

A hamburger, hot tofu and walking backwards ...

Social constructivism and Task-based Learning in English



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Social Constructivism



- We learn most effectively when provided with appropriate opportunities to observe and experience our environment,
- build on our existing conceptual frameworks, or schemata
- with instruction that helps us to construct new schemata within our Zone of Proximal Development
- and use language to express our understanding

Social constructivism encourages ...



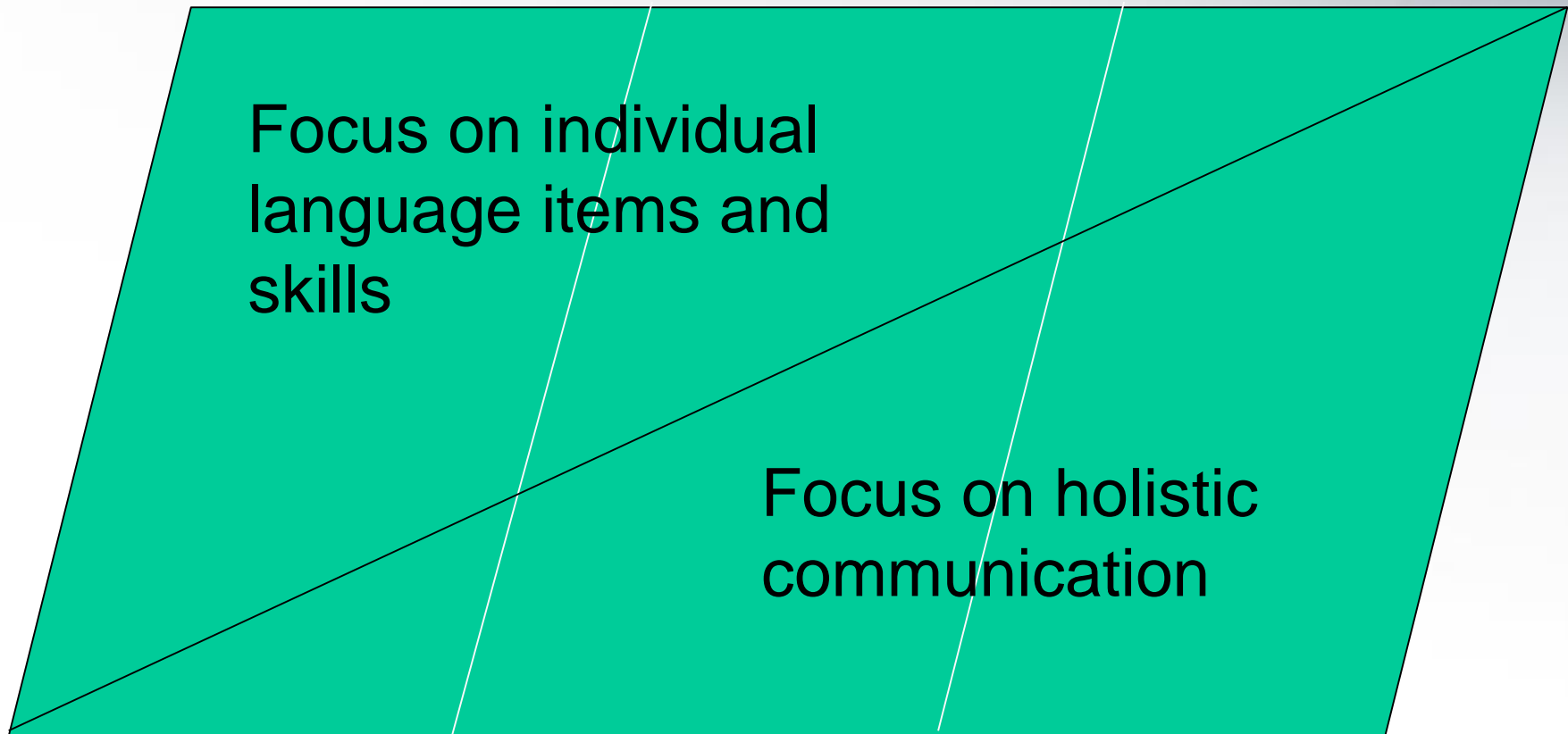
- Learner-centred and learning-centred pedagogy
- Catering for diversity
- Learners' active participation in their own learning
- Teacher as facilitator & scaffolder
- Spiral curriculum arrangement
- Multiple pathways
- Assessment for learning

Task-based Learning



- Real-life context
- Holistic use of language
- Frameworks of thinking and doing
(Clark & Scarino, 1992)
- Student-centred learning
- Individual language & skills as support

CLT & TBL (Littlewood, 1985)

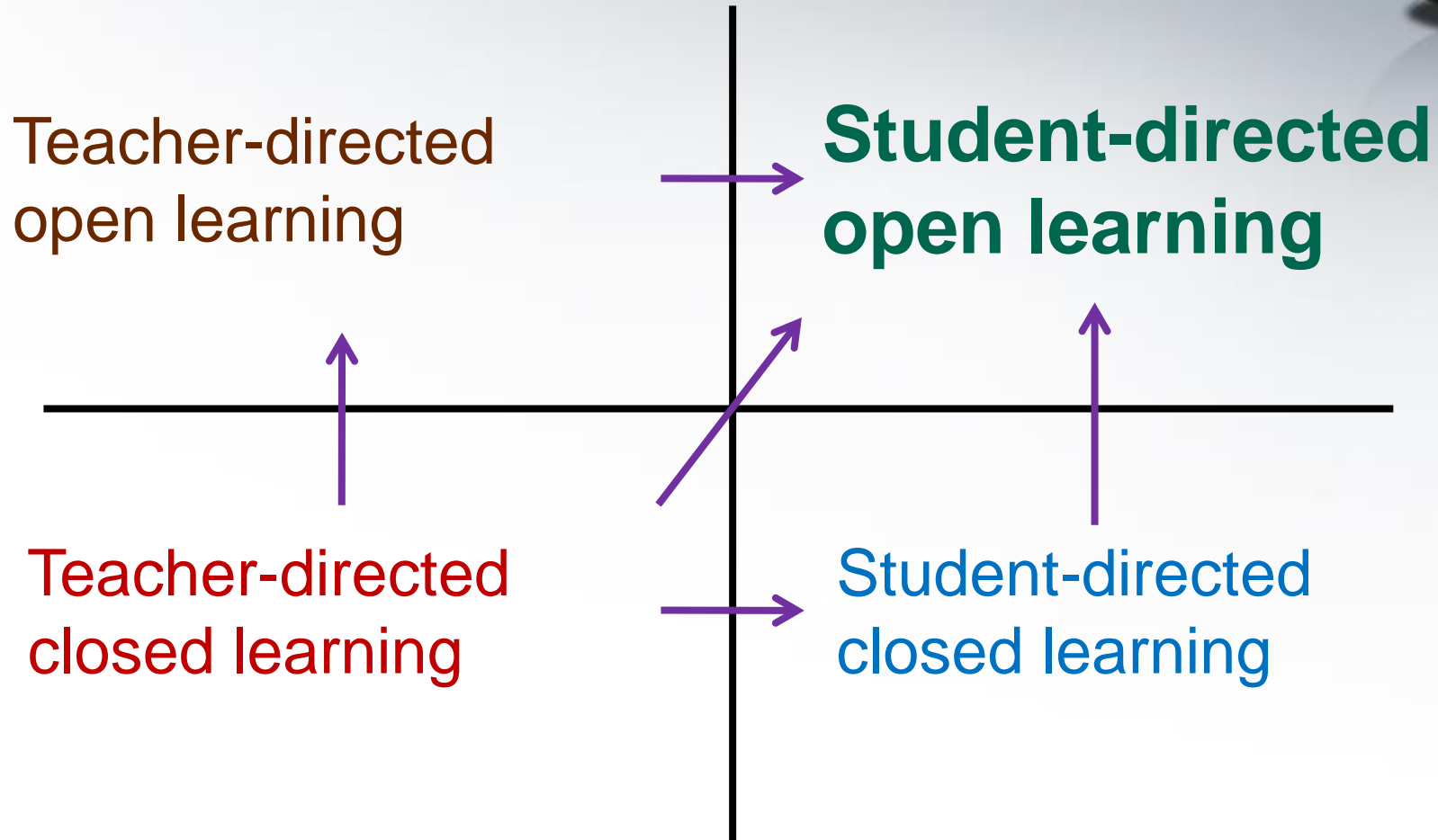


Weak CLT

Balanced CLT

Strong CLT/TBL

Student-Centred Learning



Learning



- Learning is individual
- Learning is an active experience
- Learners' contributions are valuable
- Motivation affects learning
- Students need to experience success
- Cooperation assists learning
- Learning is helped by good interaction with the teacher

Teaching for learning



- **Making learning enjoyable**
- **Making learning successful**
- **Making English learnable**

Teacher's roles



- Teacher helps learning
- Teacher helps students to learn how to learn
- Teacher has different teaching strategies to suit different Ss

Some principles

- Hamburger
- KISS
- ZPD
- Velcro
- Hot tofu
- QIQO
- Plate-spinning
- Walk backwards





The Hamburger Model

Hamburger Model



Listening or reading:
focus on
genre/meaning

Focus on individual items: GVS

Speaking or writing: focus on
producing real language



Listening: describing
how to take a person's
blood pressure

Grammar: describing (present continuous)
Vocab: sequence; equipment, terms
Skills: how to take blood pressure

Speaking: students take
blood pressure and describe
what they are doing

Complex Hamburger



Integrating a range of language skills

Hamburger Model



Reading: a survey
about tourist trends in
Australia

Grammar: reported speech
Vocab: tourism; preferences;
Skills: interviewing; bar chart; reporting

Speaking & writing: Ss carry
out a survey about tourist
trends in Hong Kong

Reading to writing: A survey report



- Start by reading a finished report
- Do a comprehension exercise with the students

Survey Report: Wild Animals



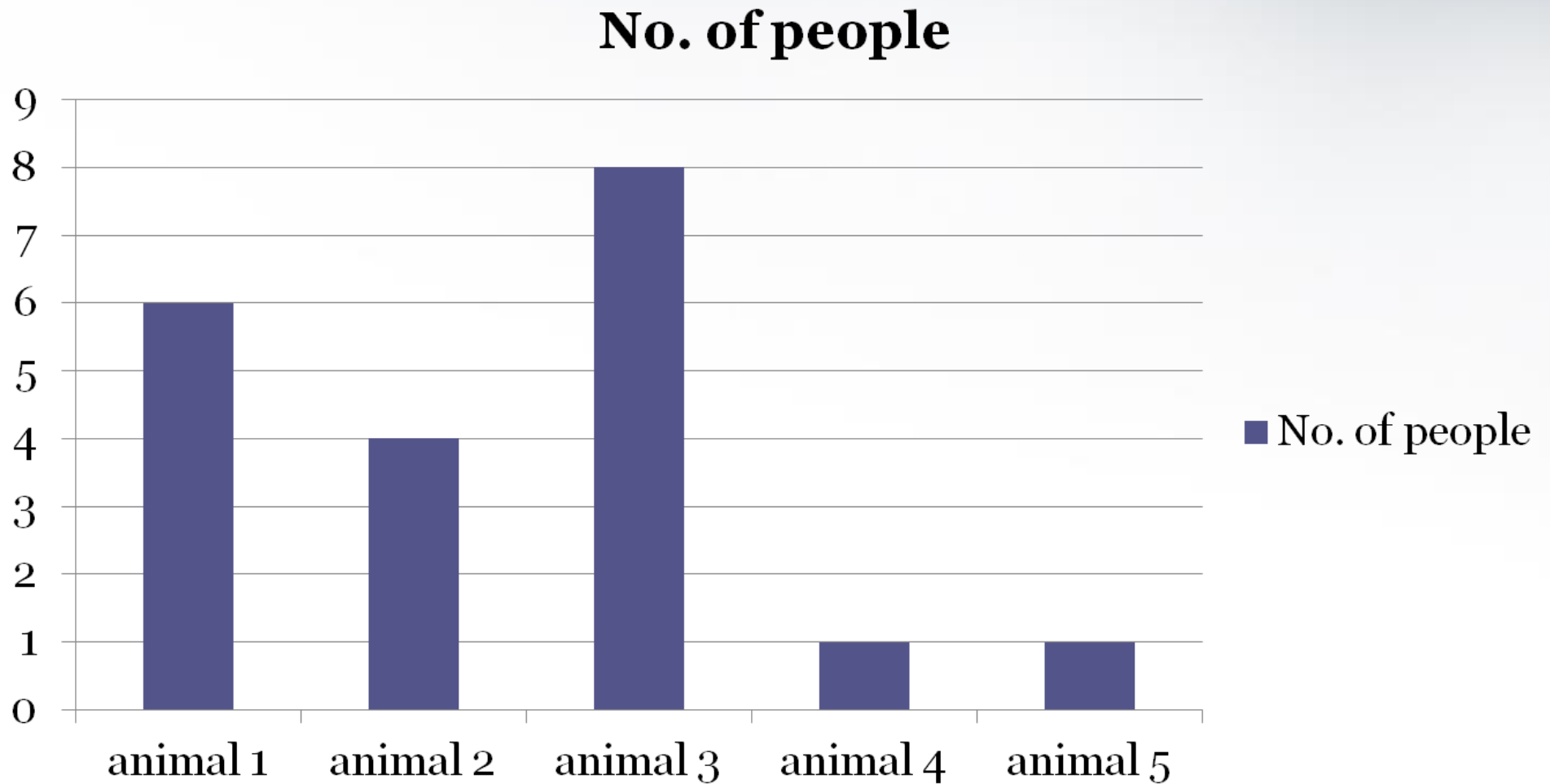
This survey is about people's favourite wild animals.

The total number of people is twenty. Eight people say that they like pandas best. Six say they like elephants best. Four people say that camels are their favourite wild animal. One person likes lions best and one person likes giraffes best.

Pandas are the favourite animal of most people in this survey.



Make a barchart



Preparing to write



- Doing a survey: Listen and then speak
- Whole class writing
- Writing in pairs



A: Hello! Can I ask you a question?

B: Yes, of course!

A: Which wild animal do you like most?

B: Erm, let me see.

A: Elephants? Or lions? Or anything else?

B: Oh, I like pandas best.

A: Pandas. Okay. Thank you!

B: Bye.

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Teacher-Directed Survey



- Class-based study of pets
- Collect data
- Do a whole-class report

Survey Report: Pets



This survey is about people's favourite pets.

The total number of people is _____. _____ people say that they like _____ best. _____ say they like _____ best. _____ people say that _____ are their favourite pet. _____ best and _____ best.

_____ are the favourite pet of most people in this survey.

The KISS Principle



The KISS Principle



Kee**P** **I**t **S**hort and **S**imple

The KISS Principle



Make
English
learnable





The KISS Principle

Short & simple reading passages

Short & simple listening texts

Short & simple writing texts

Short & simple speaking dialogues

Short & simple grammar

Short & simple vocabulary



What do I mean by
“short and simple”?

The KISS Principle



Short in length

Simple in text organisation

Simple in grammar

Simple in vocabulary

Text



Tim is a young footballer. He likes Cristiano Ronaldo very much. Tim practises football every day. He plays with his friends.

Ronaldo plays for Real Madrid in Spain. He also plays for the Portuguese national team. Tim's favourite team is Manchester United. He wants to play for his country when he grows up.

Text with KISS



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Too difficult? Then KISS

Survey Report: Wild Animals



This survey is about people's favourite wild animals.

We asked twenty people. Eight people **like** pandas best. Six people like elephants best. Four people **like camels best.** One person likes lions best and one person likes giraffes best.

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Speaking

A: Put your seatbelt on.

Why?

A: Because it will protect you in case of an accident.

Is it comfortable?

A: It's the law.

A: It's common sense.

A: Hold your breath till we get there.



KISS speaking

A: Put your seatbelt on.

B: Why?

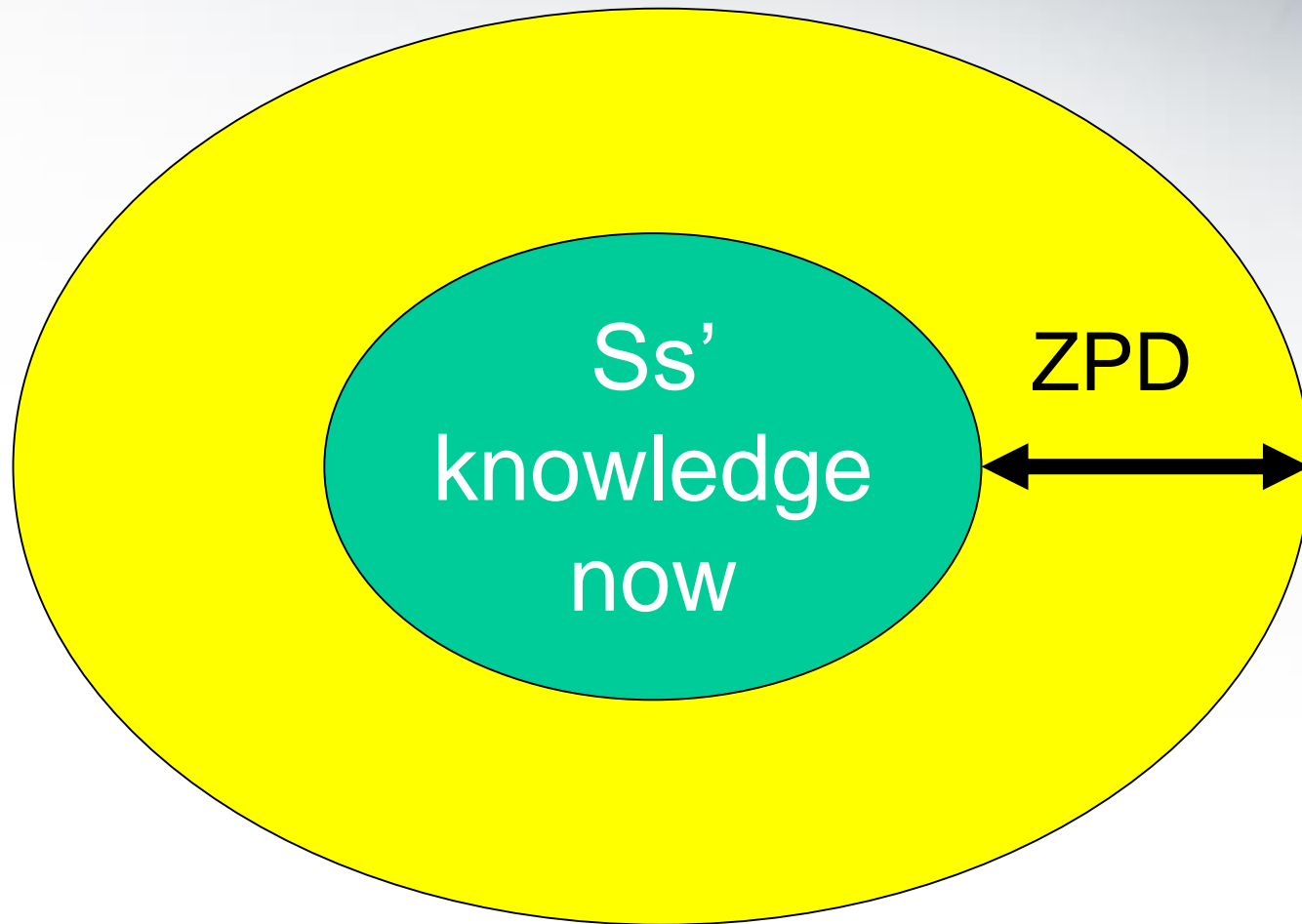
A: To keep you safe.

B: But it is uncomfortable.

A: It's the law.

B: Okay, my seatbelt is on

Zone of Proximal Development



How much can children learn?



- Vocab?
- Dialogue?
- Reading passage?
- Grammar?

Scaffolding



VELCRO





$$(x+3)(y-2) =$$

FOIL

Richard of York Gave Battle In Vain

SWOT

VELCRO: Make learning stick



- Use pictures and diagrams
- Use concept maps
- Use songs and rhymes
- Use other languages
- Use memory tricks
- Use repetition

Hot Tofu



Going at the students' pace



“Slow down, you move too fast
You’ve got to make the moment last”

(Simon & Garfunkel)

Repeat and vary as many times as necessary
Keep your RADAR on

QIQO (Quality In Quality Out)



Remember:

Scaffolding



Good instructions



- Step by step
- Give instructions orally & visually
- Demonstrate
- Repeat
- Paraphrase
- Give examples
- Translate
- Get students to repeat or translate

Plate-Spinning



Walking Backwards



Final thoughts



- Learners are not ‘stupid’—only lesson plans are
- Quality in quality out / garbage in garbage out
- Teach the students, not the textbook
- Learning is the measure of our success
- Learning can be slow—be patient and enjoy the hot tofu.



谢谢！
Thank you!