can be input-based and involve all skills

If they are beginners, then you can't have any production; your tasks have to all be input-based tasks. If you have complete beginners, you probably have to carry on with input-based tasks for weeks before you start putting them in a position of having to actually try to produce the language.



Professor Rod Ellis (2025)



What is a task?



“A task is an **activity** in which a person engages to **attain an objective**, and which requires the **comprehension and/or production of meaningful messages**”

(Van den Branden, 2006)





Ellis's criteria of a task

Meaning: Learners' primary focus on meaning

Gap: A communicative gap (information gap or opinion gap)

Own resources: Learners use their own resources

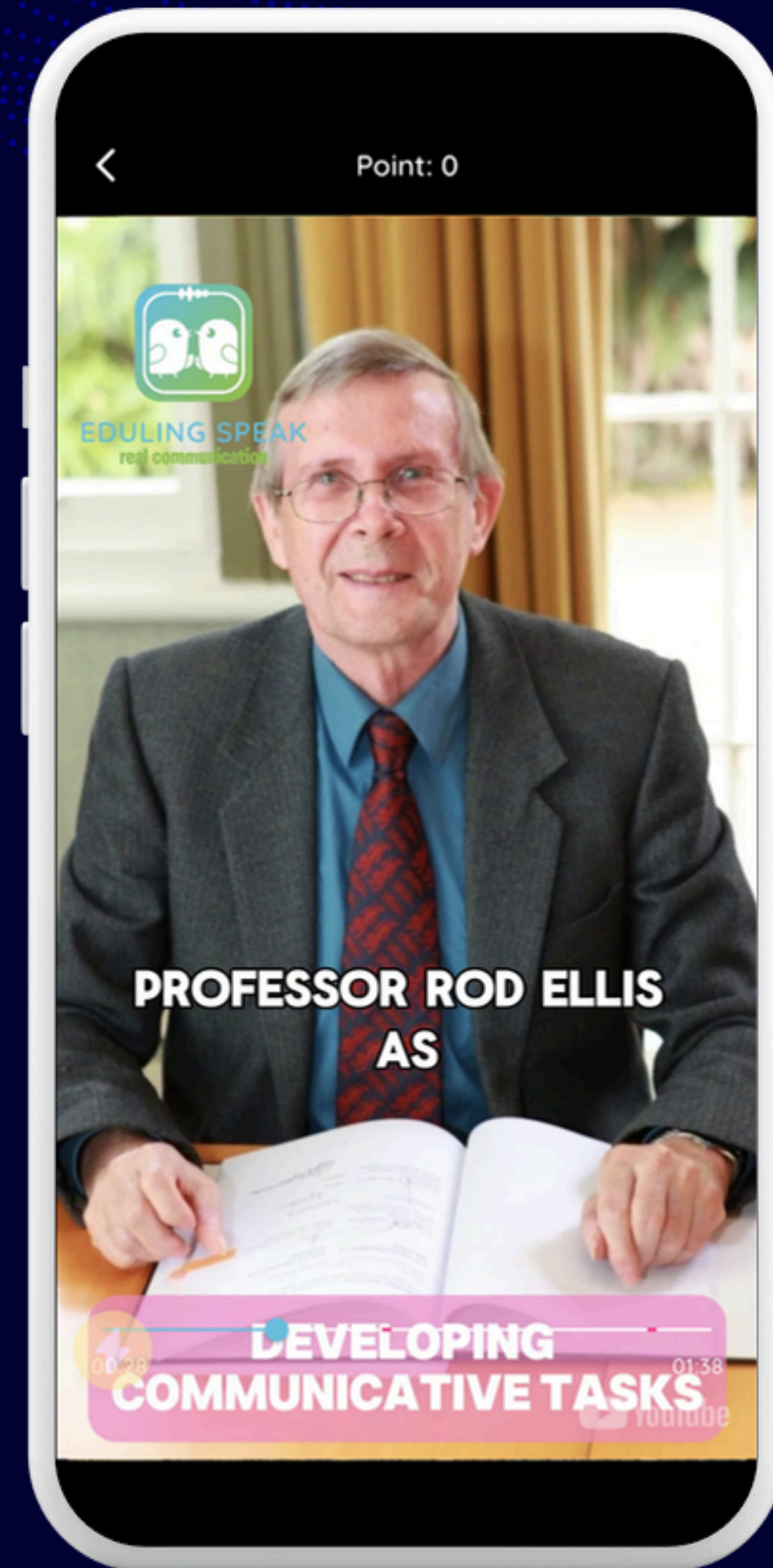
Outcomes: Non-linguistic outcomes

→ **MGOO**

(Ellis, 2003).



Learn more





Why using tasks?

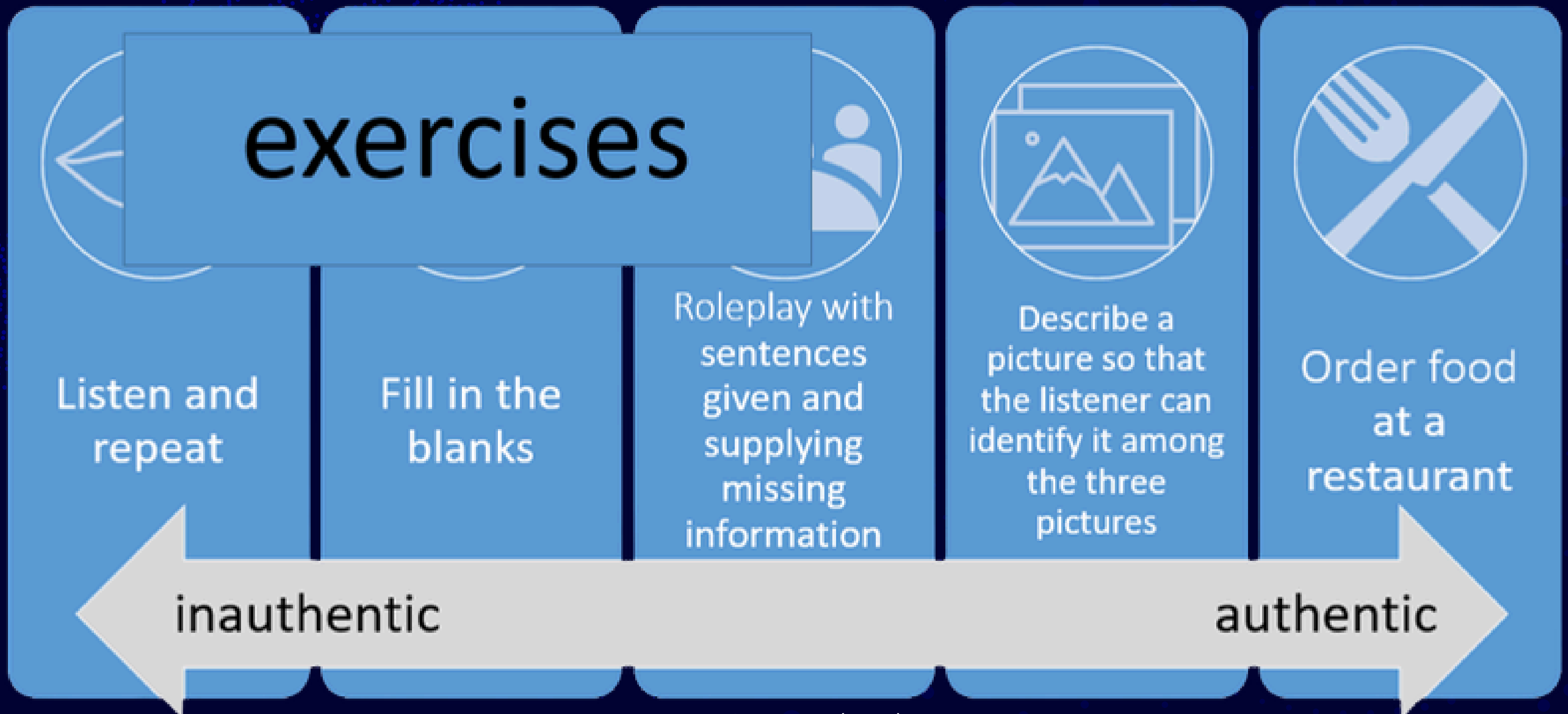
The theoretical reasons: Transfer of knowledge and skills to real-life situations, catering to learners' built-in syllabus, focus on form



TBLT is better than “traditional” methods, i.e. Present, Practice, Produce (PPP) on communicative measures with a **large effect size** (Brysfonski & McKay., 2017)



Authentic Language Use





Ranking Activities

Least task-like to most task-like



Created by Linh Phung (2026)

Five ACTIVITIES

Put them in order



A

Asking a partner questions to see if your cartoon cards match, restricted to using the structure: "Is your character wearing a...?"

B

Matching printed travel terms (boarding pass) to their definitions or pictures after reading a blog post.

C

Co-creating a viable weekend schedule for visiting students based on a real \$150 budget, dietary needs, and local transit timetables.

D

Ranking five provided solutions from the least to the most viable to solve a traffic problem.

E

Converting a list of active sentences into the passive voice.

Let's experience and
some tasks



Spot the Difference: One Way



Instructions

I (the presenter) have a picture that you don't see.

You have this picture.

There are some differences between the two pictures.

Listen to me describing my picture and identify three differences.



Spot the Difference: Two Way

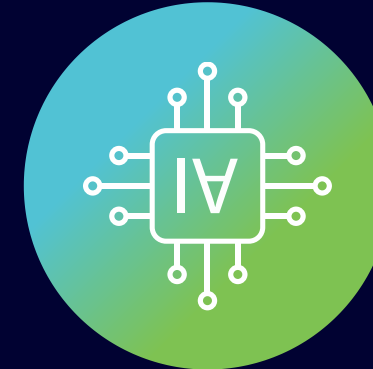
Student A



Student B



Another picture-based task

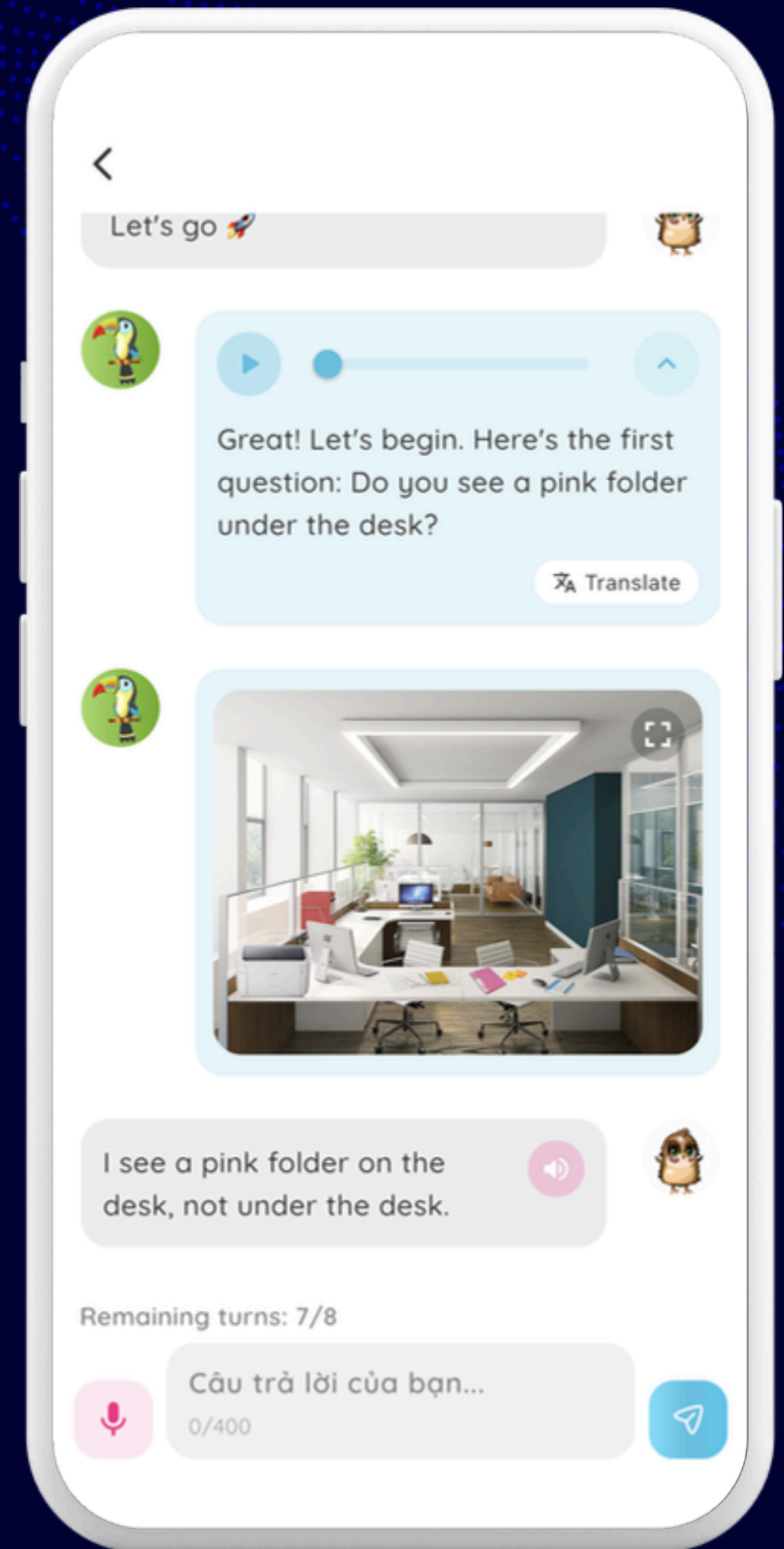


Example: **Correcting the AI**

Task: Answer questions about a picture and correct the information AI has given.

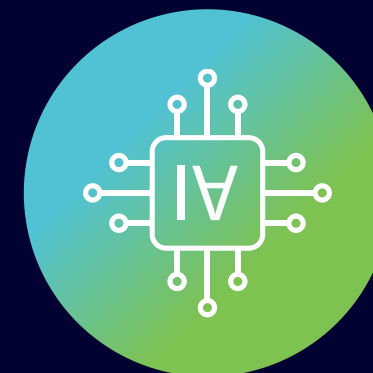


Try the task





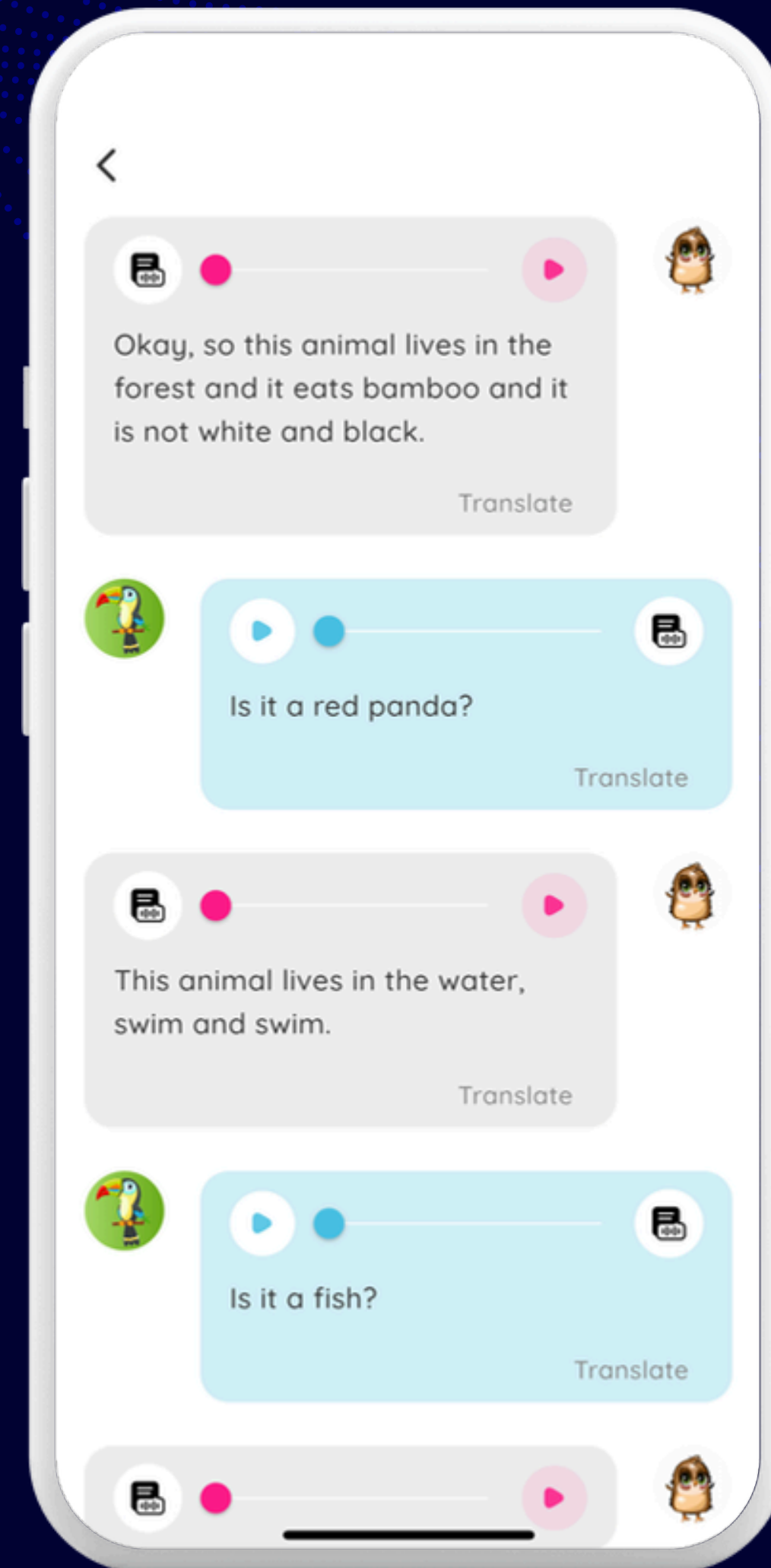
Animal Guessing Game



- Ask yes/no questions to find out a secret animal.
- Describe an animal so AI can guess.

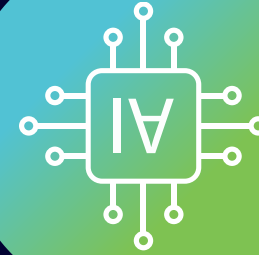


Try the task





Task Types



- Information gap
- Opinion gap
- Decision making
- Text construction: Dictogloss





Example: Jigsaw viewing

1. Choose a video. Try short or silent videos.
2. Ask some students to watch half of the video and the others to watch the other half
3. Ask students to take notes
4. Ask them to work in pairs to describe their half of the video to their partner



<https://www.youtube.com/watch?v=WIPV1iwzrzg>





Tasks according to discourse types



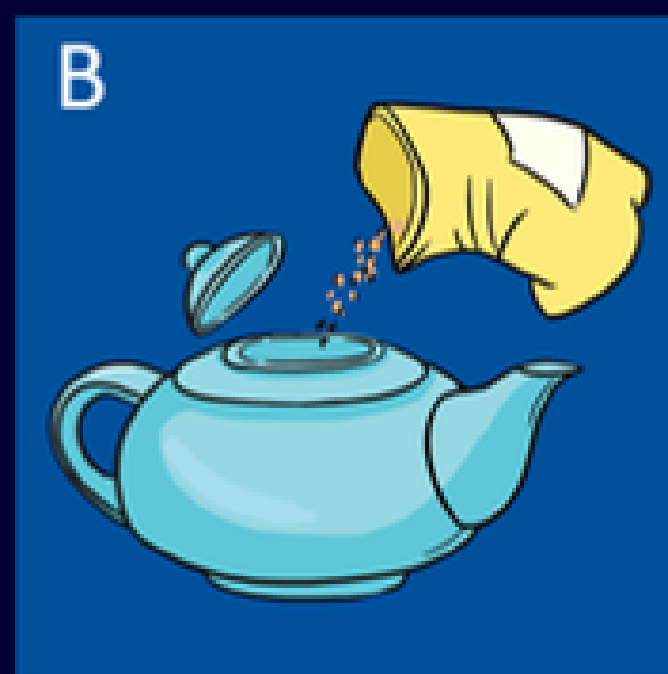
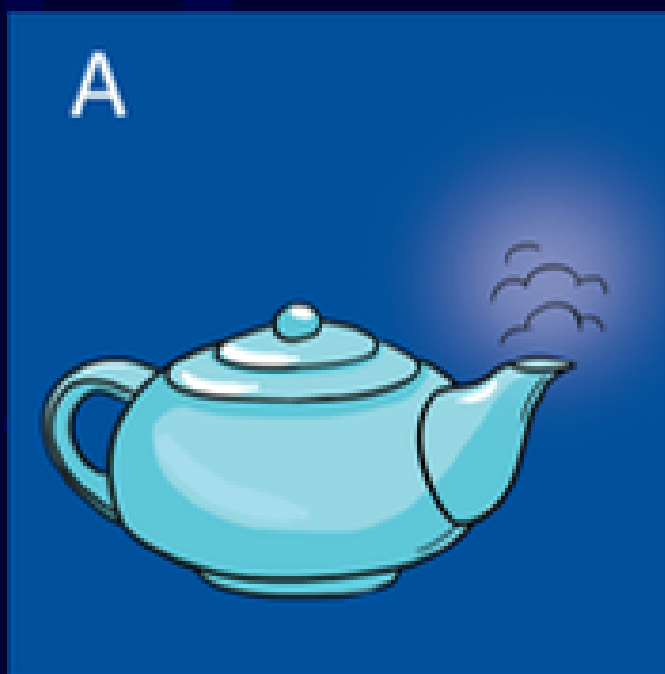
- Description
- Instruction
- Narration
- Argumentation



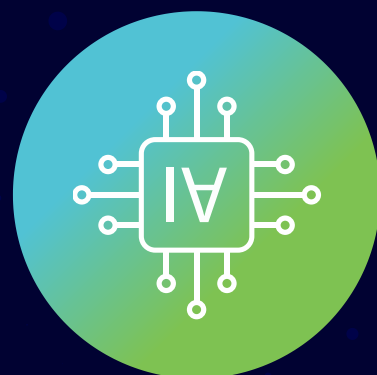


Example: Description and Instruction

Student A

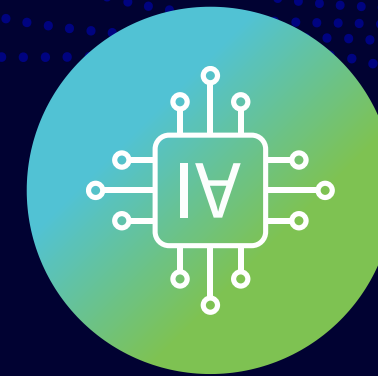


Student B





Input-based vs. Output-based tasks



Listen and color

Listen and draw a route on the map

Listen and label a picture/map with names



Oral interaction is important but not fundamental



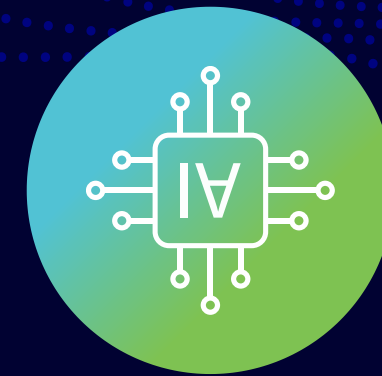
One of the misunderstandings about task-based language teaching is that it's always associated with oral communicative competence, interaction, and speaking. But it's not. You can have tasks that are completely writing tasks or completely listening or reading tasks. It is completely wrong to see speaking and oral interaction as absolutely fundamental to TBLT. It's important, but it's not fundamental.



Professor Rod Ellis (2025)



Implementation Considerations



Pre-task stage: Introduce the task materials, preview vocabulary

Implementation conditions: Grouping considerations, planning time, task repetition

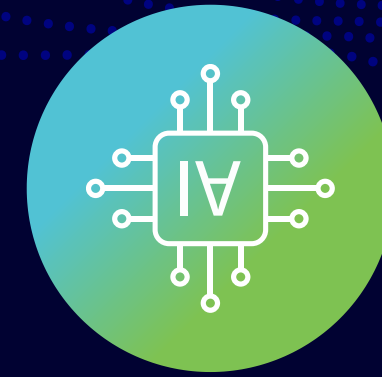
Post-task stage: Reporting to the class, reviewing language

Corrective feedback: Recast, explicit correction, elicitation, and others





Some other ideas



- 4-3-2
- Fluency Lines
- Lifelines: Talk based on notes, looking at notes only three times, no notes
- Crossword puzzle partner
- Tasks supporting virtual exchange (Stroud et al., 2026)



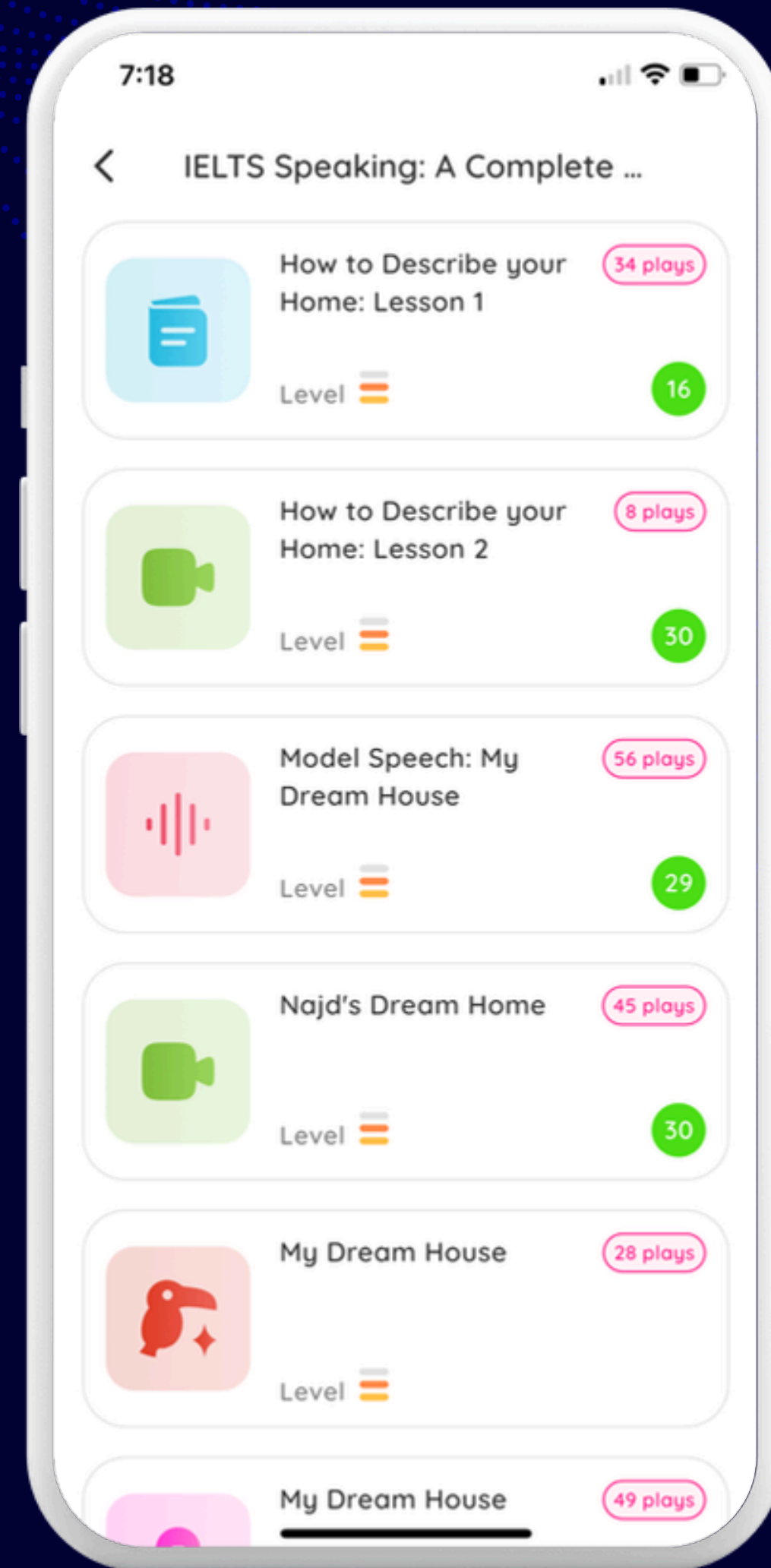


Sequence the tasks to scaffold learning

Example: IELTS Speaking: A Complete course

- Audio lesson
- Video lesson
- Model speech in the audio format and activities
- Model speech in a video format
- Talk with AI to brainstorm ideas
- Record a 2-minute speech and receive AI feedback

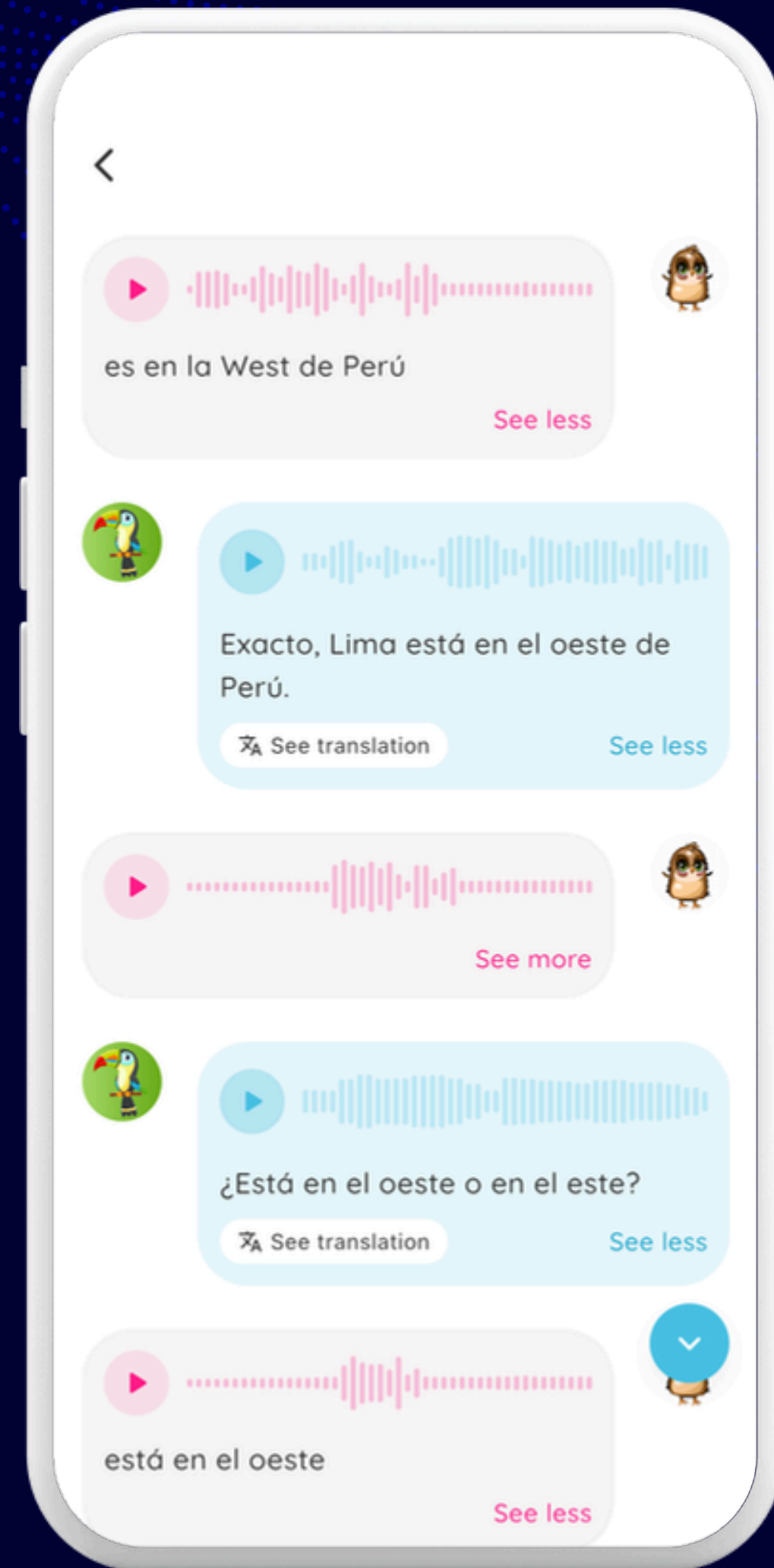
Aug





Affordances for Technology-Mediated Tasks

- Speech-to-text
- Text-to-speech
- Translation
- Code-switching
- Tap to learn
- Various task types and question types for language learning

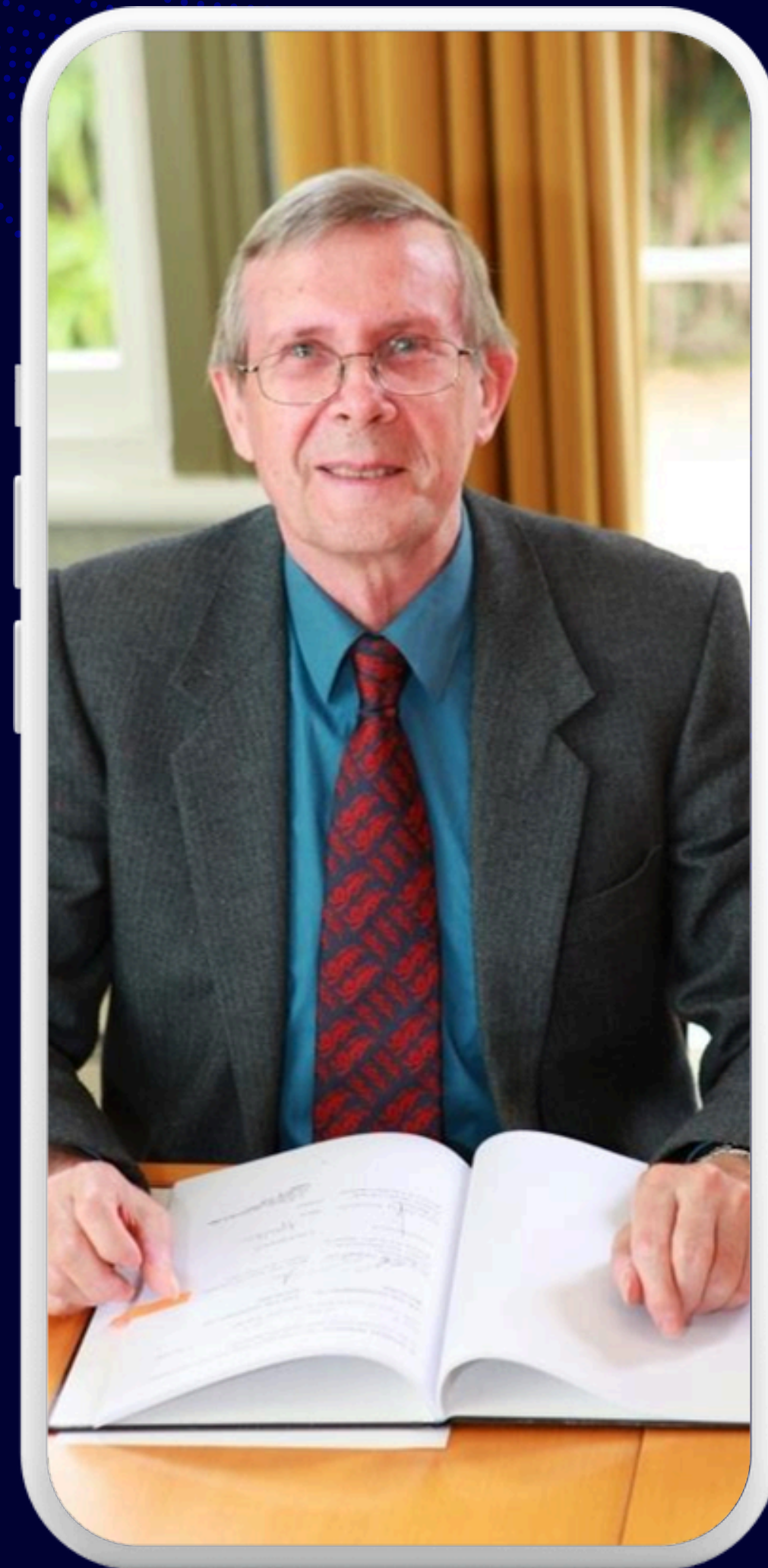




Learn more



- Try **Developing Communicative Tasks** on Eduling



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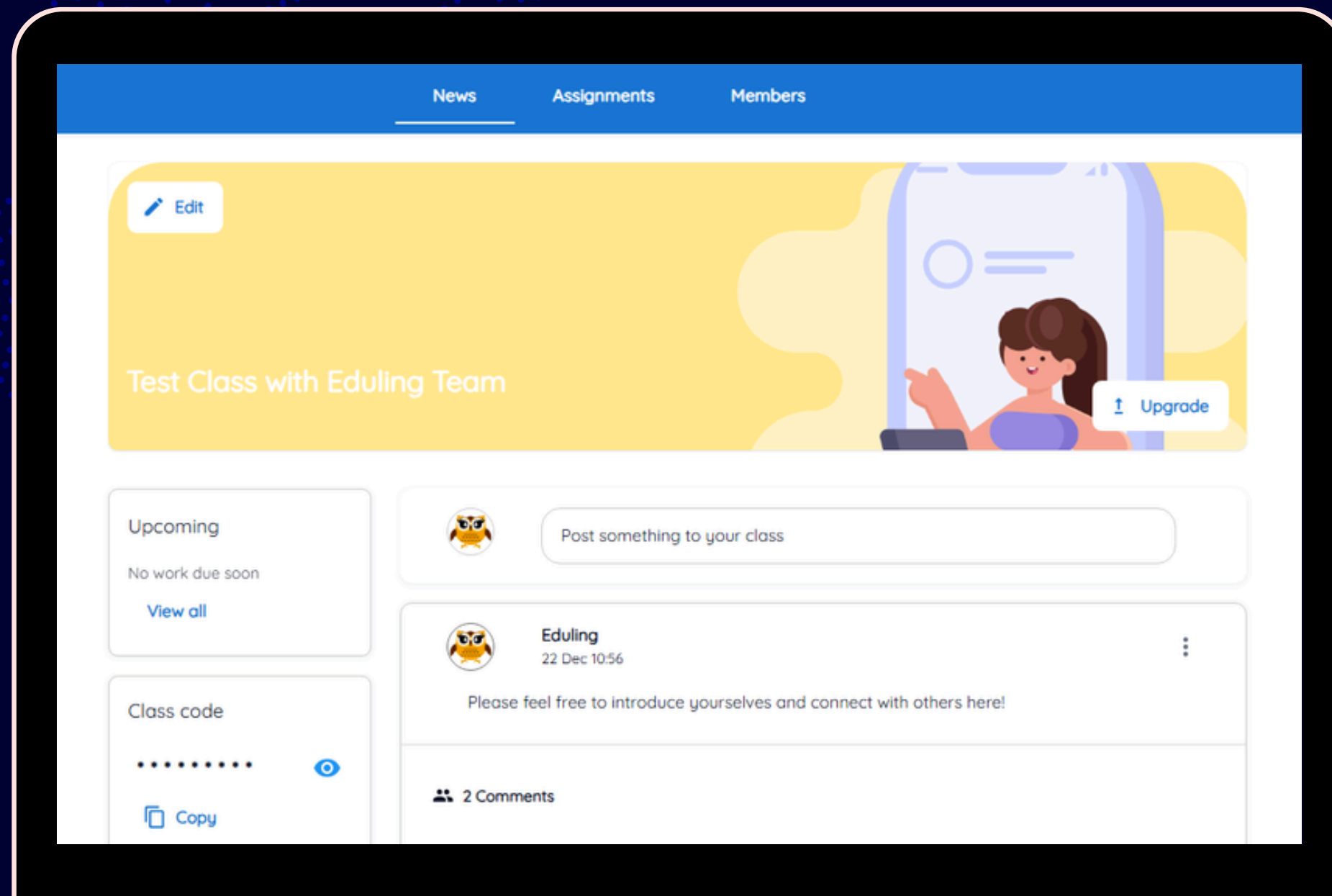
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Supporting Teachers



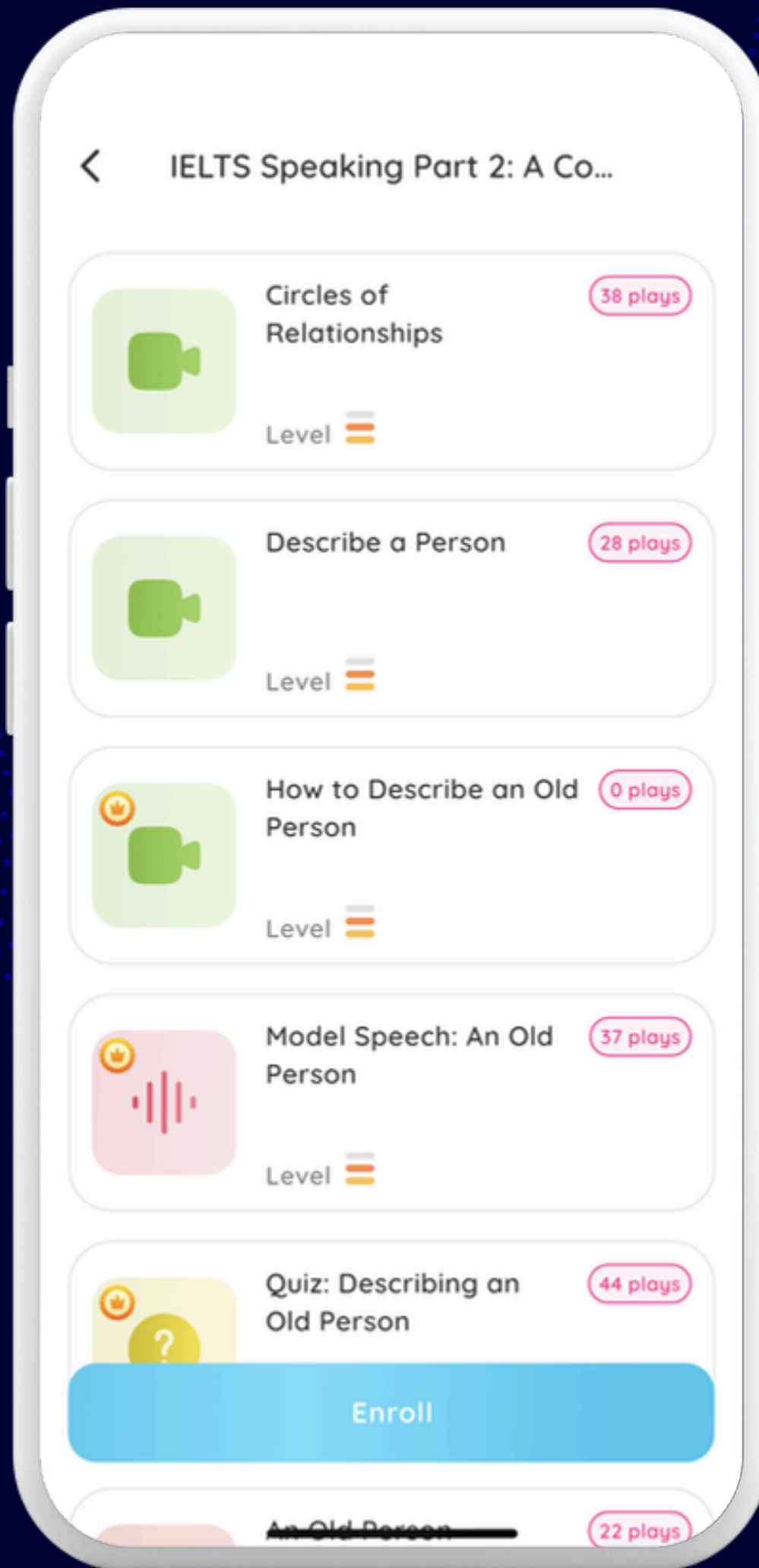
Eduling **empowers teachers** to scale their impact—**creating, adapting, and publishing** task-based materials in print and app-based formats, a capability **no other platform** (e.g., Coursera, Udemy, and Kahoot) offers.

Our finetuned AI chatbot and NLP tools give teachers a **super capability**.



Current tasks, courses, and tools

- **20+ courses** or learning pathways
- **4000+** ready-to-use tasks
- **56 task plans** (or templates)
- Educator **Dashboard** for teachers to **create** courses from our task library





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