

Creativity and collaboration

Teachers' approaches to integrating
oral skills in beginner-level adult EAL

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Acknowledgement of Country

We acknowledge the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



Welcome!

- My background
- PhD research
- Unpacking the theory
- Practitioner research
- Puzzles, concerns and approaches
- Next steps



My background



What *is* teaching pronunciation in EAL?

Jade Blue ELT on WordPress.com

i:	ɪ	ʊ	u:	ɪə	eɪ	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ

p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

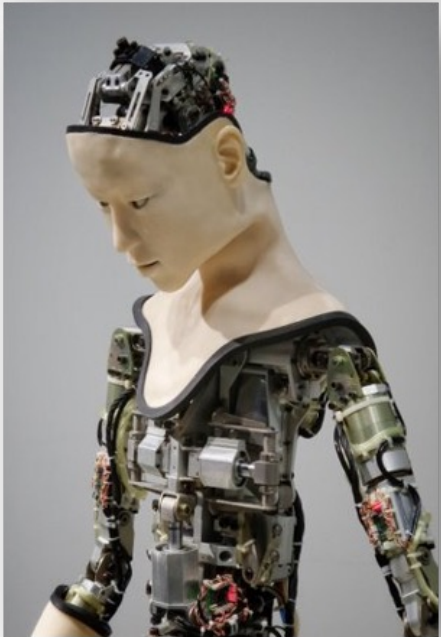
CONSONANTS

VOICED CONSONANTS: b, d, g, k, m, n, p, t, v, z

VOICELESS CONSONANTS: f, h, s, sh, t, th, x

FRICATIVES: ʃ, ʒ, θ, ð, ʒ

TRIPHTHONGS: eɪ, aɪ, aʊ, ɔɪ, ɔʊ



The teachers

What factors influenced your decision to teach beginner-level adult EAL?

- “Actually none. I was offered an opportunity to teach adult EAL without knowing about it and decided it would be a good change from primary and secondary teaching.”
- “My inspiration came from initially working with a colleague in our lowest class on the campus. It is both extremely challenging and rewarding at the same time when you see actual progress in your students' learning. Also because English is not my first language and I learnt it as a foreign language I think my strength is the knowledge of English grammar and ability to well communicate that knowledge. Grammar is the basis of the language in a way so it is important to teach the fundamentals well from the start”
- “I'm passionate about beginning literacy - helping pre-literate students develop literacy skills and begin reading”
- “I originally started teaching beginners because that was the level that needed a teacher at the time, but the ability to see progression in the students' journey of English learning was a big draw card. Also not having to be an expert and touch up on my grammar!”

The research

What is your main motivation for participating in this research?

Playsted, S.
(2022). Why do
we need to talk
about teaching
pronunciation?
Mind Brain
Education Think
Tanks+, 8,(5), 7-
12.



- "To continue to grow my teaching techniques, knowledge and skills"
- "Pronunciation is extremely important in learning English in an English speaking country. In my class I have a lot of Vietnamese and Mandarin speakers who are known for struggling with particularly English pronunciation. So even if I have a couple of good tips on 'how to' as a result of participation in this research, it would be great."
- "I'm interested in collaborating with others around this topic and accessing new resources/knowledge around teaching pronunciation."
- "I would like someone to do it for me if I were doing the research. I am interested in the outcome. If there is something I can learn and implement into my teaching to help the students, I'm all ears!"

Unpacking the theory



Questions and constraints



Next steps...



Pronunciation

Teaching pronunciation

- Views of pronunciation
- Priorities and goals
- Features of pronunciation
- Giving feedback on pronunciation
- Planning with pronunciation in mind



Playsted, S. & Burri, M. (2021). The vowel matrix: Enhancing literacy development through an innovative approach to teaching pronunciation. *English Australia Journal*, 37(2), 32-44.

Playsted, S., Burri, M., Acton, W. (2020). Warming up and activating mind, body and emotions in pronunciation instruction. *TESOLANZ Journal*, 28, 49-55.

Thank you!

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