

## Reflecting on TBLT from an Instructed SLA perspective

Nina Spada

University of Toronto

Task-based language teaching (TBLT) and instructed second language acquisition (ISLA) have much in common: theoretical influences, empirical approaches, research questions and educational relevance. The main distinguishing characteristic between the two is that TBLT adopts “meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity in the (language) classroom, and assessing language competencies” (<http://www.tbtl.org>). ISLA research comprises a wider scope of L2 instructional activities which includes tasks, as well as a range of pedagogical practices that are more or less learner-focused, teacher-centred, and represent different degrees of form and meaning-based instruction, interaction, and assessment.

In my presentation I will focus on two of the themes for this conference – *Instruction* and *Outcomes*. It will include a discussion of my own work on the role of form-focused instruction (FFI) in L2 development as well as related classroom and laboratory ISLA studies. I will also draw from TBLT research to demonstrate areas of convergence and divergence. In addressing the theme of *Instruction*, I will review research that has explored the effect of type of instruction and corrective feedback (e.g. explicit/implicit) on L2 learning as well as investigations of the impact of differences in the pedagogical timing of FFI (e.g. integrated/isolated) and corrective feedback (e.g. immediate versus delayed) on L2 development. In discussing *Outcomes* I will examine work in ISLA and TBLT investigating the type of knowledge (e.g. explicit/implicit) and dimensions of L2 proficiency (e.g. accuracy, fluency, complexity) that result from instruction. This will include a discussion of the assessment of learners’ outcomes in terms of their ability to complete specific tasks under particular conditions. Throughout my presentation I will highlight the contributions of TBLT to the broader field of ISLA and reflect on how research in TBLT and ISLA inform, build on, and enhance one another.