



ALAA Conference 2018

EFL teachers' representations of Task-Based Language Teaching

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# Outline

## □ General Educational Context

## □ Study

- Theoretical stance
- Context
- Context & Participants
- Research methods

## □ Outcome

Part 1

Part 2



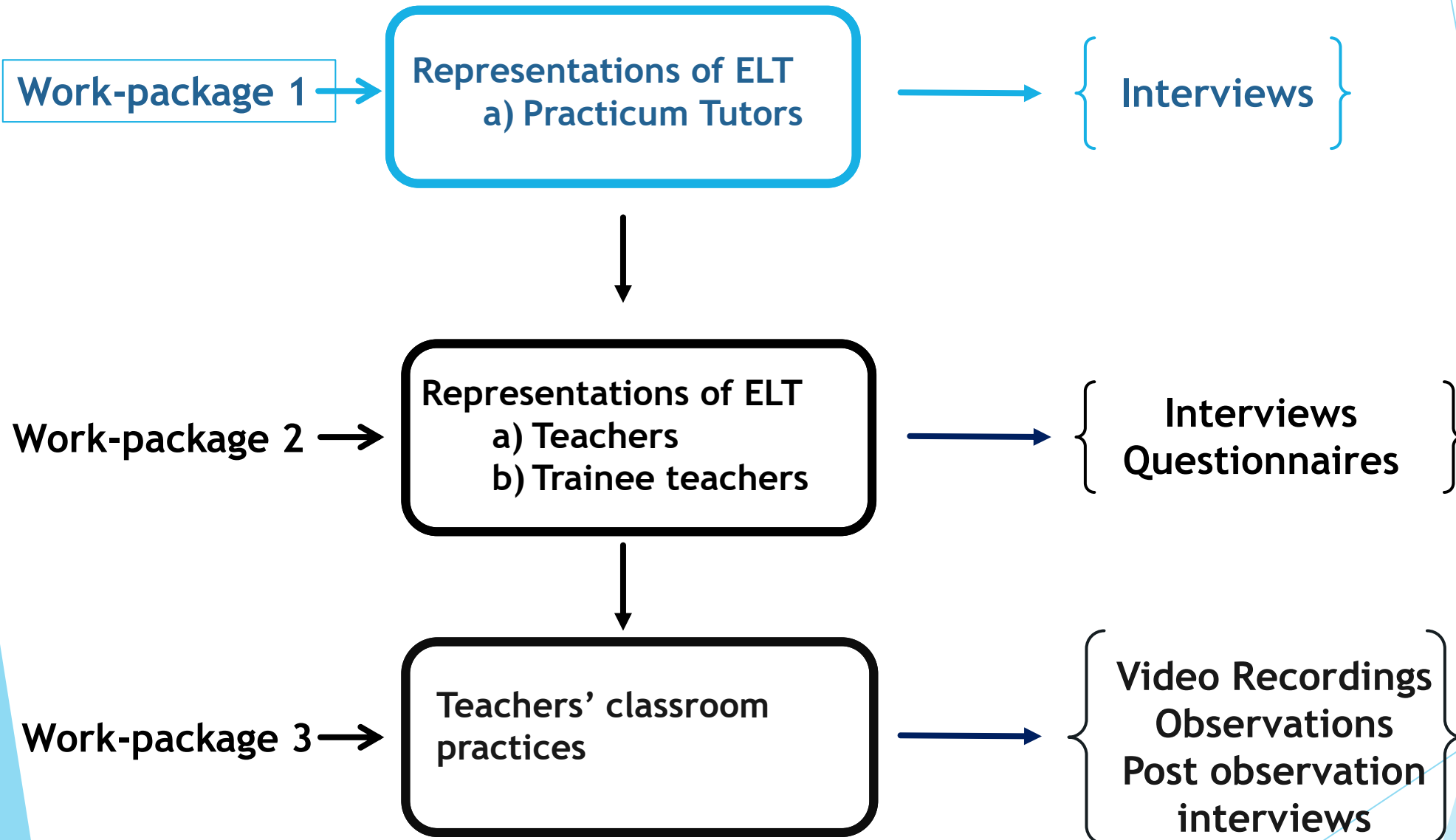
# General Educational Context

- ▶ French Polynesia--Overseas Collectivity of France (COM--  
Collectivités d'Outre-Mer)
- ▶ Official language: French
- ▶ Education is under the responsibility of
  - Local authorities
  - French government
- ▶ French national curriculum

# The study

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ALAA 2018



# Literature

## Task-Based Approach

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# Task-Based Approach

## Theoretical accounts

- ▶ Cognitive (psycholinguistic) account
  - Skills theory (Task repetition → skills building → mastering fluency and complexity etc.)

(Anderson---ACT model)

# Task-Based Approach

## Theoretical accounts

### Interactionist Perspective

- Interaction
- Comprehensible Input
- Negotiation of meaning
- Output
- Modified output
- Intake
- Cognitive (Individual) Phenomenon

Language Development

### Sociocultural Perspective

- Interaction
- Collaborative dialogue
- ZPD
- Mediation
- Joint attention
- Regulation
- Internalization
- Social & individual (cognitive) Phenomenon

Language Development

**Interaction**  
**Help from others**  
**Language Development**



PPP practice ←----- TSLT -----> TBLT

Presentation of new language

Pre-task

Pre-task

Controlled practice

Focused tasks

Task

Free language production

Unfocused tasks

Feedback &  
Language focus

Feedback

Feedback

Teacher Directed Interaction ←-----> Collaborative Interaction

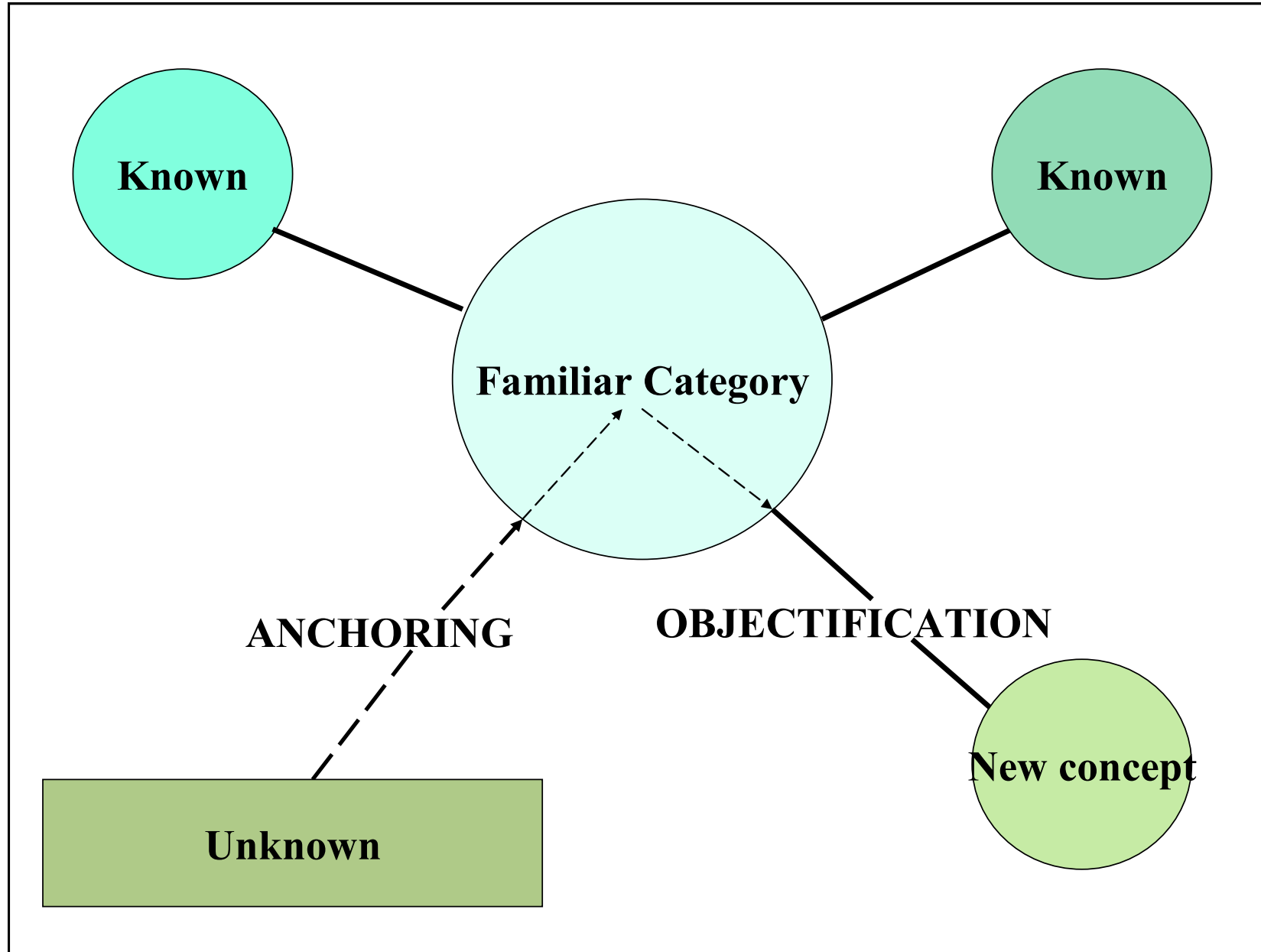
Teacher-mediated activity ←-----> Peer-mediated activity

# Literature

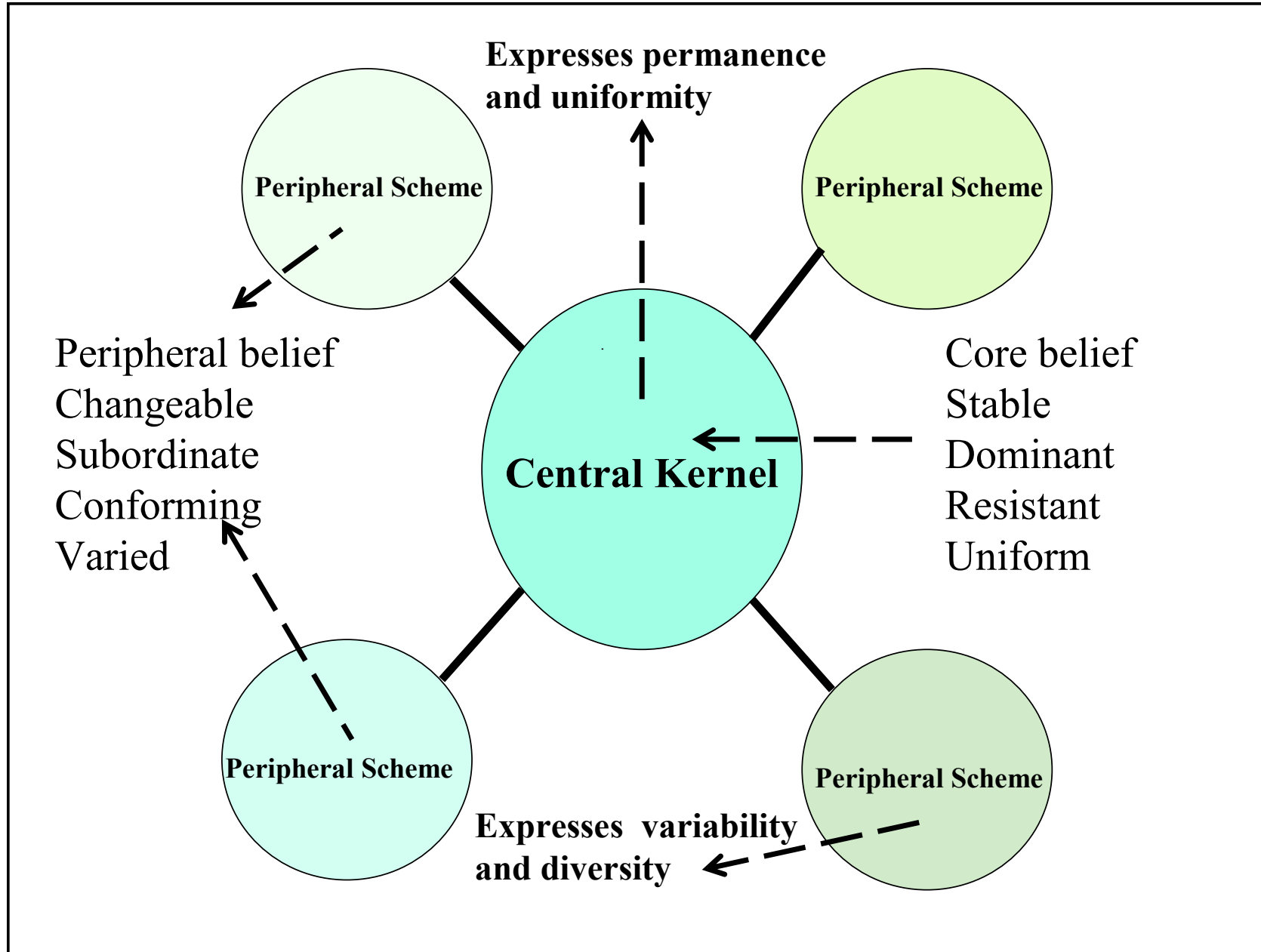
## Social Representations (Serge Moscovici)

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# Theoretical stance: How are beliefs appropriated?



# Theoretical stance: Central kernel hypothesis





# The study

## Work-Package 1

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Work-package 1



Representations of ELT  
a) Practicum Tutors



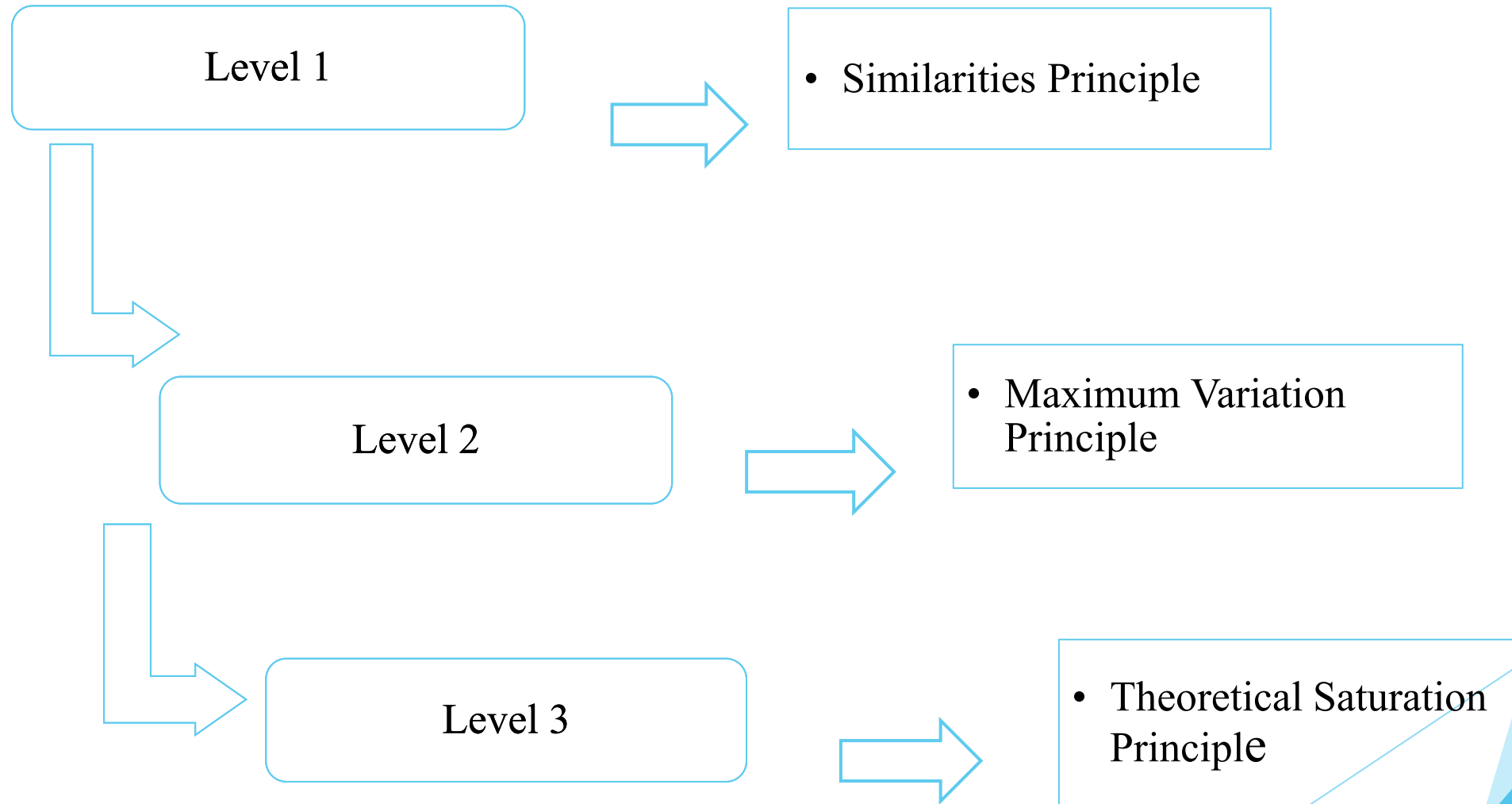
{ Interviews }

# Research Methodology

- ▶ Research instruments: Semi-directed interviews
- ▶ Participants: 12 EFL practicum tutors from French Polynesia
- ▶ Sampling technique (three levels)  
(Strauss & Corbin, 1990)

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# Research Methodology





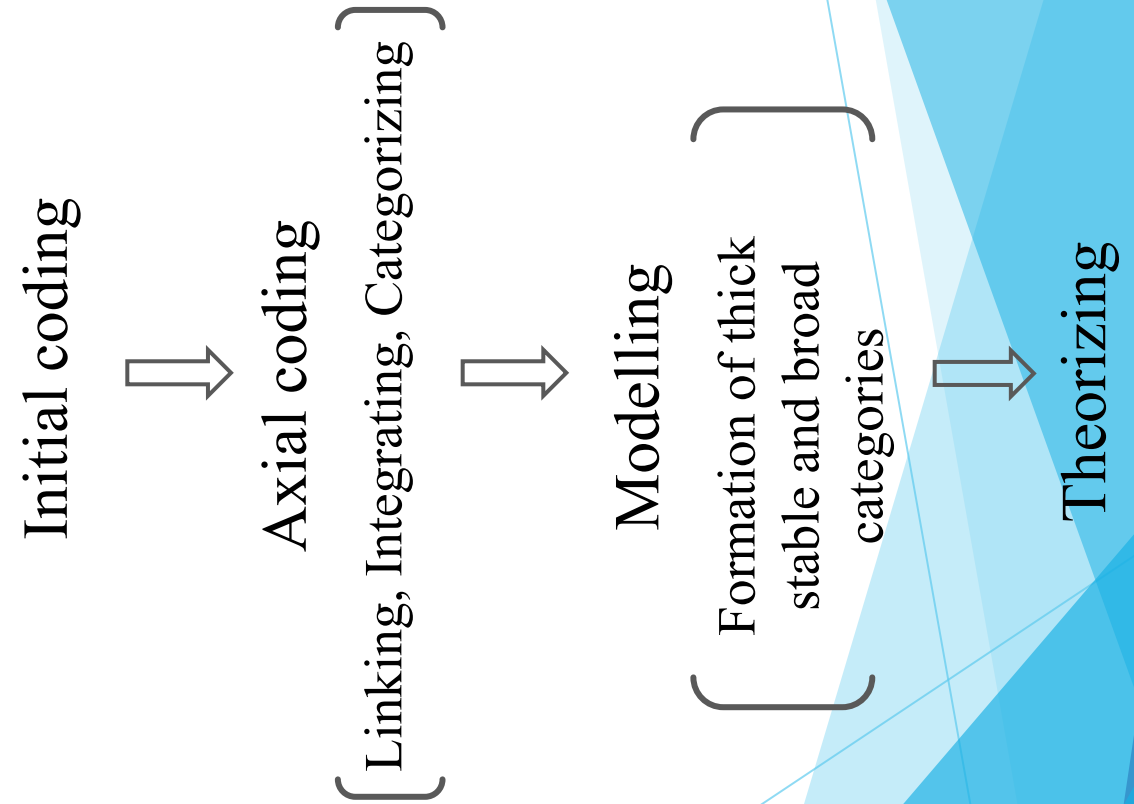
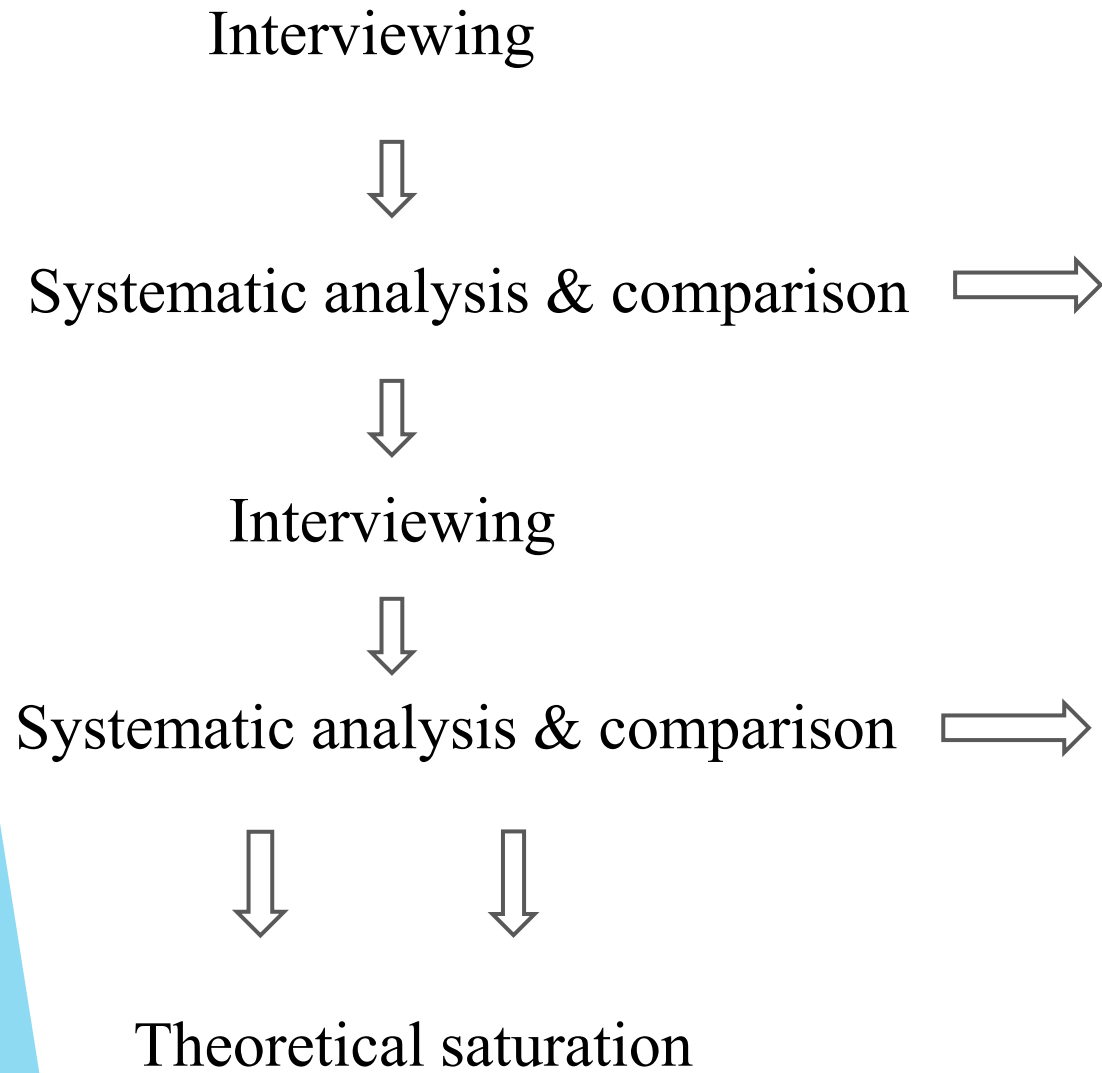
## Participants & Interviews

<b>ELT Practicum Tutor (PT)</b>	<b>Age</b>	<b>Gender</b>	<b>Experience</b>	<b>Education Zone</b>	<b>Duration of the interview</b>
T1	43	Female	11	Tahiti	00:35:04
T2	40	Female	17	Tahiti	01:35:3
T3	44	Female	20	Tahiti	01:30:00
T4	35	Female	11	Tahiti	00:45:33
T5	42	Female	15	Tahiti	01:12:00
T6	33	Female	10	Tahiti	00:40:23
T7	37	Female	14	Tahiti	01:11:00
T8	45	Female	20	Tahiti	00:51:01
T9	42	Female	19	Tahiti	01:02:11
T10	47	Female	23	Tahiti	00:54:02
T11	46	Male	21	Tahiti	00:44:05
T12	39	Male	12	Tahiti	00:40:11

# Research Methodology

- ▶ Analysis: Use of a computer-assisted qualitative data analysis software (CAQDAS), ATLAS.ti. (version 1.6)
    - ❑ Comprehensive discourse analysis
    - ❑ Iterative-inductive analysis processes
    - ❑ Open coding, axial coding and selective coding
      - (labelling, grouping, theorizing)
- (Strauss & Corbin, 1990)

# Research Methodology



# Outcome

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How to teach



- Representations of how to teach
- Representations of classroom procedures and stages to follow



Components of L2 teaching



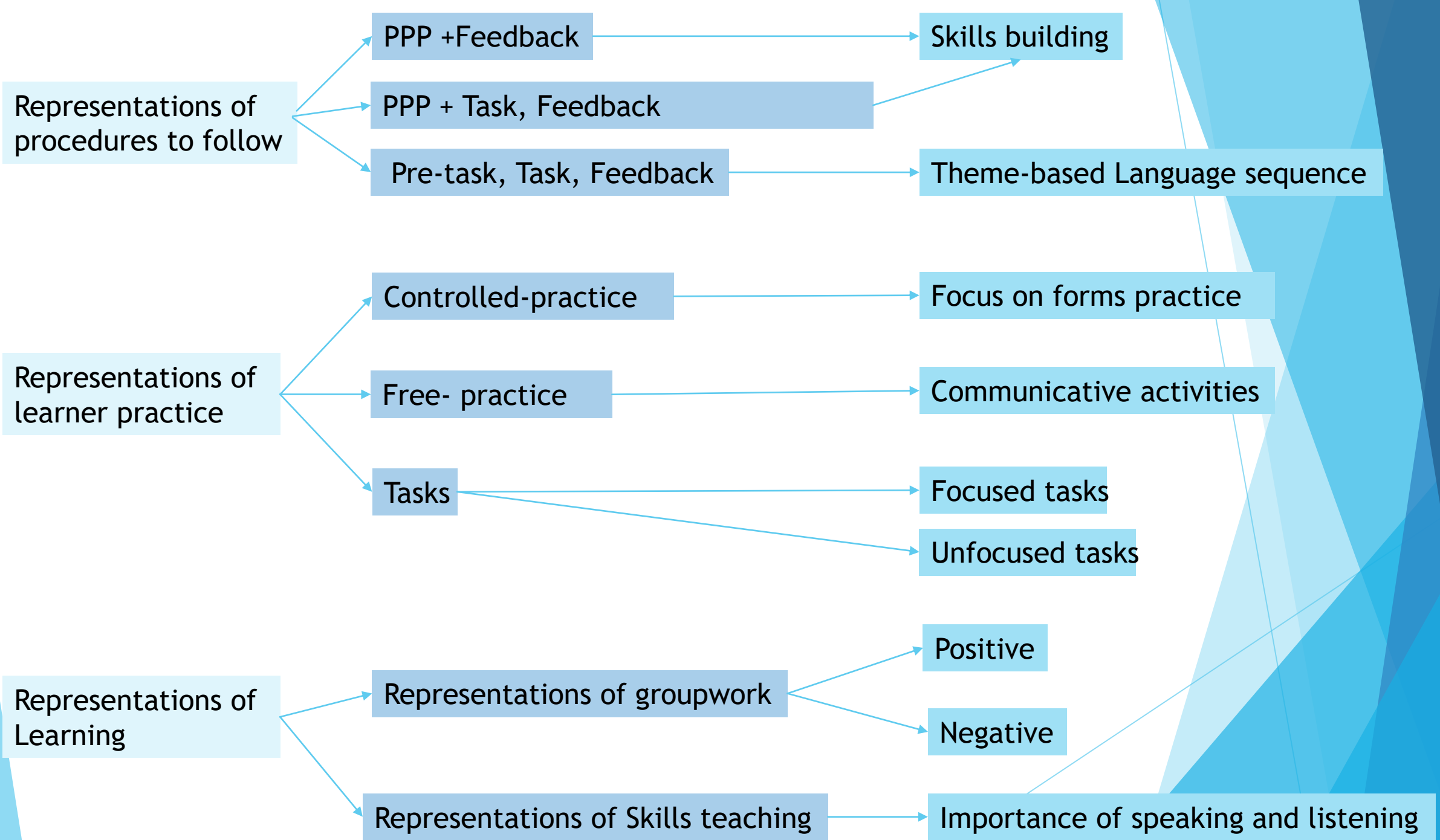
- Representations of different skills
- Representations of the role of grammar



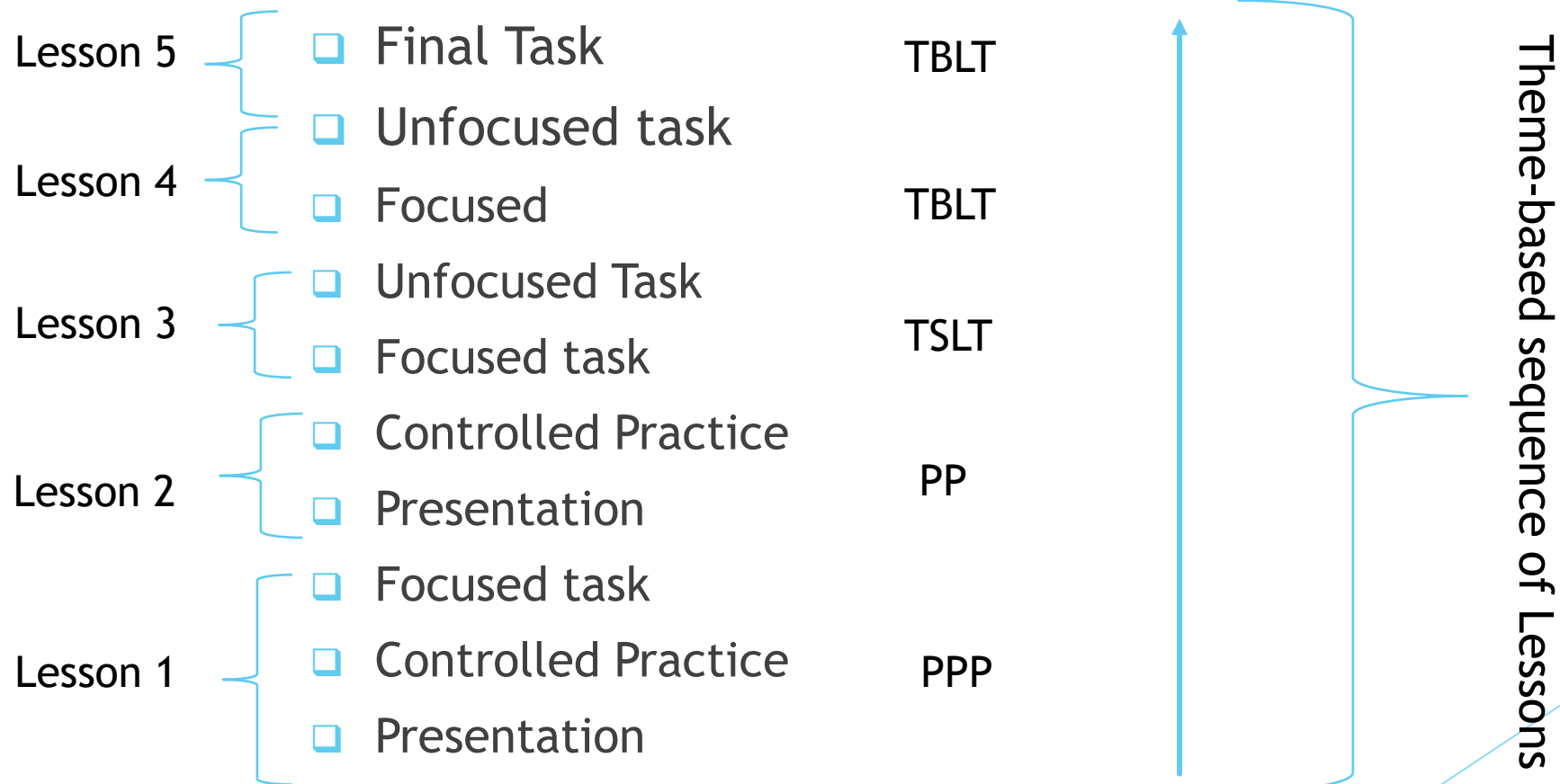
Task-based teaching



- Representations of task
- Representations of group work and classroom interactions



# Model developed from teachers' statements



Theme-based  
Sequence-Based  
Task-Supported  
Language Teaching

----- TSLT -----

PPP practice ←

Presentation  
Practice  
Production

----- TSLT -----

Task-Supported  
Language  
Teaching

→ TBLT

Task-Based  
Language  
Teaching



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# Thanks

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# Interview questions

- ▶ What type of activities do you use in your teaching?
- ▶ Do you mostly have your students work individually?
- ▶ What is the role of grammar in language learning?  
How do you teach it?
- ▶ What is a task in language teaching?
- ▶ What is the role of L1?
- ▶ What do you pay attention to when you plan your sessions?

# Interview questions

- ▶ Can you describe a typical task-based teaching that you expect to observe?
- ▶ Do you plan your lessons using tasks?
- ▶ What is task-based learning?
- ▶ How should it be used in the classroom?
- ▶ What is the role of grammar in task-based teaching?
- ▶ In your opinion what are the most important competences to acquire when you are an English language teacher?
- ▶ What would you like to see when you observe the trainee teachers?
- ▶ How would you like them to teach?

Teacher-centred ← ----- → Learner-centred

Explicit knowledge ← ----- → Implicit knowledge

Low cognitive engagement ← ----- → High cognitive engagement

Accuracy-focused ← ----- → Fluency-focused

Teacher-initiated/directed interaction ← ----- → Learner-initiated/collaborative interaction

Teacher-mediated activity ← ----- → Peer-mediated activity

PPP practice ← ----- TSLT ----- → TBLT

**Controlled-Practice**

**Semi-Controlled Practice**

**Free Language Practice**

**Mechanical**

**Pre-Communicative**

**Communicative**

**Real-life**