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# Using learner-centred content in the classroom



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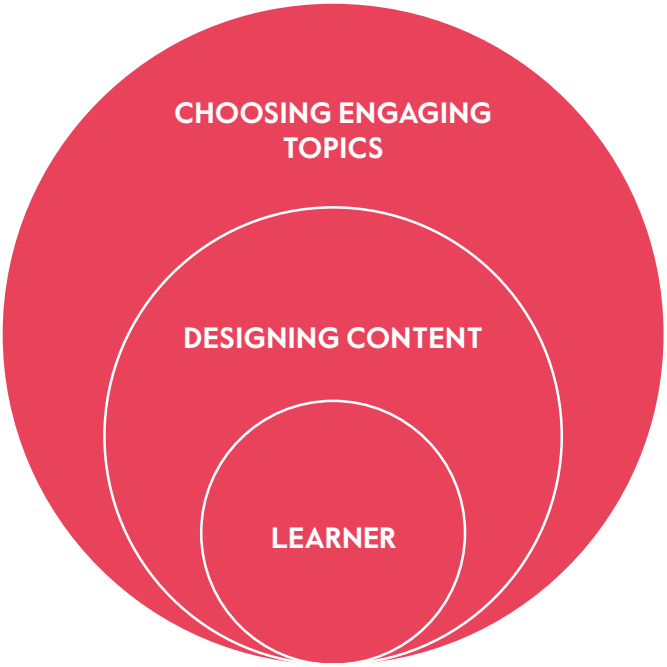
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# Introduction

Engaging students in English language classrooms is not always an easy task. There are many factors that might hold a student back, some outside of the teachers control – how confident the student is, their intrinsic interest in the language, what is happening in their life outside of the classroom – and others that a teacher is directly able to influence, such as the extent to which students are given linguistic and other resources to help them or the partner that they are assigned to work with. A further factor within the control of the teacher is the content or topic of a task itself.

This paper will consider some of the issues connected to finding engaging topics and designing learner-centred content and will highlight the importance of trying to do so. It will go on to consider what learner-centred content might look like in the language classroom and consider the place of learner-generated content. It will finish by considering the classroom implications of these conclusions and ask the question: is providing learner-centred content enough to engage learners in English language classrooms?



# Why is learner-centred content important?

Learner-centred content is a central principle in many different theories and approaches related to second language teaching and learning. 'Making the teaching materials relevant to learners' is a basic strategy used to generate initial motivation as a part of an overall motivational teaching practice (Dörnyei, 2001). Although not all of the motivational strategies put forward in Dörnyei's taxonomy are relevant to all learning contexts, some "do appear to be valued universally by teachers and learners" (Lamb, 2017: 304), and there is evidence that this is one strategy remarkably robust across contexts.[1]

**Conversely, classroom content that is not centred around students, and where students are not able to see the relevance of the tasks they are completing to their lives outside of the classroom, can act as "one of the most demotivating factors for learners"**

The same sentiment can be found in two of Dörnyei and Csizér's "Ten commandments for motivating language learners" – 'make the language classes interesting' and 'personalise the learning process' (1998: 215) – and the importance of 'personal significance' is likewise a key maxim within the context of the Principled Communicative Approach (a research informed development to communicative language teaching; Arnold, Dörnyei & Pugliese, 2015). The first of the seven principles put forward is the personal significance principle, which states that a basic tenet of student-centred teaching is that it "should be meaning-focused and personally significant as a whole" (10). The importance of learner-centred content is likewise foregrounded in recent work around learner engagement in the language classroom, where connecting students' learning to their lives outside of the classroom is a key underlying principle (Mercer & Dörnyei, 2020). It is clear that learner-centred content is crucial to helping motivate language learners to engage in their studies.

The importance of engaging with students through personalised content is underpinned in current approaches to motivation. The L2 motivational self system is a tripartite theory comprising the ideal L2 self, the ought to L2 self and the L2 learning environment (Dörnyei, 2005, 2009). A language learner's ideal L2 self is the imagined version of themselves that they would ideally like to become in the future. For example, this might be someone able to travel and use English as a lingua franca, or someone who holds a respected position in an international company. The ideal L2 self can be a powerful motivator (Dörnyei & Ushioda, 2009), and one building block for teachers to be able to help students create an ideal L2 self is by engaging fully with them and understanding "who they are and what unique life experiences, dreams, and worries they bring into the classroom" (Dörnyei & Kubanyiova, 2014: 157). Role plays and other tasks where learners embody someone else's identity, for example when they inhabit specific discourse or situated identities (e.g. as listener/questioner, or as doctor/patient) can be useful activities in language classrooms. However, at other times we must allow learners to bring their 'transportable identity' into the classroom, the core essence of their identity that we carry across contexts and interactions (e.g. as a mother, a swimmer or a keen amateur baker; Zimmerman, 1998).

Classroom content that is not centred around students, and where students are not able to see the relevance of the tasks they are completing to their lives outside of the classroom, can be "one of the most demotivating factors for learners" (Dörnyei & Ushioda, 2021: 118; Kikuchi, 2015).

1 See the following for examples of several recent studies conducted in Saudi Arabia (Moskovsky, Alrabai, Paolini & Ratcheva, 2013), Korea (Poupore, 2014), and Sweden (Henry, Korp, Sundqvist & Thorsen, 2017).

# Learner-centred content and published teaching materials

The importance of learner-centred content is far from new (cf. Nunan, 1988) yet it remains central to our understanding of how to engage learners in the classroom. Approaches such as communicative language teaching (CLT) and task-based language teaching (TBLT) are examples of approaches in which students are placed at the centre. Teaching approaches and methodologies such as these currently 'in vogue' encourage considerable personal investment from learners, and students' language learning success rests largely on the quality and quantity of this engagement.

In most classrooms, this involvement is strongly influenced by the textbook. After all, it is the textbook which defines the topics and provides many of the activities that teachers rely on in the classroom. As textbooks are required to cater for a global audience, this naturally limits the boundaries of what can be included. Effective textbook topics have been described as "provocative but not offensive, intellectually stimulating but not too arcane, and popular but not bland" (Hedge, 2000: 351). It is sadly far from certain that such carefully and narrowly defined topics will match with the interests and experiences of all students in all of the classroom contexts that the textbook might find itself in around the world.

With this in mind, it is perhaps unsurprising that despite the fact that new and updated textbooks are published every year, teachers regularly engage in supplementary materials development. A study gathering the views of British Council English language teachers from eight countries clearly highlights that the primary reason for this as being to try to create learner-centred content (Hughes, 2017: 74): "Learners want to talk about their own things; their own lives".

The challenge for textbook writers is made still more difficult when we acknowledge that not only will what counts as a learner-centred or engaging topic differ across the wide range of language learning contexts found around the globe, but it will also differ between individuals within a single class group, and even within the same class over time.

**School experiences lack the authenticity of leisure-time experiences.**

Teachers regularly turn to the world outside of the classroom environment to supplement published materials, looking for 'hooks' and 'ways in' to keep their students engaged. These resources can include anything from radio, TV and the internet and social media. There is a growing need for teachers to go to greater and greater lengths in order to try to bridge the gap between the content that students are presented with inside the classroom and their lives outside of it (Henry, 2013). This is also reflected in modern textbooks themselves, which are incorporating more and more real-world material to try to achieve the same objective of making the content more learner-centred.

A related development in textbook and professional materials writing is the now ubiquitous, parallel set of online resources, activities and/or online learning platforms available with published textbooks. The greater variety of content this facilitates allows for greater potential for learner-centred content, not least because it offers learners a greater element of choice and agency in designing their learning programme.

## Learner-centred content in an increasingly globalised world

In a world where English is becoming increasingly prevalent, in some countries it is not unusual for learners to regularly come into contact with and use English outside of the classroom. In many places English has lost the 'foreign language' status it once had (Dörnyei & Ushioda, 2021), and some countries, for example in Scandinavia, have experienced "an overwhelming Anglicization" (Cabau, 2009: 134). In Sweden, for example, this means that only a very small fraction of the contact that schoolchildren have with the English language is in the classroom. As Henry et al. (2019) describe, this has created a stark divide between the English encountered inside and outside of the classroom, further exacerbated as the language outside of the classroom is a *language emotiva* (a language of pop culture and entertainment) contrasted to a *language academica* (of teaching and learning; Hult, 2017). This has resulted in a considerable negative impact on motivation in the context of classroom-based language learning (Henry, 2014; Henry & Cliffordson, 2015). As Henry and his colleagues describe, it is simply that "school experiences lack the authenticity of leisure-time experiences" (2017: 7). In contexts such as these, learner-centred content may take on an even greater level of importance.



# Key principles in the design of learner-centred content

Learner-centred content can take many different forms – from tweaking existing activities so that they include a topic chosen by students, to designing a six-week project around a cause particularly important to a learner group. This section highlights techniques, suggestions and examples for the design of learner-centred content. Many of these principles are drawn from the literature surrounding projects and project-based learning (a methodology that is only successful if students care about the topic) but are equally relevant when designing classroom activities: as Harmer puts it, "the difference between a full-blown project and some writing or speaking tasks is chiefly one of scale" (2007: 279).

## Use learners' lives and experiences as input

Building content around the lives and experiences of the learners in a classroom is a straightforward and practical way to try to ensure that students find a topic engaging (Meltzer & Hamann, 2004). This might come simply from their sharing their life experiences with peers (Senior, 2006) or from more a formalised approach such as "Learners' Lives as Curriculum" (Weinstein, 1999, 2006). Here, learners' lives and experiences are used as the basis for task design and other materials development. One example of this is Agard (1999), who describes an activity in which women from a rural tribe in Laos create a book for their children living in the US, full of pictures and descriptions of village life.

Learners' lives and experiences can equally well be used in tasks designed to develop accuracy as well as fluency, as one teacher describes: "When I do my language focus I ask them to give examples from their daily lives – and it's so much more meaningful than that imaginary person in the book doing something or other" (Senior, 2006: 190).

## Create content around a topic that students are passionate about

This passion might build from an existing interest or stem from teachers actively striving to peak learners' curiosity (Senior, 2006). The easiest way to find out about students' existing interests is to ask them: a homework assignment could to invite students to bring in examples of three things that they found interesting during the week (from newspaper articles to a new pair of trainers to the prospectus from a university they are considering attending), or to put students into groups during a lesson to suggest 'three interesting topics I want to talk about this semester' – these could then be written up on the board so the teacher can gauge how the rest of the class responds to each.

To try to peak learners' curiosity, teachers might highlight things that students may not be aware of for example an upcoming event, a new technological

innovation, or a possible project or challenge that students could get involved with. Although it is inevitable that not all suggestions will 'catch on' with students, ideas put forward will become increasingly more informed the better a teacher comes to know his/her students. If these were introduced at the end of a week or of a class, students might vote on which they want to know more about the next time the class meet, therefore further 'ramping up' the level of curiosity and intrigue!

It is also important to get feedback from students on the topics already included or planned for discussion in class by asking them what they think. One way to do this (and also to learn about other elements of the student experience) is through 'action logging', (Murphey, 1993). This can be as simple as students writing a short two-minute diary entry at the end of each lesson, including details of what they enjoyed most/least, or the most important thing they feel that they learned from the lesson.

> **When I do my language focus, I ask them to give examples from their daily lives – and it's so much more meaningful than that imaginary person in the book doing something or other.**

There is another reason why it is important to get feedback on the topics introduced in class (or that you plan to introduce in the future). Even though a topic is related to students' lives, it may be that it is *too* personal or 'too close to home' for students to feel comfortable discussing it with peers in the classroom. It is essential to remember that students may not have the confidence or the language abilities to 'speak up' if they are uncomfortable (especially if the teacher has a different first language). A practical way to manage this might be with a blind ballot, whereby students are given a list of topics and asked to choose one of the following responses: (1) 'I would be happy to talk about this topic', (2) 'I might be happy to talk about this topic, depending on what the question was', and (3) 'I would not feel comfortable talking about this topic in the classroom'. This could be done regularly throughout a course, with space left also for students to suggest their own ideas.

A now famous example of a teacher tapping into her students' passions can be found dramatized in the 2007 film Freedom Writers. Based on a true story (first published in The Freedom Writers Diary, 1999), it tells of the transformation of a group of 'unteachable' inner-city teenagers in Long Beach, California, through a project in which the teacher engaged with them as real people rather than simply as learners and jumped on a passion she saw growing among them. Samant (2002) offers an example on a smaller scale, reporting on success with students authoring a petition to police against illegal liquor sales, an issue highly relevant to their personal context.

## Link engaging content to a real-world context, outcome or application

**Linking to a real-world context:** A language classroom always exists within a wider school and community context, and drawing on this positioning offers another approach to creating learner-centred content. This can be achieved by linking content to students' lives, experiences and interests outside of the language classroom (as described above), and a more global example is given by Gu (2001) who shares a task which paired Chinese and US students were each challenged to introduce their home cities to the other group via various media through the internet.

**Linking to a real-world outcome:** A basic principle within project-based approaches to teaching is that a clear, engaging and tangible outcome – often agreed in consultation with the students – is critical to direct effort and attention. This can have a substantial impact on how students engage with a task, and part of the reason for this is because it creates an additional level of accountability (that is, students cannot hide a poor result from their friends if they have not invested much effort). For example, shared goals can be negotiated by teachers working with

students to create a list of criteria by which students will judge their own work when they have completed it (for example a new display board celebrating student achievements to be put up in the school). If students are unable to achieve any of the outcomes they had hoped for, these criteria can be used to discuss what students found difficult or what they particularly enjoyed, and this could be used itself as a basis for future lesson plans.

**Linking to a real-world application:** Another way to link content to the 'real world' is for students to complete work that has real-life applications. For example, students could create a school newsletter, a website to share with another school, or a 'survival guide' to be given to students in another class or the school year below (this could be particularly useful, for example, if students are about to begin a period of study abroad, although could also include more straightforward advice for exam revision or for developing confidence with speaking in public, to be given to their peers). A larger scale example is Apple's Challenge Based Learning programme, in which students are 'called to action' and charged "with developing a local solution to a global problem" (Challenge Based Learning, 2010, p. 10).

## Consider using technology to support activities

In many environments around the world, technology has become a central part of everyday life. Integrating the use of technology will not suddenly make a boring topic interesting, but including elements of technology can not only provide variety to the everyday classroom routine, but can be used to develop learner-centred content by drawing on the ever growing number of technological innovations designed to support student learning.

In some contexts, some of these educational technologies are now relatively commonplace. Further to including media, video or other online content in lessons a growing number of programmes and applications can be tailored for use in class, for example using Kahoot[2] to play games that are quick and easy for teachers to prepare and that students participate in through their mobile phones, or Edmodo[3], an online platform from which teachers can (among other things) assign homework, schedule quizzes, manage student progress and play games. Most textbooks also now come with digital resources and associated online platforms, including a plethora of additional materials such as practice activities, games and communication tools.

Students directly accessing the internet in classrooms can allow them to more easily research and personalise a topic to their interests in a way that is not always possible solely with hard copy reference texts. For example, teachers might ask students to research and choose a place in London they think would be the most fun to visit, before introducing it to the rest of the group to try to persuade them to 'sign up' to join them on the trip. Teachers might also use the internet as a resource themselves in this way, for example by bringing to life a textbook activity with additional pictures, videos, interviews, blog posts and so on to further bring the topic to life. Not only might this increase engagement with the topic – for example by presenting clips in a way that makes students want to continue watching to find out what happens next – but this can also help students gain a far deeper understanding of the original topic content itself.

Developments in artificial intelligence (AI) have quickly opened possibilities hither to impossible. Generative AI (GenAI) tools, such as ChatGPT, offer significant opportunities to not only search for ideas but also to efficiently develop content and language learning materials tailored to specific groups. Although the possibilities are endless, Output requires thorough checking, and careful consideration is needed as to which GenAI tools to draw on.

2 https://kahoot.com/welcomeback/
3 https://www.edmodo.com/

A further way that technology can be used in the classroom to develop learner-centred content is by drawing on English language corpora, for example the British National Corpus or the Contemporary Corpus of American English. A corpus is a "principled collection of texts whose aim is to represent a specific kind of language" (Szudarski, 2018: 5). Many corpora are freely available (including the above two examples) and there are different corpora of different genres, for example spoken English or academic English. If students have access to computers or tablets in the classroom, they can (after a little introductory training!) be encouraged to search for new collocations or vocabulary items to check their usage in context. Where students don't have this access in the classroom, teachers can search in real time and share the results with students via a projector on the board, or search and print concordance lines (examples of vocabulary items presented together with their co-text before/after in a sentence) to share with students in the next lesson.

## Give students choices

Benefits from personalisation can be achieved by allowing learners even very simple freedoms, such as allowing them to choose the order in which they complete a certain set of tasks or, where possible, the topic of discussion or the character they act out during a role play.

By asking students what they hope to achieve from a course, we can better provide them with tangible choices as to how they might actively work towards achieving it. For example, this might be through adding in an additional language focus to a piece of writing homework, or through a challenge to achieve specific reading, writing, listening or speaking goals in between lessons. Teachers might also use this information to tailor course content, or give students choice by allowing them to contribute more widely to the aims and stated outcomes of a course (although naturally the teacher would, however, need to make a judgement as to the overall level of appropriateness of any suggestions given (cf. Harmer, 2007, Chapter 21; Hedge, 2000, Chapter 10; Nunan, 1988).

## Consider challenging students to 'go big'

In recent years projects have experienced a resurgence in popularity in educational contexts and within the field of ELT projects have been successfully used to achieve extraordinary learning outcomes. Although projects are not suitable for every learning context (or for all points during a school year), challenging students to 'run' with a topic that they are passionate about can push them to achieve outcomes over and above what they might have believed possible (Dörnyei, Henry & Muir, 2016; Muir, 2020). This might be through organising a charity fundraising event, putting on a school play, or perhaps through a 'service learning approach' (Kinsley & McPherson, 1995) in which lesson content is built up from students' experiences of volunteering with local groups or charities or a 'community-service project' which similarly encourages students to engage with and support their local community (Mercer & Dörnyei, 2020). As the world becomes increasingly hybrid and increasingly global (both global and local), this can also be achieved via 'virtual study abroad' experiences if the classroom is not in an English-speaking context or there are other barriers to travel (e.g. Quan et al., 2023).

## Is it possible for a teacher to create learner-centred content without direct input from students?

Unless a teacher knows their students very well, there is always an element of risk in trying to guess what topics any group of students may (or may not) find engaging. It is also possible that even with the best intentions teachers may unknowingly submit to cultural, gender or other stereotypes (either their own or their students') in picking topics they believe will engage them. One way to step around this is to look to learner-generated content, of which some of the above are examples and which is explored further in the following section.

# Learner-centred content versus learner-generated content

One way to ensure that materials presented to students are engaging is to involve them in the design and generation of the materials themselves. As the name suggests, learner-generated content is content which is created either by learners or by those of comparative demographics, for example of a similar age, nationality, cultural background or learning context. Learner-generated content might refer to any stage of the learning or teaching process: from designing the syllabus, individual lesson or task design to methods and types of assessment.

Compared to teacher-generated content, in some contexts learner-generated content has been demonstrated to result in higher levels of student engagement, positive affective responses (for example students reporting higher levels of enjoyment), and greater levels of investment in the learning process. Importantly, these effects have also been found to occur at all proficiency levels (Lambert, 1997, 2002; Lambert & Minn, 2007; Lambert, Philp & Nakamura, 2017). Although content generated by learners is not always or necessarily preferable to teacher-generated content (the latter of which is more predictable than content generated by learners, something especially important in exam-based classes for example), it can nevertheless result in a sound approach to learner-centred content creation.

One example of an approach rooted firmly in the principles of learner-generated content is 'Dogme ELT', summed up in the three following core principles: that teaching should be conversation-driven, materials-light, and focus on emergent language (Meddings & Thornbury, 2009: 8). It is important to note that it is not 'anti-materials'. In fact, it may be that some readily available texts are indeed appropriate to bring in. Instead of being constructed around a chosen textbook, however, the focus of teaching is centred on the students themselves and the context they are in, and because materials are predominantly learner-generated this ensures that not only are topics learner-centred, but also (with appropriate teacher oversight) that the focal areas for language development that arise are similarly directly relevant to the learner group in the classroom. The benefit of this approach stems from the fact that – as already discussed above – teachers routinely develop their own materials to make sure that it is learner-centred: Dogme ELT provides a framework to help teachers facilitate the further inclusion of student-generated, student-centred content.



Taking the principle of learner-generated content one step further has seen learners take control in the design of an 'alternative textbook'. As Meddings and Thornbury quote from one teacher who challenged their students to do just this: "My inert students started naming issues I had never suspected they were interested in", and of the students themselves: "Working on the Alternative Textbook gives us the opportunity to choose themes which are more important and useful than those in the textbook" (2009: 15). Although such an approach might rarely be applicable in many contexts, the same positive outcomes might be achieved even if students were to design a single lesson or activity, or if they were to outline a smaller set of lesson plans as part of a wider curriculum. The advent and availability of GenAI tools has significantly increased the ease with all such materials can be generated.

## Tips for using learner-generated content in the classroom

It is important that learners do not feel that they are 'doing the work' of either the teacher or the textbook. It might be useful to explain to students the aims of the task and the specific ways it can help to develop their language development. This is especially important because students are likely to be asked to do things that are very different from what they might be used to doing in their language classes.

There is no set syllabus or curriculum in a Dogme ELT classroom, and so the importance of a focus on students' individual goals becomes paramount to allowing learners to see their personal development throughout a course and understand what this might look like. In addition to encouraging students to think about what they want to achieve at the outset, students' goals should be regularly evaluated and students encouraged to consider how they might use every lesson to get closer to an element (or several elements) of their personal learning goals. In this respect it may be important to encourage learners to keep a 'learning journal', to keep track of the skills and language that they are working on each lesson to ensure this does not pass by unseen.

# General classroom implications

Ensuring that content is learner-centred is only one factor that will influence the quantity and quality of learners' engagement in the classroom. The list below highlights just a few of the many other factors that will also contribute to this[4]:

- Language learning anxiety can be a debilitating hurdle for some students when engaging in interactive tasks in the language classroom. Personally relevant content may help encourage learners to try to push through this to be able to engage with discussion.
- Students' personal goals for their language learning and their goals in other aspects of their life are fundamental to influencing how they will engage in the classroom. It may be that a 'soft CLIL' approach is useful to help learners simultaneously develop English language knowledge and knowledge and about a particular topic related to other areas of interest. If a student has no interest in a particular topic and if their wider personal goals do not relate to being able to speak English, it may be likely they will have little overall motivation to participate.
- Practical factors related to the learning environment, for example the time of the class and the physical classroom environment itself (e.g. the size and temperature of the room or how light/dark it is) will always affect students' engagement. Where conditions are difficult, learner-centred content will be all the more greatly valued and appreciated by students!

Of the innumerable factors that may influence students' engagement with learner-centred content, there are three key prerequisites of particular importance when preparing the groundwork for success, each of which a teacher can directly influence.

## 1. Appropriate classroom dynamics

Without a positive group dynamic, success will not be possible with even the most engaging of content, learner-centred or otherwise. Through appropriate teacher leadership it is essential that learners feel supported and valued within a cohesive group, and that they feel comfortable and competent in their personal role within the group (Dörnyei & Muir, 2019). Without this basis, a teacher cannot hope to connect with a class sufficiently to encourage them to 'open up' and share information about their lives and experiences. There are many ways a teacher can support the development of a positive and cohesive learner group, including simply by helping all members of a group to get to know each other better and by modelling positive behaviours (see Dörnyei & Murphey, 2003)[5].

4 For ideas on solving some of these issues, see 'Enhancing student interaction in the language classroom', another paper in this series.

5 For more suggestions about creating a good group dynamic, see 'Enhancing student interaction in the language classroom', another paper in this series.

## 2. A change in teacher mindsets

Teaching in two-way, dialogic contexts such as these where content is also highly learner-centred requires a different mindset compared to teaching in a more formal 'teacher-fronted' classroom. This might include a greater openness to cooperation (with students, colleagues or individuals outside of the immediate classroom context), to perhaps taking more steps than normal to get to know and personally connect with students, and possibly even being prepared for failure with the introduction of new tasks, activities or topics when used for the first time. Another benefit of the increasingly hybrid nature of our lives is access to excellent continuing professional development opportunities and communities of practice online where it is possible to interact with and exchange advice with teachers worldwide.

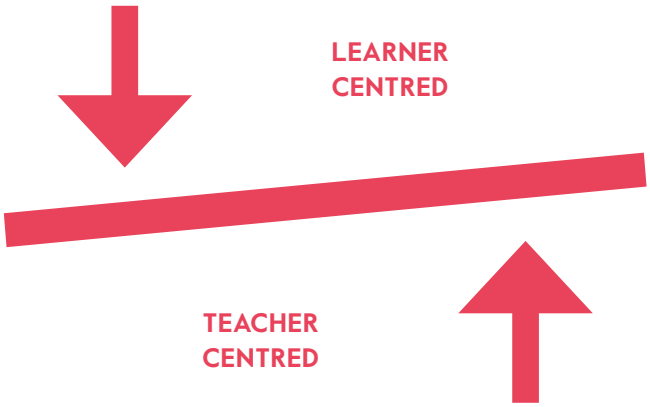
## 3. Ensuring adequate support structure and facilities

Whether a task draws on personal or cultural knowledge or knowledge of local or international issues, for students to be able to engage fully it is critical that they either have sufficient existing knowledge or that they believe they are able to access the knowledge and resources they need to be able to complete the task successfully. If students lack this belief, even fully learner-centred content may be unlikely to move them. The better that teachers know their students, the better they will be able to make these judgements.



# Conclusion

Introducing learner-centred content is a fundamental principle to increasing student engagement; ensuring that content is relevant and engaging to learners will forever remain at the centre of a teacher's primary responsibilities to his/her students. Teaching is a demanding profession. Although it is not realistic to develop bespoke content for every group and for each new lesson, even when reliant on a textbook there are always possibilities to supplement, adapt or present tasks in ways that help learners to feel that they can engage with content that has been tailored especially for them.



# Recommendations for further reading

These are practical 'recipe book' style publications that offer ideas and activities for creating learner-centred or learner-generated content to engage learners:

Mercer, S. & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge: Cambridge University Press.

Meddings, L. & Thornbury, S. (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Peaslake, UK: Delta Publishing.

Campbell, C. & Kryszewska, H. (1992). *Learner-based teaching*. Oxford: Oxford University Press.

Deller, S. (1990). *Lessons from the Learner: Student-generated activities for the language classroom*. Canterbury: Longman.

The following book gives a research-informed, accessible overview of how to motivate learners in the language classroom:

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.

Many of the same principles apply similarly to developing language learning projects and learner-centred content, the following books are from various educational project literatures but have broad relevance:

Dörnyei, Z., Henry, A., & Muir, C. (2016). *Motivational currents in language learning: Frameworks for focused interventions*. New York, NY: Routledge. (The last two chapters of this book offer a practical discussion about how projects might be structured and managed, set out around seven project frameworks that learner-centred content might be built around.)

Patton, A. (2012). *Work that matters: The teacher's guide to project-based learning*. London: Paul Hamlyn Foundation.

Muir, C. (2019). Motivation and Projects. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.) *The Palgrave Handbook of Motivation for Language Learning* (pp. 327–346). Basingstoke: Palgrave.

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Arnold, J., Dörnyei. Z., & Pugliese, C. (2015). *The Principled Communicative Approach: Seven criteria for success*. London: Helbling.

Cabau, B. (2009). The irresistible rise and hegemony of a linguistic fortress: English teaching in Sweden. I*nternational Multilingual Research Journal*, 3(2): 134–152.

*Challenge Based Learning: A Classroom Guide*. (2010). Apple Inc. Retrieved from: https://www.apple.com/br/education/docs/CBL_Classroom_Guide_Jan_2011.pdf

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**Christine Muir** is Assistant Professor in Second Language Acquisition at the University of Nottingham, UK. Her background is as an ELT teacher, and she has previously taught around the world in countries including Russia, Finland, the Czech Republic and the UK. She is co-author of **Motivational currents in language learning: Frameworks for focused interventions** (Dörnyei, Henry & Muir, 2016, Routledge).

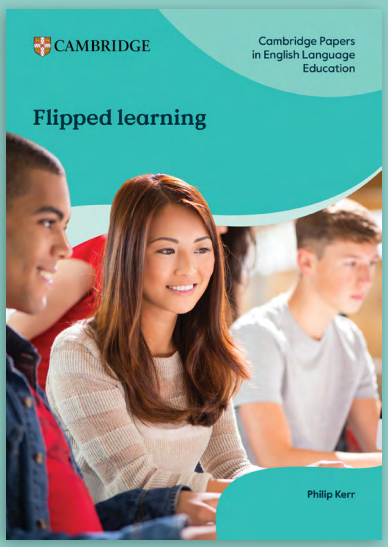


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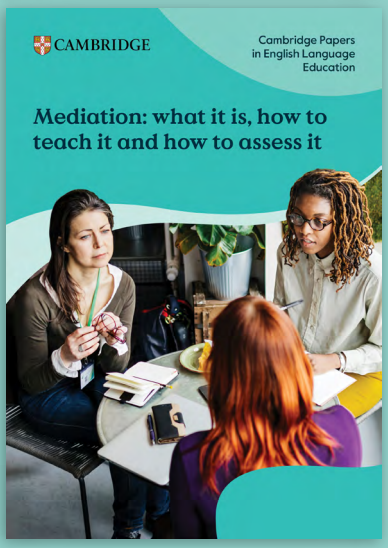
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