INDEPENDENT AND CREATIVE LEARNER IN THE ESP CLASSROOM

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PRESENTATION PLAN

- Introduction
- Theoretical framework
- Research findings
- Conclusions
- References
SUBSEQUENT TASKS

- Key term list
- Language use tasks
- Discussion questions
Questions Addressed in the Survey

- How does preparation for a presentation stimulate learner independence (autonomy)?
- How do the follow-up tasks and discussion enhance social interaction?
- What skills do students gain while implementing the whole task?
The topic of the presentation was motivating.

12% didn’t feel any difference.
A RESPONDENT SAYS:

‘I could do what was best for me, I could choose the topic which was interesting for me and I could take into the consideration my own abilities.’
NECESSITY OF THE TEACHER GUIDANCE

Should be provided only when asked by a student
Necessary
Not necessary
ABSENCE OF TEACHER CORRECTION

- Stimulating
- Necessary
- Causing anxiety
- Wrong
Interesting and helped to learn

Boring and too easy

81%

19%

‘Learnt many new words and it was easier to remember the main points of the presentation’
‘Interesting, we could tell our opinion about the topic and improve speaking skills.’
SKILLS AND KNOWLEDGE GAINED ACCORDING TO THE RESPONDENTS

- ‘I learnt a lot of new terms on social work’
- ‘Improved my English speaking and writing skills’
- ‘I learnt to find information and present it for the audience’
- ‘Improved information processing skills’
- ‘Learnt how to create tasks’
PRESENTATION PREPARATION AND FOLLOW-UP TASKS:
- Catalyze learner independence;
- Help the learner to acquire scientific research skills;
- Improve the ability to analyze information and use it creatively;
- Facilitate the process of acquiring new terminology;
- Improve speaking skills.
Thank you for your attention