CONTENT-BASED, TASK-BASED AND PARTICIPATORY APPROACHES.

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INTRODUCTION

The Content-based, Tasked-based and Participatory Approaches are the stronger version of the Communicative Approach that Howatt noted in his book *A History of English Language Teaching, 1984*. These approaches have “communication” as their central aim and also have in common teaching through communication rather than for it.

**CONTENT-BASED**: the reason for the invention of this approach is that, it was observed that academic subjects provide natural content for language instruction. The Content-based approach provides this environment as it is an amalgam language and subject learning.
INTRODUCTION CONT.

TASK-BASED Approach: This approach provides a natural context for language use. As its name suggests, tasks are given to students to help and provide them an opportunity to interact with the target language.

PARTICIPATORY APPROACH: it originated in the early sixties through the work of Paulo Freire and became popular in the literature of language teaching in the eighties. The content of this approach is based on life experiences of students.
WEAKNESSES

- These approaches are expensive especially that of Content-based.
- The Content-based approach makes language learning tedious and understanding of an academic subject difficult.
- It may make the teacher’s work cumbersome.
WEAKNESSES CONT.

- Content of study /lessons depends largely on students’ problems in the Participatory Approach.
- Not every student would feel comfortable sharing his/her personal problems in class as seen in the Participatory Approach.
- The Participatory Approach is limited.
  - limitations like insufficient time for all students to express themselves. Thus making it unfavourable for a large class.
WEAKNESSES CONT.

- Content-based approach can be confusing for some students.
- With Tasked –Based Approach, not all real –world tasks can be performed in class to help students acquire vocabulary and express themselves outside the classroom.
- Students’ errors are not corrected immediately but are rather complied and treated as a new topic.
CONCLUSION

The weaknesses of these approaches do not render them ineffective, but rather calls for some sort of modification. This modification can be in the form of combining it with other teaching methods in order to achieve an effective language teaching method.
SHUKRAN!!

MERCIE BEAUCOUP!!

GRACIAS!!

THANK-YOU!!