

WHAT'S IN IT FOR ME?

LEARNER-DRIVEN TASKS AND ACTIVITIES

Pete Westbrook

Academic Language Consultant

Centre for Internationalisation and Parallel
Language Use (CIP)

University of Copenhagen

Denmark

IATEFL Conference Brighton

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CIP=University of Copenhagen's Language Centre

Outline

1. What are learner-driven tasks?
2. Examples of learner-driven tasks
3. How can you use them in class?
4. Pros and cons
5. Practical considerations
6. Conclusion

1. What are learner-driven tasks?

- Learner-centred pedagogy

versus

- Learner-driven pedagogy



- Framework (teacher)
- Content (participants)

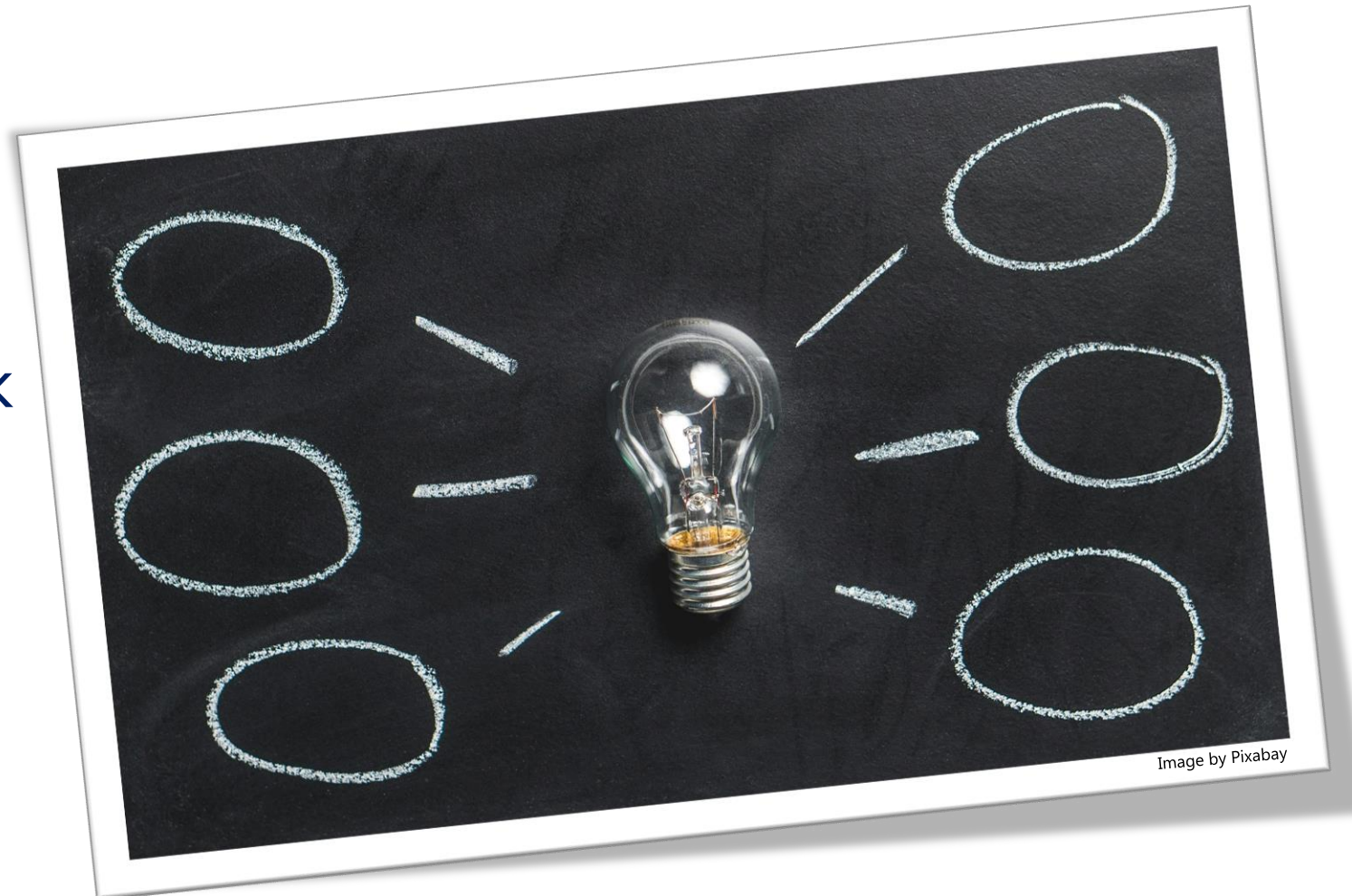


Teacher and participant roles

Stage	Course participants	Teacher
1	Planning	Facilitator/resource
2	Execution	Monitoring
3	Reflection	Feedback

2. Examples of learner-driven tasks

- Nation's 4-3-2 presentation task (Nation, 1989)
- Case study task
- Meetings task
- Communication task
- Email writing task



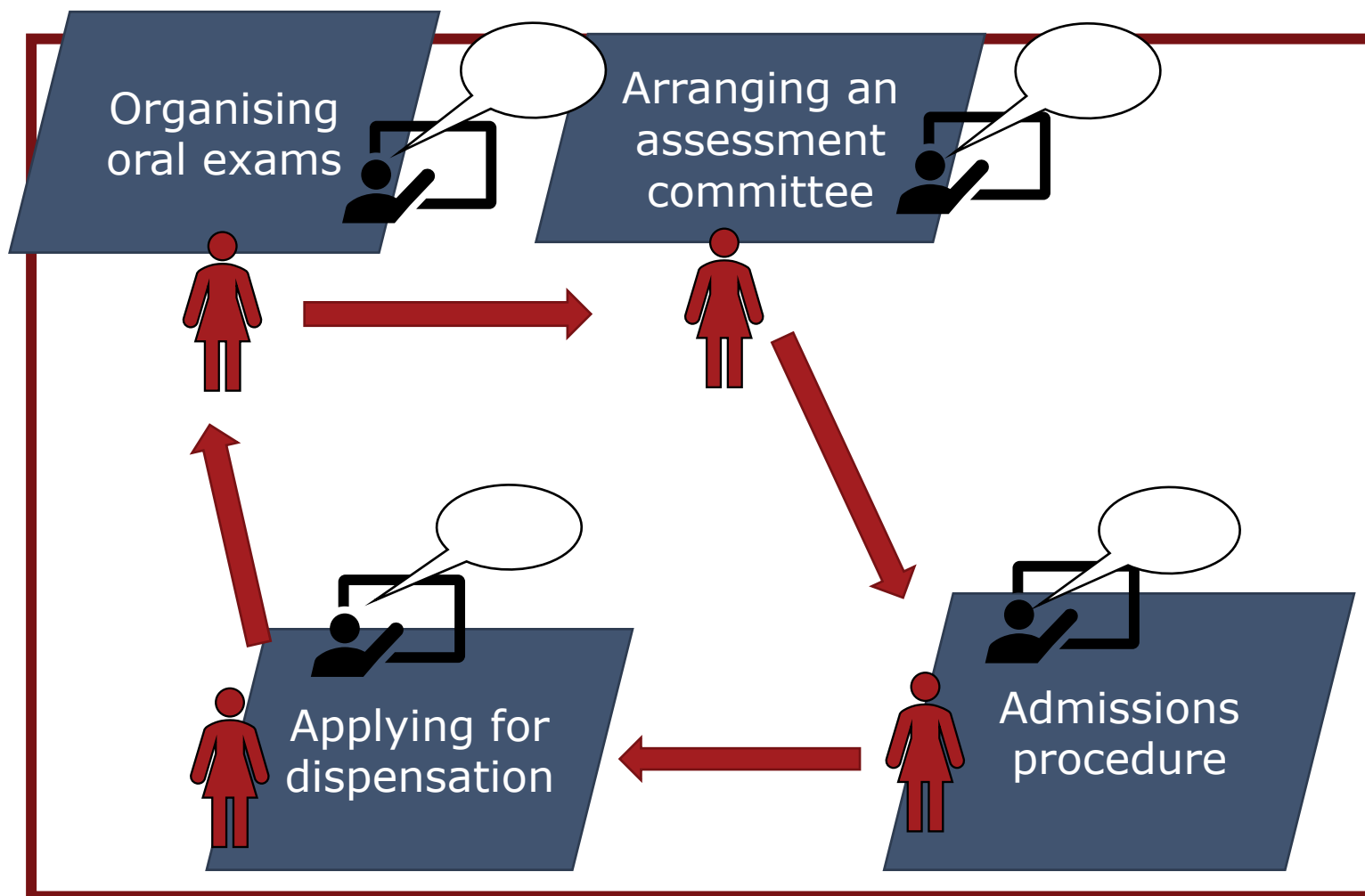
Nation's 4/3/2 presentation task

Stage 1 – Planning: process or procedure



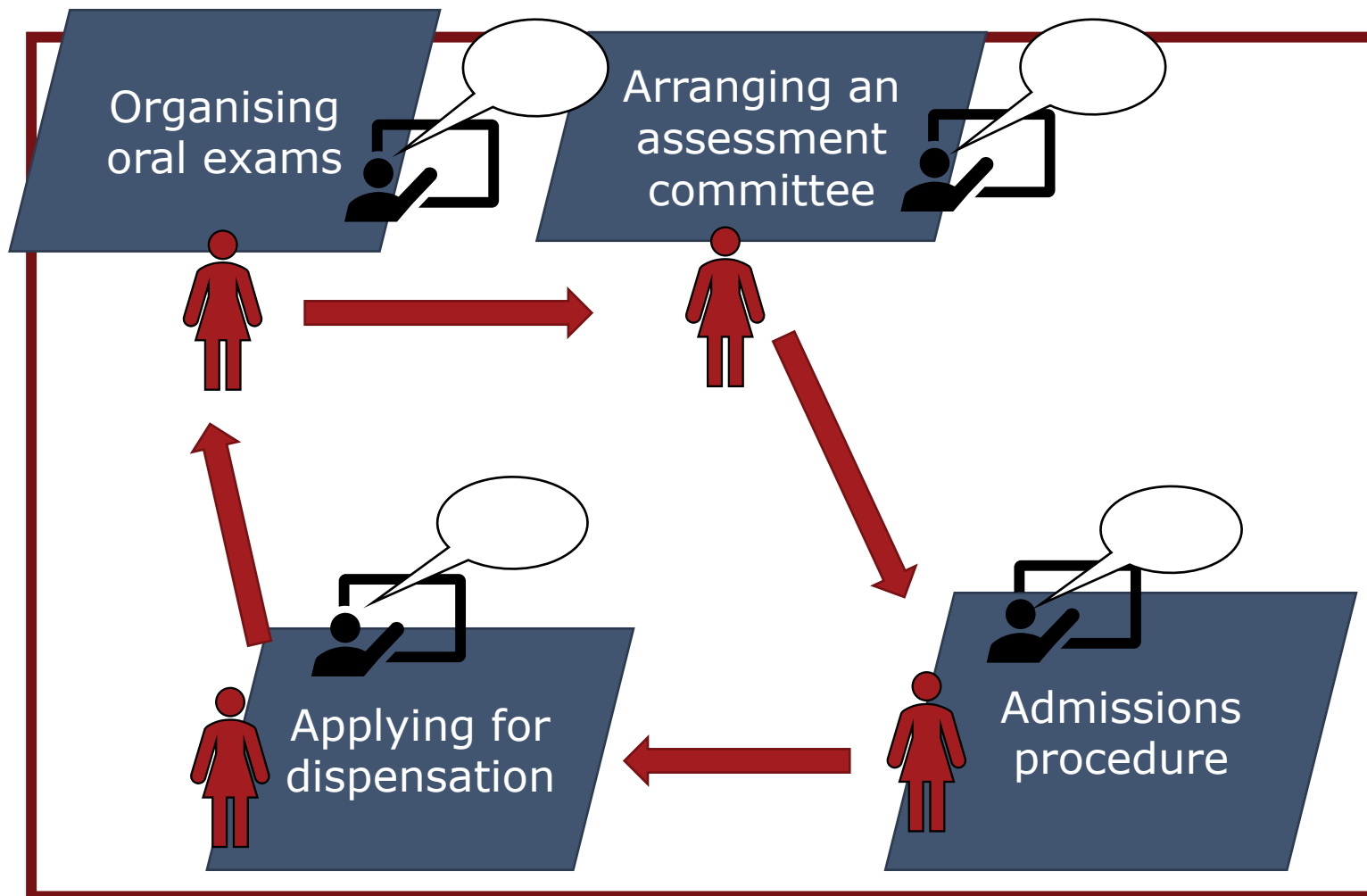
Nation's 4/3/2 presentation task

Stage 2 – Presentations



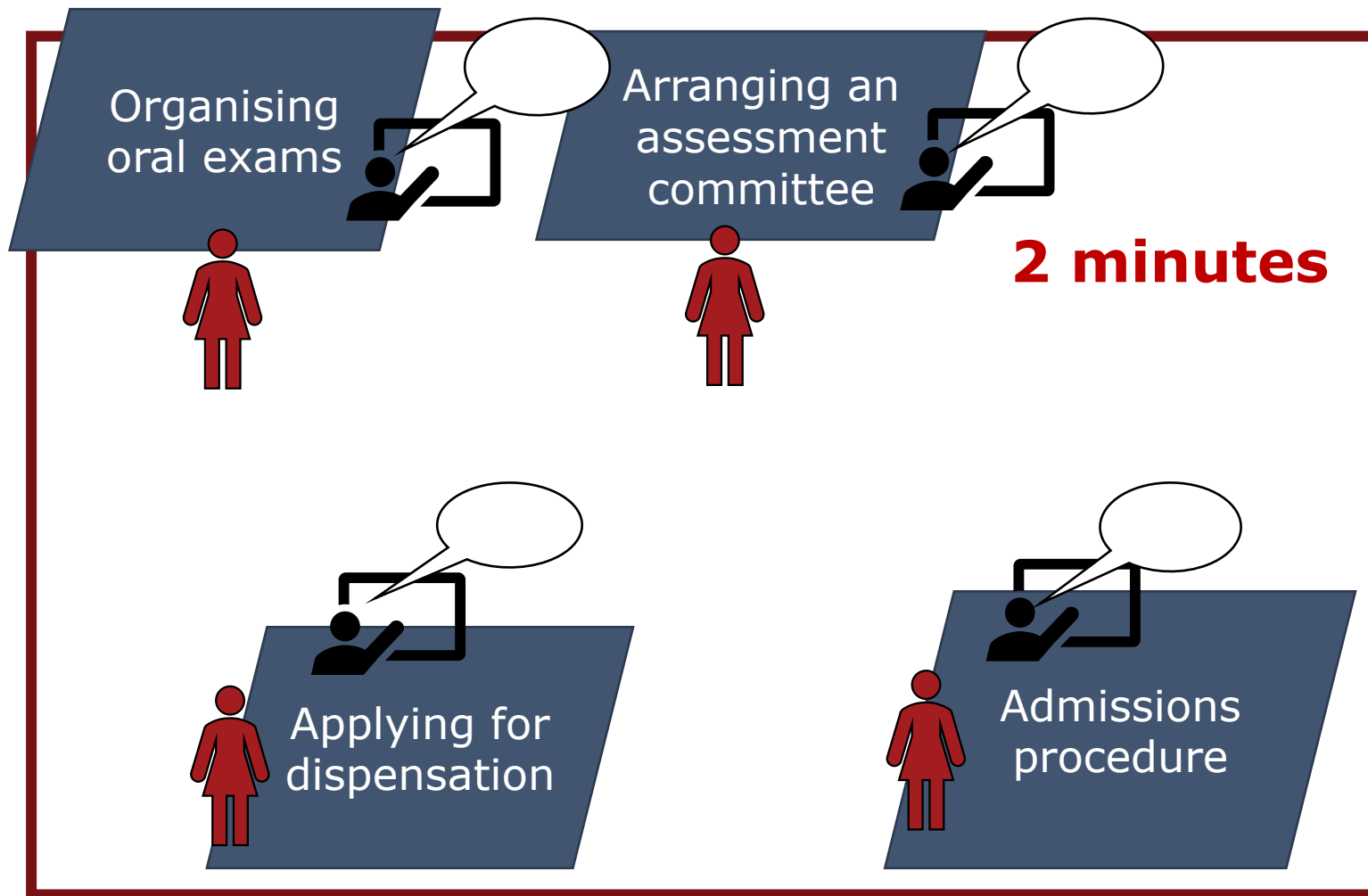
Nation's 4/3/2 presentation task

Stage 2 – Presentations



Nation's 4/3/2 presentation task

Stage 2 – Presentations



Case study task

Names and job titles of people involved:

Case description:

Problem:

Your proposed solution:

Case study task

Names and job titles of people involved:

Ida (a student) and Karen (a student counsellor)

Case description:

Problem:

Your proposed solution:

Case study task

Names and job titles of people involved:

Ida (a student) and Karen (a student counsellor)

Case description:

Ida has a failure in an exam in quantitative methods. She is very upset and frustrated as it is the second time she has a failure. She is not sure what she should do now and if she can or should continue the course.

Problem:

She wants to know what her possibilities are and if it's best she makes the re-exam now or waits until a later date.

Your proposed solution:

Case study task

Names and job titles of people involved:

Ida (a student) and Karen (a student counsellor)

Case description:

Ida has a failure in an exam in quantitative methods. She is very upset and frustrated as it is the second time she has a failure. She is not sure what she should do now and if she can or should continue the course.

Problem:

She wants to know what her possibilities are and if it's best she makes the re-exam now or waits until a later date.

Your proposed solution:

She can take the course again and try the exam a third time or she can register for a new course.

Case study task

Names and job titles of people involved:

Ida (a student) and Karen (a student counsellor)

Case description:

Ida has **failed** an exam in quantitative methods. She is very upset and frustrated as it is the second time she has **failed**. She is not sure what she should do now and if she can or should continue the course.

Problem:

She wants to know what her **options** are and if it's best she **takes** the re-exam now or waits until a later date.

Your proposed solution:

She can take the course again and **attempt** the exam a third time or she can register for a new course.

Meetings task

Stage 1: Ideas to cut costs

:Padlet

westbrook + 4 • 6mo

Finance Terminology Course ES2023

Meetings proposals Session 5

Proposals worth DKK 10,000	Proposals worth DKK 20,000	Proposals worth DKK 30,000
<p>+</p> <ol style="list-style-type: none">1. Working from home Lower the costs of electricity2. Cut down the fruit and tea/coffee budget.3. 10,000 Finding a cheaper cleaning company4. No more fruit5. 10,000 Paperless workflows	<p>+</p> <ol style="list-style-type: none">6. Awareness of secretary expenses Fx department day in house, meetings in house7. Save rent/place by introducing hot desking / working from home8. Hot-desk9. 20,000 No reimbursement for travel expenses	<p>+</p> <ol style="list-style-type: none">10. Less hours Less hours for student helpers/ lab help.11. Optimize systems so there is less waste time12. 30,000 Reduction in the number of employees in management13. Reduce services to researchers ex. project overview every quarter

Meetings task

Stage 2: Meeting



DKK 70,000

<p>You are STRONGLY FOR proposal no. _____</p> <p>(If this proposal is accepted you win 2 points)</p>	<p>You are generally FOR proposal no. _____</p> <p>(If this proposal is accepted you win 1 point)</p>	<p>You are STRONGLY AGAINST proposal no. _____</p> <p>(If this proposal is NOT accepted you win 2 points)</p>	<p>You are generally AGAINST proposal no. _____</p> <p>(If this proposal is NOT accepted you win 1 point)</p>
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Communication task

Blues explain their guidelines

ROUND 1 (2 mins)

- One -> Two
- Three -> Four
- Five -> Six
- Seven->Eight
- Nine->Ten

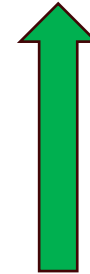
ROUND 2 (2 mins)

- Two -> Three
- Four -> Five
- Six -> Seven
- Eight -> Nine
- Ten -> One

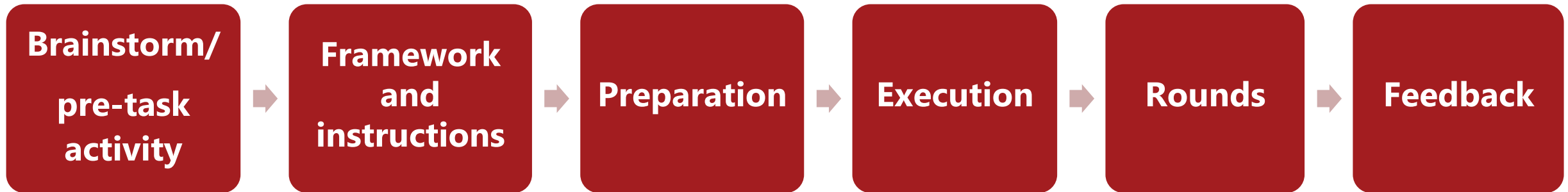
ROUND 3 (3 mins each)

- Three -> class (One corrects as necessary)
- Five -> class (Three corrects as necessary)
- Seven -> class (Five corrects as necessary)
- Nine -> class (Seven corrects as necessary)
- One -> class (Nine corrects as necessary)

Email writing task



3. How can you use learner-driven tasks in class?



4. Pros and cons



- Draws on course vocab
- New vocabulary: e.g.
 - Mandatory credit transfer
 - Legal right of admission
 - Maternity record
- Identifies language gaps: e.g. **take a meeting**
- Participants can show off what they know
- Motivating as relevant
- Allows participants to 'plan'
- Authentic fluency and accuracy practice



Pros



Cons

- Loss of control
- Risk of not producing hoped-for result
- Some participants may not feel equipped

5. Practical considerations

- Clear instructions
- Time management
- Materials to hand
- Laptops if necessary
- Monitor topics
- Tasks with an outcome work best



6. Conclusion

Authentic, communicative learner-driven tasks provide an ideal vehicle for participants to practice fluency and accuracy.



Thank you for your attention

**Questions &
comments?**

Email: westbrook@hum.ku.dk

References

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Download presentation here:

