PARTICIPATORY PEDAGOGY IN TASK- BASED LEARNING

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LANGUAGES FOR SPECIFIC PURPOSES IN HIGHER EDUCATION
UNIVERSITY OF CAMBRIDGE, 9TH SEPTEMBER 2016
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.
CHAPTER 13

“YES, BUT...”:
PROBLEMATIZING
PARTICIPATORY ESL PEDAGOGY

ELSA AUERBACH,
UNIVERSITY OF MASSACHUSETTS, BOSTON
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
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’