



# Sensations

E N G L I S H



Adam Scott  
ELT Specialist

Nurturing understanding,  
identities, and choices through  
near-peer, inquiry-based  
pronunciation learning





# Overview

**Sensations**  
ENGLISH

Community Culture Entertainment Hard News



13th July 2020 • Animals

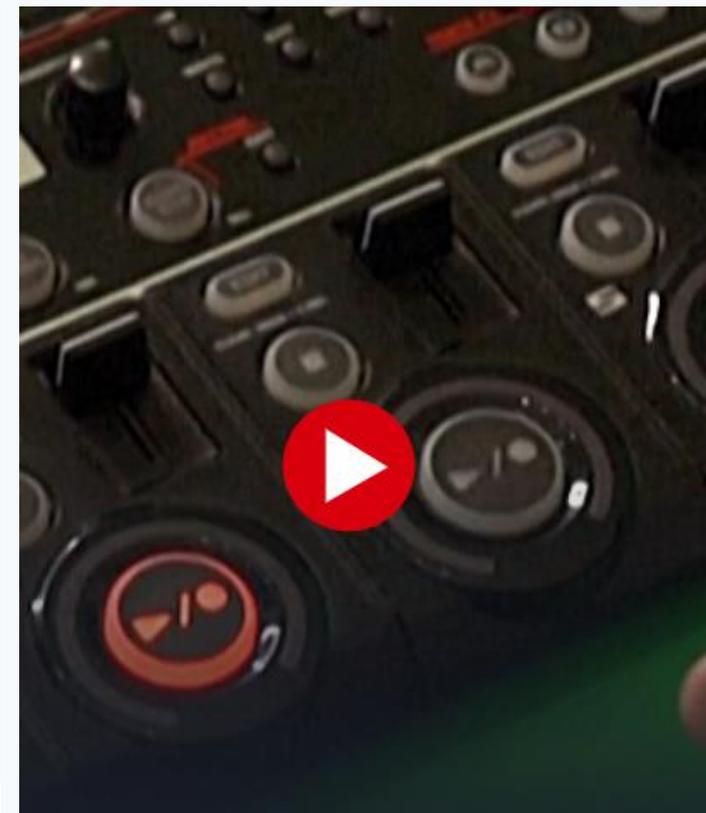
**Monkeys take over Thai city**



1st June 2020 • Natural Disasters

**Super-cyclone Amphan hits the Bay of Bengal**

- 🗨️ Near-peer learning
- 🗨️ Near-peers for pronunciation
- 🗨️ Growing L2 self and TLPs
- 🗨️ Key factors for teachers
- 🗨️ Techniques for multilingual groups
- 🗨️ Techniques for monolingual groups
- 🗨️ Adaptations for 121 teaching
- 🗨️ Summary



**Sensations**  
ENGLISH



# Pronunciation has moved on

## Intelligibility

- Co-constructed

## Lingua Franca English

- Processes not forms

## Translingual practice (TLP)/Translanguaging

- Negotiated
- Intersubjective
- Situated
- Cooperative



(Canagarajah, 2013)



# Identity?!? Emotion?!? Affect?!?



MIKA – ‘Grace Kelly’

**“I wanna talk to you!**

**The last time we talked, Mr. Smith, you  
reduced me to tears**

I promise you it won't happen again! ...

“I tried to be like Grace Kelly

But all her looks were too sad

So I tried a little Freddie

I've gone identity mad! (Mad, mad, mad!)”

(Songwriters: Penniman Michael Holbrook / Warner Daniel L / Horovitz Jodi Maureen / Merchant John Holt Grace Kelly lyrics © Mika Punch, 120 Music Publishing, Irving Music, Inc.)

<https://www.youtube.com/watch?v=EaEPCsQ4608>



# Near-peer learning

Have shared characteristics

Proof of what's possible

Motivating

Ideal L2 self

Autonomy

Imagined communities

(Dornyei, 2009)





# Near-peers for pronunciation

- 🗨️ Mixed ability models
- 🗨️ Awareness raising
- 🗨️ Perceptions of L2 self-voices
- 🗨️ Promotion of diversity
- 🗨️ Exploration of understandings and perceptions
- 🗨️ Negotiation of meaning and form
- 🗨️ Exchange of tools and techniques
- 🗨️ Discovery approach to speech sound





# Growing the L2 self and TLPs

## Future L2 self perceptions

- Empowering learners' identities
- Drawing on imagined communities
- Understanding personal challenges



## Translingual practice

- Developing pragmatic strategies
- Embracing diversity and accommodation
- Constructing intersubjective meaning – sounds in combination
- Enabling the sound sense to emerge



# Key factors for teachers

## Facilitating learning, not teaching forms

- 🗨️ Avoiding teacher modelling
- 🗨️ Eliciting multiple sound shapes
- 🗨️ Being careful not to echo, recast or revoice
- 🗨️ Welcoming diverse near-peer role models
- 🗨️ Providing opportunities for peer learning
- 🗨️ Scaffolding critical engagement
- 🗨️ Capitalising on opportunities for near-peer phonology





# Key near-peer learning tools

## Key teacher statements

- ‘How do **you** say it?’
- ‘What did you notice?’
- ‘Don’t ask me, ask them.’
- ‘What was difficult? (Why?)’
- ‘What’s different? (Why?)’
- ‘Which is easier for you?’
- ‘What’s the spelling pattern?’
- ‘What could be a problem?’

## Key learner statements

- ‘Sorry?’, ‘You mean ... ?’
- ‘How can they understand?’
- ‘I like how you say tomato.’
- ‘The problem for me is ...’
- ‘It sounds like ... to me.’
- ‘It’s different because ...’
- ‘I notice that you say it ...’
- ‘Is it clear when I say ...?’





# Multilingual classes

- Regularly discuss learners' wider abilities: their work, studies and talents.
- Make noticing and comparing features of different learners' pronunciation a routine.





# What do you notice?

## Key learner statements

- 'Sorry?', 'You mean ... ?'
- 'How can they understand?'
- 'I like how you say tomato.'
- 'The problem for me is ...'
- 'It sounds like ... to me.'
- 'It's different because ...'
- 'I notice that you say it ...'
- 'Is it clear when I say ...?'

## Key teacher statements

- 'How do **you** say it?'
- 'What did you notice?'
- 'Don't ask me, ask them.'
- 'What was difficult? (Why?)'
- 'What's different? (Why?)'
- 'Which is easier for you?'
- 'What's the spelling pattern?'
- 'What could be a problem?'





# Multilingual classes

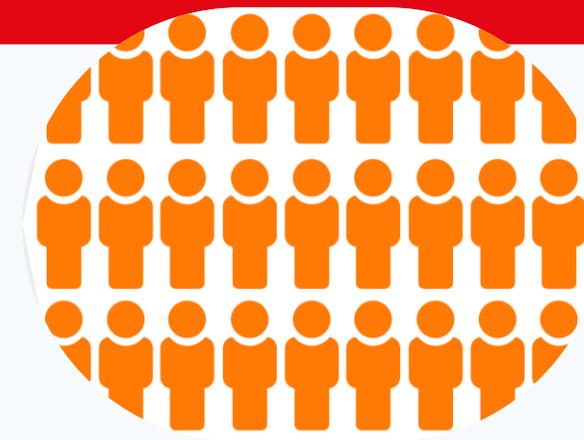
- 🗨️ Regularly discuss learners' wider abilities: their work, studies and talents.
- 🗨️ Make noticing and comparing features of different learners' pronunciation a routine.
- 🗨️ 'Use L1 pronunciation' games with L2 vocabulary.
- 🗨️ Compare speaker intelligibility in listening tasks.
- 🗨️ Give peer feedback on recorded presentations.
- 🗨️ Identify near-peer pronunciation features to 'borrow'.





# Monolingual classes

- Facilitation requires more scaffolding
  - Resources need more L2 near-peers
  - Contexts need to be more engaging
  - Activities rely *more* on recordings
- 
- ✓ There's always mixed ability in the class = near peers
  - ✓ The same activities are often possible
  - ✓ More explicit discussion of imagined communities





# Three stages in discovering pron

## Key tools - PAM

### 1. Phonological **P**rocessing

- Stress and vowel qualities
- Consonant clusters and pace

### 2. Phonological **A**wareness

- Understanding the complexity

### 3. Phonological **M**emory

- Rhyming, vowel categorisation
- Processing spontaneous speech

## Key teacher statements

- ‘What was said?’
- ‘What can you hear?’
- ‘How many sounds / words?’
- ‘Count with your fingers!’
- ‘Which words / phrases have ... ?’
  - the same vowel sounds?
  - the same stress pattern?
- ‘Why are they speaking like this?’



# Richly contextualise speakers

‘What did you notice?’



Now with context ...



‘How many words?’



What is the woman saying?





# Adaptations for 121 teaching

- Open a discussion about intelligibility
  - Become a subject of critical analysis
  - Use **key learner statements** as questions
  - Discuss the learner's other near-peer role models
  - Respond to learner questions by eliciting not modelling
- 
- ✓ Help the learner define goals for L2 self-voice
  - ✓ Support the learner's identified pronunciation goals





# Summary

- Scaffold intelligibility
- Build Lingua Franca English **processes**
- Develop translingual practices
  
- **Understanding** – personally constructed
- **Identities** – recognised and needs/wants prioritised
- **Choices** – personal developmental pathways created





# References

Canagarajah, S. 2013. *Translingual Practice: Global Englishes and Cosmpolitan Practices*, Oxford: Routledge.

Curry, N. 2019. Learners as models: the pedagogical value of near-peer role models. *Speak Out!*, 60, 34 -42.

Dörnyei, Z. 2009. *The psychology of second language acquisition*, Oxford: OUP.

Lasagabaster, D. and Garcia, O. 2014. Translanguaging: towards a dynamic model of bilingualism at school / Translanguaging: hacia un modelo dinámico de bilingüismo en la escuela. *Cultura y educacion*, 26, 557-572.

Young, T.J. and Walsh, S. 2010. Which English? Whose English? An investigation of 'non-native' teachers' beliefs about target varieties. *Language, Culture and Curriculum*, 23/2, pp123-137.





# Any questions?

[adam@sensationsenglish.com](mailto:adam@sensationsenglish.com)

@teachAdam

<https://sensationsenglish.com/>

**Sensations English is so simple to use**

- 1
- 2
- 3
- 4
- 5

ELTons 2021 Finalist

**Sensations English is so simple to use**

- 1
- 2

ELTons 2021 Finalist

