

Adopting Pair Projects in Task-Based Language Teaching to Enhance Learners English Interactional Skills and Self-efficacy

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Abstract

The presenter will explain the design of a Task-based undergraduate English teacher education course and report features of a related pair project and its theoretical underpinnings. In this design, teaching begins with a teacher-led session, with pre-service EFL teachers learning about teaching approaches and their theoretical underpinnings by reading a chapter in the textbook and completing a worksheet with comprehension questions. Next comes a learner-led session, with a pair presenting the main points of a chapter, eliciting answers to the comprehension questions, commenting on them, and initiating group discussions of their peers' interpretations, opinions, and learning experiences related to the presentation. Finally, activities exemplify major concepts, and a pair buzz session confirms and deepens students' understanding. The presenter will discuss the benefits of pedagogical strategies designed to enhance students' interactional skills based on feedback from the learners themselves as well as teacher assessments of learners' oral performance and discuss scaffolding techniques for facilitating pair projects and maximizing their effects. If time allows, the presenter will show a video depicting learners actively interacting with their peers to give the audience a good feel for the benefits of the effective use of humanistic teaching materials and tasks.

Keywords: Pre-Service EFL Teachers; Pair Presentation; Group Discussions; Pair Buzz Session; Scaffolding Techniques