Content-based, Task-based and Participatory Approaches

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Introduction

- Content-based, Task-based and Participatory Approaches at first instance may seem like three different approaches but after a careful observation one may find that these approaches are very similar. Their similarity lies in the fact that they use language to learn language rather than learning to use the language.

- These approaches are similar to the Communicative Language Teaching as they all lay emphasis on communication.

- However, they differ in focus. While the CLT focuses on interactions, authentic communication and negotiating meaning, our approaches for the day focuses on what is being communicated rather than the structure of the target language.
Content-Based Instruction (CBI)

- This approach uses content from other disciplines in language teaching. That is, it employs content that is relevant to a subject matter, say a profession or an academic discipline. The use of such content has been existing for ages.
- It facilitates the learning of both language and a subject matter’s content.
- This motivated the “language across curriculum” movement for native speakers in England.
Some Models of CBI

- Language Immersion Program
- Adjunct Model
- Sheltered Instruction
- Competency-based instruction
In this approach a natural environment or context for language is created for the learners.

As the name suggests, tasks are used throughout this approach to bring to life the necessity of the target language as its use would be instrumental in the completion of the tasks.

This approach also has a view that every activity has a purpose and need outcome.

The teacher uses language naturally without simplifying.
Participatory Approach

- This approach originated with the work of Paulo Freire in the early sixties. It became widely talked about in the 1980s.

- It is very similar to Content-based since they all work on meaningful content. The only difference is the nature of the content.
Approach

- Content-Based Instruction, Task-Based Instruction and Participatory approaches are defective in terms of theory.

- However, the Whole Language Approach seem to be embedded within these approaches.
Objectives

- **Long Term Objective**
  - Content-Based, Task-Based and Participatory approaches have one long term goal and that is to equip learners with communicative competence.

- **Short Term Objective**
  - They all give priority to process over predetermined linguistic content.
Design

- **Choice of Content**
  - Content-based uses materials relevant to a subject matter
  - Task-based uses Tasks
  - Participatory Approach uses content that is relevant to the students’ lives.
Design continued...

- **Organisation**
  - In content-based instruction, students are given hand-outs with vocabulary items with which they fill a cloze passage and watch a video on the topic.

- Task-based provides students with tasks. The teacher goes through with them and breaks them into groups to complete the tasks.

- Participatory approach draws from the students things that are relevant to their lives and uses it as content for the next class/lesson.
Procedure

- **Curriculum**
- Types of Activities

- **Content-based**
  - Learning Activities
    - Discussion
    - Students read and complete cloze passages
    - Students watch a video
  - Teaching Activities
    - Scaffolding
    - Reading vocabulary items to students
Procedure continued...

- **Task-Based**
  - Learning Activities
    - Group discussion
    - Speaking and learning practices.
  - Teaching Activities
    - Supplying of correct forms
    - Going through pre-task with students
Procedure continued...

- Participatory Approach
  - Teaching & Learning Activities
    - Discussions
    - Questions and answers
The Content-Based Instruction, Task-Based Instruction and Participatory approaches offer a new way of viewing the acquisition of a target language. As promising as they sound they are not flawless. Therefore it is very necessary to either run these approaches with other helpful methods or the principled eclecticism.
Thank you!