

PARTICIPATORY PEDAGOGY IN TASK- BASED LEARNING

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LANGUAGES FOR SPECIFIC PURPOSES IN HIGHER EDUCATION
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If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.



PARTICIPATORY PEDAGOGY & TASK-BASED LEARNING

SOCIETAL CHALLENGES FOR FUTURE ENGINEERS

3RD YEAR 'ÉLÈVES INGÉNIEURS' (FINAL YEAR
MSC)

HIGH LEVEL OF ENGLISH

INTERESTED BUT NOT ESPECIALLY ENGAGED
IN THEIR LANGUAGE CLASS

TASK-BASED LEARNING:

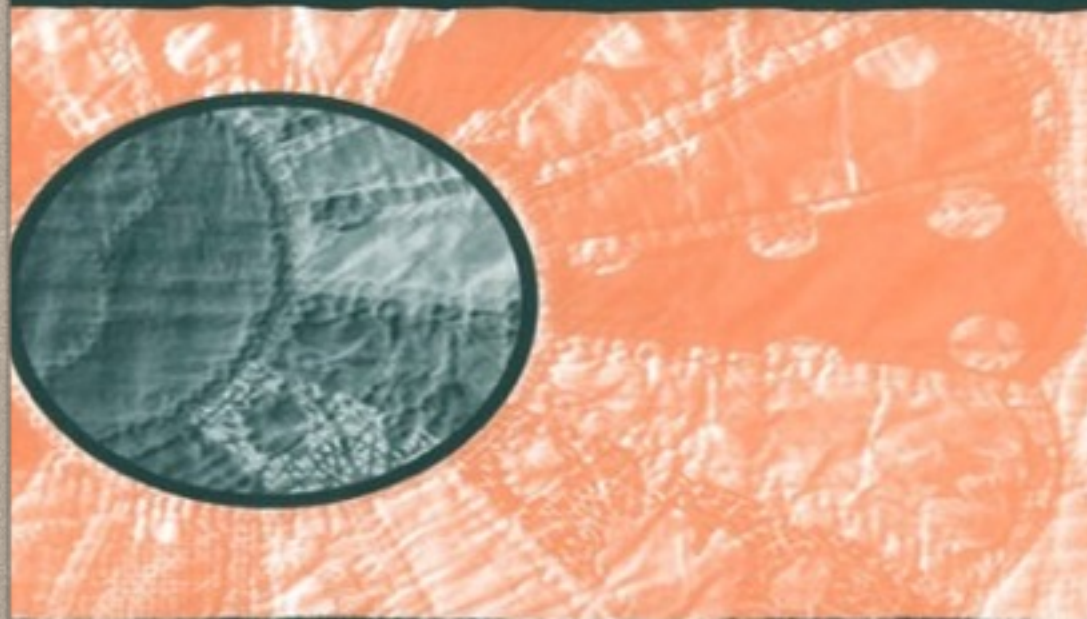
- 'PRACTICAL INGENUITY'
- CREATIVITY
- GOOD COMMUNICATION SKILLS
- AGILITY
- FLEXIBILITY

NUNAN, D. 2004

PRINCIPLES AND PRACTICES OF TASK BASED LEARNING

- A NEEDS-BASED APPROACH TO CONTENT SELECTION
- AN EMPHASIS ON LEARNING TO COMMUNICATE THROUGH INTERACTION IN THE TARGET LANGUAGE
- AN INTRODUCTION OF AUTHENTIC TEXTS INTO THE LEARNING SITUATION
- THE PROVISION OF OPPORTUNITIES FOR LEARNERS TO FOCUS NOT ONLY ON LANGUAGE BUT ON THE LEARNING PROCESS ITSELF
- AN ENHANCEMENT OF THE LEARNER'S OWN PERSONAL EXPERIENCES AS IMPORTANT CONTRIBUTING ELEMENTS TO CLASSROOM LEARNING
- THE LINKING OF CLASSROOM LANGUAGE LEARNING WITH LANGUAGE USE OUTSIDE THE CLASSROOM.

Participatory Practices in Adult Education



Edited by

Pat Campbell

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CHAPTER 13

"YES, BUT...": PROBLEMATIZING PARTICIPATORY ESL PEDAGOGY

ELSA AUERBACH,
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THE TASK? TO TEACH.

BROAD TASK:
IDENTIFY 'TEACHABLE' COMPONENTS OF
SUBJECT

MEDIUM TASK:
PUT TOGETHER A LESSON

SPECIFIC TASK:
GIVE LESSON / MANAGE THE CLASSROOM
SPACE / FOLLOW-UP

EXAMPLES OF STUDENT TOPICS:

**THE DEMOCRATISATION OF FOOD IN THE
WORKPLACE: RETHINKING FOOD DELIVERY**

**THE NEXT STEP FOR CORPORATE SOCIAL
RESPONSIBILITY**

**POSITIVE DISCRIMINATION IN THE HEALTH
CARE SECTOR**

**REDEFINING CULTURAL STEREOTYPES
THROUGH FOOD AND BEVERAGE**



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SIXTE DE VAULPANE



IVAN WANG SONNE

STUDENT FEEDBACK:

- **"FROM A TEACHER'S PERSPECTIVE ... YOU SEE EVERYTHING-IT'S TERRIBLE!"**
- **"IT FELT NO DIFFERENT TO HAVING A NORMAL CONVERSATION WITH MY FRIENDS"**
- **"I COULD SEE OTHER 'ME'S IN THE ROOM, PLAYING ON THEIR MOBILES, NOT CONCENTRATING... IT WAS VERY SCARY"**
- **"IT WAS GREAT, I FELT MORE CONFIDENT ABOUT LEARNING STUFF THAN WHEN I JUST HAVE TO SIT THERE AND LISTEN"**

**"TEACHING IS CHARACTERISED BY
UNCERTAINTY, RUPTURE, DISSONANCE,
TENTATIVENESS, PROVISIONALITY AND
SELF- DISCLOSURE".**

SMYTH (1995:8)

STUDENT FEEDBACK:

- "IT'S GOOD THAT THEY TALK BUT IT'S HARD TO SOUND LIKE YOU'RE IN CHARGE THEN"
- "I THINK IT'S WAY MORE INTERESTING THAN ANY OTHER ENGLISH COURSE WE'VE HAD...YOU DON'T COME TO CLASS TO WATCH A VIDEO AND COMMENT ON IT AND DO A GAP-FILL"
- "IF YOU JUST GO THROUGH ALL THAT YOU PLANNED TO [DO], YOU DO IT AS IT SHOULD BE [DONE] BUT IT'S BORING. IT'S MORE FUN WHEN THINGS GET MESSY AND JUST A LITTLE BIT OFF TOPIC, WE LEARN MORE"
- "THE FACT THAT WE HAVE TO TEACH MAKES IT MORE FORMAL IN A WAY, WE TAKE THE SUBJECT A LOT MORE SERIOUSLY"

**THE ACT OF TEACHING TOGETHER WITH ITS
ATTENDANT DISCOURSE OF EDUCATIONAL
THEORIES, VALUES, EVIDENCE AND
JUSTIFICATIONS.**

**IT IS WHAT ONE NEEDS TO KNOW, AND THE SKILLS
ONE NEEDS TO COMMAND IN ORDER TO MAKE
AND JUSTIFY THE MANY DIFFERENT KINDS OF
DECISIONS OF WHICH TEACHING IS CONSTITUTED.**

ALEXANDER (2013:7)

**STUDENTS ARE
THE BEST RESOURCES.**

"THE ACT OF STUDY SHOULD NOT BE MEASURED BY THE NUMBER OF PAGES READ IN ONE NIGHT OR THE QUANTITY OF BOOKS READ IN A SEMESTER.

TO STUDY IS NOT TO CONSUME IDEAS, BUT TO CREATE AND RE-CREATE THEM"

FREIRE, 'THE POLITICS OF EDUCATION: CULTURE, POWER AND LIBERATION'