



THE APPLICATION OF PAIR- WORK AND GROUP-WORK WITHIN ENGLISH PRONUNCIATION TEACHING

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What will be covered?

- **PhD research**
- **Designing a teaching activity with pair-/group- work**
- **Demonstrate & Comments**
- **Q & A**

**An interview study:
Chinese
English teachers'
pronunciation
teaching practice**



'Which techniques do you use?'



'How do you use them?'



'Why do you choose them?'

Recruitment & Participants



In total, 30 universities and 10 language schools China were contacted.



1hr semi-structured interview on Zoom



Transcription, data analysis (reflexive TA)

NVIVO

- 10 ESL teachers
- University; State-owned school; language institution
- 8 females; 2 males
- 26-53 years old; mean: 33.3 years old
- 3-24 years of experience; mean: 9 years
- Training received: BA/MA/PhD degree, national & global Certificate, self-learning, internal and external training

Pair/group work

Frequency: 8 out of 16; Pair-/group work duration: 5 minutes to 20minutes

Techniques combined:	Quotes
Demonstration & repetition	
Listening & identifying	'I asked one person to produce a sound and the other students to guess.' (P2)
PPP (Present – Practice – Produce)	
Encouraging self-learning	'I would ask two students to pair up, observe each other's pronunciation, and correct each other, if they are errors.' (P6)
Games	'...compete with each other, whoever say the /ʊ/ the quickest or drag the /u/ the longest wins.' (P5)
Guided discovery approach	
Practice in conversation	
Role-playing	

Listening & identifying

Topic: Distinguishing the pronunciation of /u/ and /ʊ/

Materials: IPA, words with /u/ and /ʊ/, recording of the correct pronunciation

Teacher: Play one recording

Students: listen and choose the word they think they have heard in the recording

/u/

/ʊ/

who'd

hood

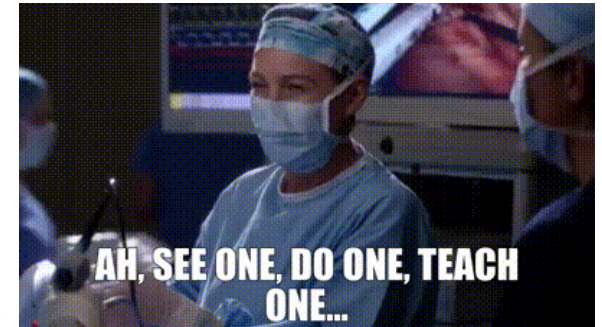



PPP (present, practice, produce)

Teacher **Present** the item (within context)

Students **Practice** with the aim of enhanced accuracy

Students **Produce** within the right context and with accuracy and fluency



 - Can you think of a time when you teach or learn with this technique in your discipline?

Guided discovery approach

Topic: dream and ambition

Target item: second conditional, function and structure

Materials: text written by the students from previous years

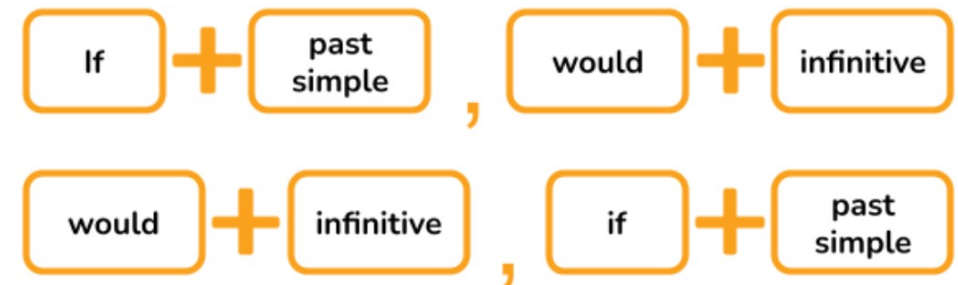
Goals: students identify and summarize the structure and function by themselves, with guidance and support from the teacher and peers; students use second conditional to write down their dreams and ambition

Lulu: If I were you, I would do a law degree with my life saving.

Jay: If I won the lottery, I'd buy a big house for my mom.

Tom: If we had a garden, we could have a dog.

We use the second conditional when we talk about *imaginary / unrealistic* events. Take a look at the structure below. Note that we can change the order as indicated.



Discovery Learning

Introduction

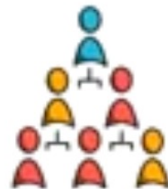
Inquiry-based Learning Many Instructional Techniques Jerome Bruner



Type of instruction where students interact with the environment while drawing on their prior knowledge and own experiences

Teacher's Role

Basic Knowledge Guided Tasks "Show How" Feedback



Preparation

1. Find an Activity
2. Gather Materials
3. Facilitate If Needed
4. Record Process and Results
5. Discuss Results
6. Allow Retry



Characteristics

- Hands-on Lessons Minimal Teacher Involvement Less Memorization
- Encourage Questions Focus on Reasoning



Classroom Examples

Reflections Puzzles Role-Playing



Case Study



Puzzles



Experiments



Role-Playing

The Criticism

Weaker Students Fall Behind Research Against Cognitive Overload



SUBSCRIBE

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The Benefits

These benefits are based of Discovery Learning Literature

Engagement



Autonomy

Problem Solving



Responsibility



💡 Which teaching techniques do you often use?
Have you use them with pair-/group- work before?



How? (Teaching instruction)

'Find your partner'/
'Team up in 30
seconds'

'Observe'

'Check'

'Help each other'

'Each take your
responsibility in
one aspect'

'Raise your hand if
you need help'

WHY?

1. Students' preference; better learning experience

2. Increased engagement & personalization (helps long-term acquisition)

3. Reducing the workload and stress for teacher to manage a big group

4. Developing transferable skills: communication, leadership, cooperation, critical thinking, decision making

5. Enhanced time-efficiency

A. 'Sometimes, it takes less time for students to complete the task' (P8)

B. '...a more active classroom atmosphere... competition makes things interesting' (P2)

C. 'If students are more engaged and focused in the classroom, it is beneficial for long-term memory' (P2)

D. If there is one or a few students with more advanced English proficiency that are willing to help their peers, I don't have to try to be everywhere

E. 'Students have to be team players' (P6)

WHY?

1-B 2-C 3-D 4-E 5-A

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 Discuss with the person next to you: what is/are the main reason(s) (1-5 or other) for you to choose pair-/group- work?



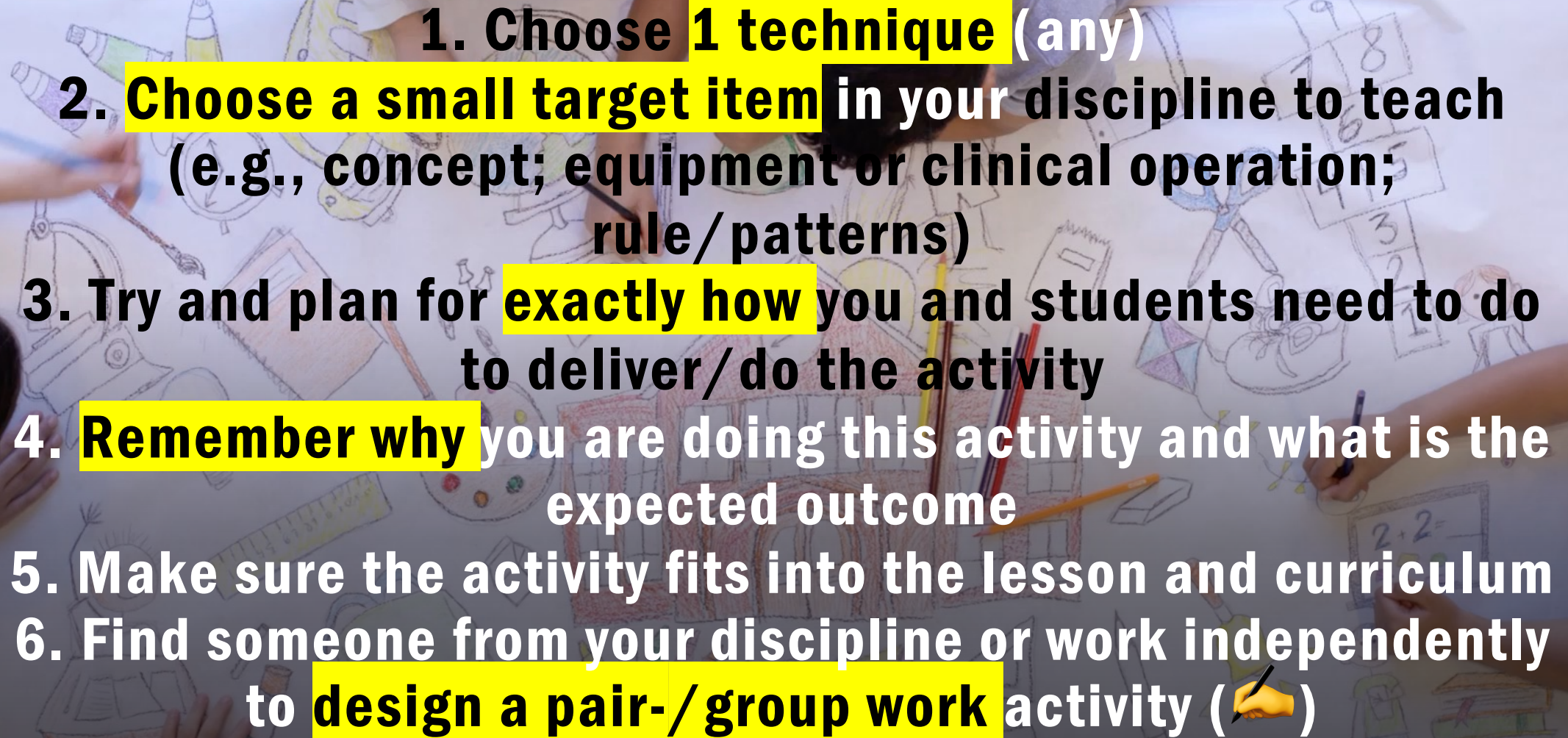


TECHNIQUES:

PPP, Guided discovery approach,
world café...

REASON(S):

students' preference...

- 
1. Choose **1 technique** (any)
 2. **Choose a small target item** in your discipline to teach (e.g., concept; equipment or clinical operation; rule/patterns)
 3. Try and plan for **exactly how** you and students need to do to deliver/do the activity
 4. **Remember why** you are doing this activity and what is the expected outcome
 5. Make sure the activity fits into the lesson and curriculum
 6. Find someone from your discipline or work independently to **design a pair-/group work** activity (👉)

(If we have time, rehearse within your group)

MINGLE TIME

**INTRODUCE YOUR ACTIVITY
LISTEN TO OTHERS'
TAKE NOTE ON GOOD IDEAS/PRACTICE
NOTE DOWN
SHARE WITH US IN DISCUSSION TIME
(OR ON PADLET)**



Q&A, COMMENTS?

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