TEAMWORK: TASKS & TAXONOMIES

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ON LEARNING

To be a true teacher, you must be a learner first. Indeed, teachers' own passion for learning inspires their students as much as their expertise does

Peter Senge

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MY LEARNER'S HAT

mla

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TEAMWORK:
TASKS & TAXONOMIES

- Background
  - 20 hour ESP course Finnish Insurance Company
  - B2-C1
  - Language centered as opposed to learning/learner centered

- 6 stage task-based teaching cycle (Nunan 2004)

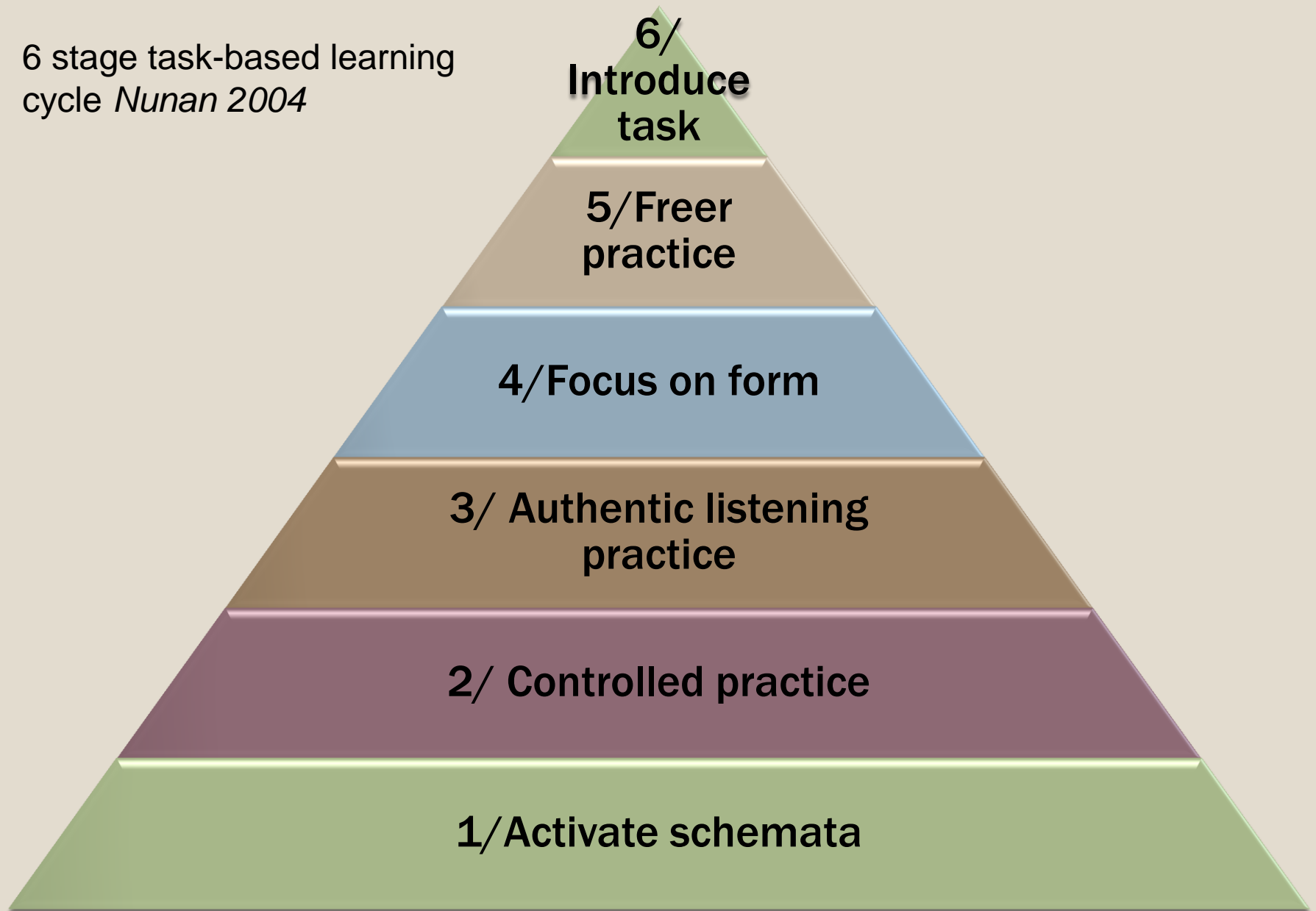- Bloom's taxonomy of learning objectives

DEFINTIONS

task

- promote interest and interaction (**Willis & Willis 2007**)
- a communicative event having a non-linguistic outcome (**Nunan 2004**)
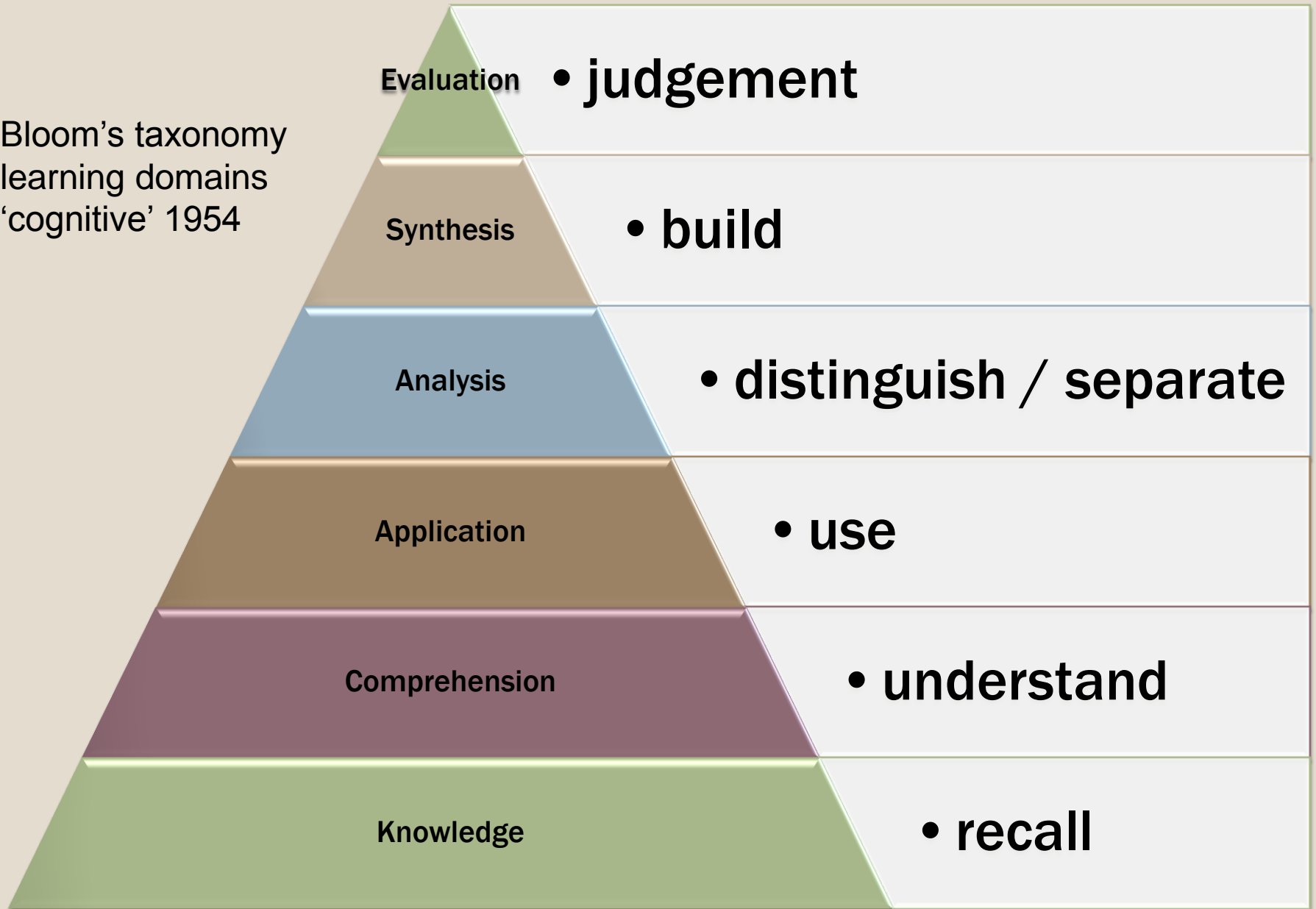- meaning is primary (**Skehan 1996a**)

taxonomy

- a system for organising similar things into groups
  http://www.macmillandictionary.com/dictionary/british/taxonomy

- Bloom's taxonomy (1956) x three domains of educational activities:
- **Cognitive**: mental skills (*Knowledge*)
- **Affective**: growth in feelings or emotional areas (*Attitude*)
- **Psychomotor**: manual or physical skills (*Skills*)

6 stage task-based learning cycle *Nunan 2004*

6/ Introduce task

5/Freer practice

4/Focus on form

3/ Authentic listening practice

2/ Controlled practice

1/Activate schemata

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Bloom's taxonomy learning domains 'cognitive' 1954

- **Evaluation** — • judgement
- **Synthesis** — • build
- **Analysis** — • distinguish / separate
- **Application** — • use
- **Comprehension** — • understand
- **Knowledge** — • recall

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6/ Introduce task
- Evaluation (argue, justify)

5/Freer practice
- Synthesis (create, design, add to, produce)

4/Focus on form
- Analysis (analyse, compare, categorise, identify)

3/ Authentic listening practice
- Application (solve, show)

2/ Controlled practice
- Comprehension (explain, interpret, outline)

1/Activate schemata
- Knowledge (tell, list, describe, relate, name)

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6/ Task (evaluation)
- Can you justify the reasons for your new strategy to the BOD?
- Presentation / Debate / Panel discussion

5/Freer practice (synthesis)
- Can you devise a new strategy based on his 4 suggestions?
- New strategy

4/Focus on form (analysis)
- Can you identify the phrases on giving advice?
- Categorise them into good/bad advice

3/ Authentic listening practice (application)
- Can you apply this method to your own business model?
- Construct a worst-case scenario analysis

2/ Controlled practice (comprehension)
- What was the main idea?
- Retell it in your own words

1/Activate schemata (knowledge)
- Can you name different type of strategies?
- Mindmap

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THE DISCUSSION QUESTIONS

Learning Objectives:

- to discuss the concept of 'effective execution' of a company strategy
- to watch/listen to a video on session topic

Stage One: Questions for discussion:
- 1/ What are some of the major challenges that your company faces in terms of executing your strategy (think both long and short term). List 3 challenges below and be prepared to explain & justify your opinions.

- 2/ How can a company best allocate their resources so that their customer is 'well looked after'?

- 3/ According to Professor Bob Simmons of Harvard University, 'a list of core values' is a recipe for failure. Instead, he argues that a company's core value should be 'who comes first during the tough times – employee, shareholders or customers? Agree or disagree? Why?

- 4/ What do you suggest are the most effective ways of engaging your employees in discussion? List 4 ways

1/ Discussion
• e.g. long/short term challenges

2/ Listening for gist
• Main idea
• Retell using same model

3/ Authentic listening
• Apply this method /wc/bs scenario

4/ Focus on form
• Giving advice
• Collocations

5/ Freer practice
• Devise a new strategy

6/ Real world tasks
• Presentation to BOD

Assessment

strategy

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TEAMWORK:TASKS & TAXONOMIES: OVER TO YOU

- How useful do you think this approach to designing activities using authentic materials is?

- Is it something you could see yourself using?

- What are the main advantages / disadvantages for:

  - You

  - Your students?

THANK
YOU!

*humanising the
learning
experience*

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