IMPLEMENTING PAIR AND SMALL GROUP WORK
IN EFL CHINESE UNIVERSITY FIRST YEAR CLASS

A TERMINAL PROJECT PRESENTED BY
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ABSTRACT

Title: Implementing Pair and Small Group Work in EFL a Chinese University First Year Level Class

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This project is a teaching portfolio in which a variety of activities have been developed according to the English language teaching situation in China with the purpose of improving language proficiency and communicative competence in university-level English classes. Through the literature review and needs analysis, a variety of effective strategies and techniques that help the implementation of pair and small group work in university English language classes have been introduced.

The purpose of the study is to support university English language teachers for non-English major students in China to use pair and small group activities in English classes. The project aims to help teachers develop lesson plans that successfully integrate pair and small group activities in language classrooms.
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has read this terminal project and determined that it satisfactorily fulfills the program requirement for the degree of Master of Arts.

Project title: Implementing Pair and Small Group Work in EFL Chinese University First Year Level Class

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CHAPTER 1 Introduction

This project is a teaching portfolio for English teachers in Chinese universities. The target learners are non-English major first year college students. Their English level is from low intermediate to intermediate. Most of them are 18 to 21 years old. They have studied English for at least six years. In Chinese universities, English is a required class for all freshmen and sophomores. For non-English major students, the English class is five hours each week. Even though the Chinese university students have studied English for many years, their English speaking proficiency is still limited. Increasing the speaking opportunities in English as a Foreign Language (EFL) classes in Chinese universities is needed. Using pair work and small group work are effective strategies to increase students’ speaking opportunities in EFL classes. The aim of this project is to develop effective ways of implementing pair and small group work in the university level EFL classroom.

In recent years, with the increase of integration into globalization, English (as a global language) is playing an increasingly important role in China. As a result, a growing number of people need to use English for different reasons (Zhu, 2003). Currently, English, especially as a communicative competence, is a required skill for many careers and different situations in China.

Considering the national need for English language skills, English communicative competence has become the chief goal of English language learning and teaching in China (Ying, 2009; Zhu, 2003). The students learning English, especially in university, expect to improve their communicative competence. With the development of English language teaching, Communicative Language Teaching (CLT) has been emphasized by
the Chinese government (Zhang, 2009). However, most of the English classes in China are still based on using the teacher-centered approach, which focuses on the grammar-translation method. In China, English has long been a required class in middle schools and is now being introduced to elementary school (Zhang, 2009). However, many students are found unable to communicate with native speakers in English, even after they graduate from college (Zhu, 2003). Therefore, more and more students have come to realize the importance of having communicative skills in English rather than just passing exams.

Chinese students’ weakness in English communicative competence is caused by a lot of factors. Xie (2010) claims, “In most existing literature, Chinese learners of English are portrayed as reticent and quiet in class” (p. 10). Actually, the interactions between students and the teacher, and between individual students are very limited in the English Language Teaching (ELT) classes in China (Zhu, 2003). Some Chinese traditional values are part of the reason, such as saving “face” and avoiding being seen as a “show off” (Xie, 2010). Other reasons that have been found to cause Chinese students’ low interaction levels are a lack of opportunity to use English for communicative purposes and their lack of English proficiency and confidence (Xie, 2010).

The Chinese government has been encouraging the use of CLT in English classes (Zhu, 2003). CLT goals were set in the curriculum of English classes, which emphasize interaction in the classroom. In the CLT class, teachers can produce more opportunities for student participation in the learning process (Brown, 2007; Xie, 2010). Existing research has shown that pair and small group work are not only essential tools in
language learning, but they are also the most effective methods used for increasing student interactions.

Considering the societal need for English language skills, and the Chinese governments policies of ELT, this teaching portfolio put forth possible pair and small group activities, and is designed for the use of university English instructors. The purpose of this project is also to suggest effective strategies for implementing pair and small group work in university level EFL classes in China, as well as to help EFL teachers to increase the interaction opportunities between students in class. This terminal project consists of six chapters. Chapter 1, the introduction, explains the background, rational, purpose, and organization of the portfolio. Chapter 2, the literature review, provides theoretical background for this portfolio. Chapter 3, the needs analysis, shows the processes and results of research, involving interviews of ESL teachers, questionnaires to EFL teachers and ESL Chinese students, and ESL class observations. Chapter 4, the portfolio design, gives general considerations of the portfolio organization, goals and objectives, and the criteria for choosing activities. Chapter 5, a collection of activities and lesson plans, provides models for classroom use. Chapter 6, the conclusion, provides the summary of this project, as well as the limitations and further developments needed for the project.
CHAPTER 2 Literature Review

In a communicative, interactive, learner-centered teaching era, the discussion of effective language instruction has been shifted from an emphasis on a teacher-centered to a learner-centered classroom. Communicative Language Teaching (CLT) is the mainstream approach being used in the language class (Liu, 2005; Zhu, 2003). CLT is a teaching approach, which focuses on improving students’ communicative competence. According to Brown (2007), the CLT approach pays more attention to students’ language fluency rather than accuracy, and focuses on real-world contexts. Brown (2007) also claims that the CLT approach emphasizes learner-centered, cooperative, collaborative learning.

CLT encourages teachers to use pair and small group activities in class to promote students’ communicative competence. Small group and pair work are used in the language classroom frequently, and have proven to be effective teaching strategies (Chi, 2008; Long & Porter, 1985). Large amounts of research supports the fact that group work can increase opportunities for practicing language, improving the quality of students talk, promoting a positive affective climate in class, and motivating learners (Brown, 2001; Crandall, 1999; Long & Porter, 1985). However, it has been found that, in China, using small group and pair work in the language classroom is not as popular as in the west. Although CLT was introduced in China in the early 1990s, grammar-translation method is still the dominant method in English classes (Zhu, 2003). However students, especially college students, are eager to improve their communicative competence. In this literature review, I will explore the reasons for implementing pair and small group work in an EFL Chinese university level classroom, as well as some challenges of implementation.
Reasons for Implementing Small Group and Pair Work in English Language Teaching

In the language classroom, pair and small group work have been noted as effective ways to help students acquire the second language. McDonough (2004) claims that there are theoretical and pedagogical reasons for using group work in the language classroom. The theoretical reasons include Krashen’s input hypothesis and Long’s comprehensible interaction hypothesis. Krashen (1985) believes that to understand language, using some target language forms which are a little ahead of a learner’s current knowledge can help the learner to improve. While Long (1985) agrees with Krashen’s input hypothesis in part, he emphasizes the importance of comprehensible input, and claims that modified interaction is the most effective way to make language comprehensible (Ellis, 1997; Lightbown & Spada, 2006). Like Long, interactionists claim that language acquisition is more likely to take place if the learners negotiate with each other to clarify and check their understanding of the meaning by questioning and confirming the comprehension of what is being said (Chen & Hird, 2006a). Yule (2006) states small group or pair work is a good strategy to provide the opportunity to produce comprehensible output in meaningful interaction in large second language (L2) classes. In short, group work allows students to have multiple opportunities to notice their interlanguage and target language forms, and to modify their language to make it comprehensible. In the process of doing small group and pair work activities, students can find appropriate English terms and develop some good ideas through negotiation.

In addition, there are many pedagogical reasons for using small group and pair work activities in language classrooms. Using small group and pair work can reduce
learner anxiety, increase learner's self-confidence and self-esteem, promote interaction, and increase motivation (Crandall 1999; McDonough 2004; Candlin, Rose, Sachs, & Shum 2003). According to Brown (2007), students may feel less anxious and more confident when they work in pairs or small groups. Without being watched by the whole class and the teacher; this is the reason students feel more relaxed than when doing work in a whole class discussion. In the teacher-centered class, students are not required to talk. They have less opportunity for interaction in L2. However, in pair work and small group activities, communication is required for doing tasks, and students have to interact with each other, which increases their opportunities for communication in L2 and helps them improve their English proficiency (Gwyn-Paquette, 2002). Furthermore, studies show that, compared with competitive or individualistic learning experiences, working in groups is more effective in promoting intrinsic motivation (Candlin, Rose, Sachs, & Shum, 2003).

**Challenges of Implementing Small Group and Pair Work in China**

Using small group and pair work as teaching strategies in English language classrooms has a number of benefits as discussed above. However, implementing this strategy in EFL classrooms in China presents a lot of challenges, such as the problems of overreliance on the first language (L1), cultural differences and student behavioral issues.

According to Liang and Mohan (2003), using the L1 during cooperative learning sessions is unavoidable. Students who use Chinese in language class have several reasons,

It is easier, faster, and more convenient to get meanings across through the bridge of their native language; students don’t know enough vocabulary or grammar to
explain or express themselves clearly in English; they are accustomed to speaking Chinese to each other; and they feel strange, unnatural, awkward, or uncomfortable speaking English to their group members (p. 40).

Another reason is because lacking an environment to speak English out of a classroom decreases the students’ willingness to communicate by using English. These reasons affect students’ use of target language when they are doing small group and pair work activities.

Besides the L1 problem, culture is also a factor that affects the implementation of small group and pair work. Culture plays an important role in a language classroom. The culture of learning is submissive, and this should be attended to when the students are doing activities in an EFL context in China (Peng, 2007). Chinese classroom culture may cause students to have little interest in oral practice because they are more accustomed to input rather than output, as well as saving “face”. First, traditional Chinese education is dominated by the teacher-centered approach, which emphasizes repetition, reviewing, and rote memorization. Chinese students rely primarily on teacher support, which causes them to be less likely to reveal their opinions, and more likely to hide their abilities or submit to the authority of tutors (Zhu 2003; Tan 2007; Peng 2007). Therefore, Chinese students are accustomed to input rather than output. Peng (2007) quotes Yu’s (1984) claim that “The Chinese education system originated from the ancient sishu ‘private family school’ where rote learning and mechanical memorization was required” (p. 259). In addition, “saving face” is given great importance in cultural and social life (Xie, 2010). As a result, most Chinese students are very conscious of making errors in front of their classmates and teachers for the fear of being laughed at and “losing face” (Zhu, 2003).
Under this classroom culture, students are accustomed to accept the teacher-centered approach rather than learner-centered, which supplies a significant challenge for implementing small group and pair work activities in the classroom.

Additionally, while in groups, the students may not do what the teacher expects (Chen & Hird, 2006b). There are two factors that affect students’ behavior, one is the students’ action, and the other is environmental condition. During pair and small group activities, students often have their own ideas about how to carry out an activity, which may diverge from those of their instructors (McDonough, 2004). In addition, students are easily influenced by their environment. Environmental conditions can affect the implementation of pair and small group activities, such as the number of students, the size of classrooms, and the position of student desks (McDonough, 2004). Usually, the size of English classes in China are large. Most classes have at least 30 students, and desks are unmovable. These factors can prevent the instructors from reaching all of their students during the activities. Therefore, when the students work in pairs or small groups, it is hard to control what really happens.

Research strongly suggests the importance of group work in order to develop students’ proficiency in English. However, as discussed in this section, there are a number of challenges that Chinese EFL teachers face in implementing this teaching and learning technique. Some special considerations need to be made to make group work successful in EFL situations in China.

*How to Implement Group Work, and the Teacher’s Role*

Implementing group work in the language classroom is a significant challenge for teachers. There are a lot of things that should be considered, such as students’ behavior,
group size, task content, classroom arrangement, and so forth. Besides the things referred to above, English teachers in China must consider additional aspects. Since there are some specific situations in China, the way to implement group work in language classroom is different than other countries, especially Western countries. Chen and Hird (2006a) noted that simply placing students in groups is not likely to be enough; teachers in China should take some special measures, including the need to do a lot of preparation for group work to make sure that it can work well in language classroom, as well as to think more about the cultural effect, the creation of a non-threatening environment, and the assigning of group leaders in class.

First of all, teachers should enhance students’ cultural awareness when doing group work in the language classroom. Since the classroom culture of China is one of the main reasons that block group work implementation, enhancing students’ cultural awareness is necessary. One way introduced by Peng (2007) is engaging students to reflect on the learning and communication cultures in China overtly. Since students have grown up in a culture of traditional, teacher-centered class, they may have some misunderstandings when they are put in a learner-centered class (Crandall 1999). One way to help with this is to put students in groups to compare the traditional Chinese and Western learning cultures. Teachers should give students enough time to become comfortable with their responsibilities and roles in the language classroom, and to understand the benefits.

Secondly, teachers should create a comfortable communicative classroom environment. First, the teacher should help students to become familiar with each other. The familiar environment could encourage students to speak out. Doing some icebreaker
activities can help to create a comfortable communicative environment. Dörnyei and Malderez (1999) suggest that teachers can use some activities or games at the beginning of a new course to let students get to know each other. Second, teachers should choose an appropriate group technique. Brown (2007) introduces ten group techniques: games, role plays, drama, projects, interviews, brainstorming, information gap, jigsaw activities, problem solving and decision making, and opinion exchanges. Teachers should choose appropriate group formations according to the task, the number of students, and the objectives for the class. Third, teachers should formulate group norms. Teachers cannot monitor all groups at once; therefore, it is necessary to give students some rules for group work.

Furthermore, teachers should consider their students' language proficiencies and give clear directions. Teachers should make sure that the tasks are suitable for students’ English proficiency level, because their lack of knowledge of vocabulary and sentences to express themselves can have an effect on their communication in the classroom. Therefore, teachers should make sure that the task is suitable for the students, and introduce some “classroom language” before the discussion (Brown 2007). “Classroom language” refers to some specific conversation starters (also known as “gambits”) that are used to express personal ideas to agree or disagree, to interrupt another student, to ask for clarification, to support others’ opinions, to come to a consensus, and so forth (as cited in Brown, 2007, p.230). Providing clear directions and classroom language are important to make sure that students understand how to accomplish their group tasks.

In the end, teachers and students should change their classroom roles. Teachers should change from the traditional instructor into a facilitator, consultant and group
leader (Chi 2008). During the small group work process, the teacher needs to move around the classroom to see what progress learners are making and what problems are coming up. Furthermore, teachers should give advice and feedback when it is needed. Students also should change their role in the classroom; instead of accepting knowledge passively, students should be active participants in their own learning process.

**Conclusion**

In summary, using small group and pair work teaching strategies in the language classroom has many advantages, but it also has some difficulties. When implementing small group and pair work in China, teachers should consider aspects such as speaking too much of the L1, the culture differences, students’ behavior issues, and classroom environments. Although there are some aspects of small group and pair work that have been researched, there are still many unexplored questions about how group work operates in a real classroom, and what students actually do in groups in EFL classrooms. Students are all individuals; we cannot find a certain strategy or technique which fits all students. Therefore, further research is needed to understand how group work operates in EFL Chinese University level classrooms, and how students fit in with this technique. In coming chapters, effective ways to implement pair work and small group activities will be presented in order to develop Chinese students’ English proficiency, despite the difficulties examined above.
CHAPTER 3 Needs Analysis

The purpose of this data collection was to inform creation of a teaching portfolio, which supports EFL teachers in China implementing pair and small group activities in their classes. For this purpose, three different groups of participants were involved: Twenty Chinese students from the American English Institution (AEI) at the University of Oregon, two AEI teachers, and three EFL teachers in China.

Method One (Questionnaire for EFL teachers)

Participants: The participants were three English instructors at Universities in China; two of them were my English instructors when I was an undergraduate in China, and the other is a visiting scholar at AEI, who is an English professor in a Chinese university. All of them have rich teaching experience in university-level English classes. Also, they have experience using group work in their classes.

Instrument: The questionnaire consisted of 10 open-ended questions. It was designed to be completed in approximately 30 minutes. All question were related to teaching experience in China, including teaching approaches and strategies, challenges and suggestions of implementing pair and small group activities. (See Appendix B)

Procedure: The questionnaires were administered through e-mail in China. The participants responded to the questions by typing in the electronic file and sending this file to the researcher. All questionnaires were sent back in one week.

Results: All participants have been teaching English more than ten years. The English proficiency of their students is from low intermediate to high intermediate. All of them use the Communicative Language Teaching approach, but in a very limited way. For the
question about how to provide opportunities for students to develop their communicative competence, they all use group work. One participant said that she uses oral and listening practices including discussions, dialogues, interviews, and debates. One participant said he uses presentations (group and individual). Another participant said he uses role-play. They all agree that pair work and small group activities are effective strategies in English classes. However, they also agree it has some challenges: some students turn too much to Chinese; coordinating each group as a whole is hard; and class size is too big.

As for advice to other English teachers who are using small group and pair work, two of them said that choosing a topic is very important. One participant said orientation for group work is important.

**Method Two (Questionnaire for ESL learners)**

**Participants:** Twenty Chinese students aged from 18 to 22, studying at AEI, participated in the questionnaire. All of the participants had studied English for at least six years in China.

**Instrument:** The questionnaire consisted of two sections: background information and the experience of learning English. The experience of learning English section included the information about the learning preference, and experience of doing pair and small group activities.

**Procedure:** The questionnaire was administered through email or paper. It took approximately 20 minutes for participants to complete. After the data had been collected, it was analyzed by Excel on the computer.
**Results:** The average time of learning English for the participants was eight years. With regard to the main purpose of studying English, 15 out of 20 participants chose to get a good job, four of them chose to communicate with foreigners, and one of them chose interested in foreign culture and language. According to this survey, the majority of participants identified that speaking is the most important skill for them as English language learners. As illustrated in Figure 1, 15 out of 20 participants chose speaking, 3 out of 20 participants chose writing, and two participants chose grammar.

![Pie Chart](image)

**Figure 1:** The Skill that the Students Most Want to Improve and Acquire

Regarding the question about the skill that the English teachers in China most focus on, more than half of the students said that most teachers focus on teaching grammar in class. In response to the question about how often did their English teacher in China use pair or small group activities in class, a large number of participants (90%) said that the teachers in China rarely or sometimes use pair and small group activities. In comparison, 90 percent of participants said that teachers at the AEI use pair and small group activities a lot. Most students agreed that pair and small group activities are helpful. five percent of participants said pair and small group activity is immensely
helpful, 70 percent of participants said it is very helpful, and 25 percent of participants said it is somewhat helpful. Regarding the question about using L1 in the process of group work, a large number of participants (75%) admitted that they spoke L1 during the group work. The major reason for using L1 was because of the limitation of English proficiency.

**Method Three (Classroom Observations)**

**Participants:** The classroom observations all took place at the AEI at the University of Oregon. Participants included two AEI teachers and the students in their classes.

**Instrument:** A blank-page note-taking strategy was used for observing the classes.

**Procedure:** Two AEI classes were observed. One was a level 5 oral class, and the other was a level 5 reading, writing and grammar class. The English proficiency level for the students was from low intermediate to intermediate. Both class sizes were not too big, around twenty students. Each observation took two hours. Detailed observation notes were taken during the observation. During class observations, I tried to gain information about the real class environment when using group work, the teachers’ strategies and techniques, and the students’ responses.

**Results:** The classroom observations were useful because I was able to witness some of the strategies and techniques in action that were mentioned in the literature review. In addition, I was able to see how each group of students interacted with each other, and how they participated in various activities. All teachers applied various group activities for different purposes, such as practicing speaking, reading, and vocabulary. All teachers explained the instructions clearly before doing group activities. One class was at the
beginning of the term, so besides the instructions for group activities, the teacher also explained the purpose for doing these activities, and what the students were expected to do. She even demonstrated the different kinds of group activities and had students practice them. During the group activities, all teachers played as a facilitator while letting the students take responsibility in the activity. They walked around and offered help when it was needed.

Method Four (Interview with ESL teachers)

Participants: The participants were two ESL teachers from the AEI at the University of Oregon. All of them have various experience with using pair and small group activity in their language classes.

Instrument: A face-to-face interview was conducted with each of them. Each interview consisted of ten open-ended questions. All questions were about their teaching experience with using pair and small group activities, including challenges and suggestions for using pair and small group activities.

Procedure: Each interview was conducted individually in a comfortable setting of the participants’ choice. The interviews were audio-recorded with the permission of the interviewees. All interviews took approximately 20 minutes each.

Results: For the question of teaching method or strategy they used in class, both teachers said that they combine different methods and strategies according to the classes, but they use small group and pair work a lot. For improving students’ communicative competence, they all agreed that small group and pair work is the most effective strategy.
For the challenges of implementing group work, one interviewee said that the students are over-reliant on L1, and the other said students’ behavior in groups are unexpected. Both interviewees gave some suggestions to deal with these challenges. For the L1 problem, the interviewee recommended creating group norms at the beginning of the class, and reminding students whenever they break the rules. For the students’ behavior problem, the interviewee suggested giving specific roles to the members in group, letting the group leader to make sure everyone in group participates effectively.

For advice to other teachers, both interviewees suggested teachers not be afraid to assign groups, and do group work as much as possible. If teachers get stuck, they should try in different ways the next time.
CHAPTER 4 Portfolio Design

General Considerations

Through the process of conducting a needs analysis and literature review, I have evidence supporting the use of pair and small group activities in language classrooms. These types of activities have been used frequently in the second language classrooms, with most researchers and teachers agreeing that they are effective for helping students to acquire language. However, the use of this strategy has not been made popular in China as of yet. Even though the Chinese government encourages language teachers to adopt the CLT approach, a lot of difficulties caused by the situational constraints have inhibited the adoption of it (Liao, 2004).

In the needs analysis, most Chinese students said that speaking is the skill they want to improve and acquire the most. However, the result of the needs analysis from Chinese students at the AEI, and EFL teachers in China, indicates that the language class in China does not provide sufficient opportunities for practicing speaking skills. According to the needs analysis, all participants (including Chinese AEI students and ESL/EFL teachers) agree that pair and small group work are effective and productive strategies for enhancing students' communicative competence.

Considering all the above, implementing pair and small group activities in English language classes in China is necessary. However, teachers should take account of the challenges when they implement these activities.

Challenges and Strategies
Both the literature review and needs analysis illustrated the challenges and strategies for implementing pair and small group work. This information helped formulate guidelines that have been considered in the design of this portfolio.

First, students’ overreliance on the first language is a big challenge for EFL teachers. According to Dörnyei and Murphey (2003), clearly established group norms can help to overcome this challenge. For example, they recommend setting up some possible group norms that could look like this: In pair or small group work, please use the target language, and help each other stay in the target language; follow teacher’s directions; be responsive to the needs of your group. They also recommend some strategies for using group norms including the following: creating a wall chart to display group norms can serve as an effective visual reminder; reviewing the norms regularly will motivate students to follow them, and asking students to write about their participation in group work will help them to improve their future experiences in a similar setting.

Second, cultural differences present another challenge for EFL teachers in China. For example, cultural differences can affect the students’ willingness to communicate in the classroom. The traditional culture of learning in China is taking notes and clinging to memorization (Peng, 2007). Furthermore, influenced by Confucian ideas, Chinese students are taught to be submissive to their teachers. Peng (2007) quotes On, saying, “Teachers are expected to be omnipotent transmitters of knowledge and to take responsibility for students’ learning” (p. 252). However, as the language teaching approaches, methods, and strategies have developed, the culture expectations of the appropriate roles for teachers and learners have been changed. According to Crandall (1999), the shift from traditional, teacher-centered, teacher-directed classes to learner-
centered and learner-directed cooperative groups can be misunderstood by students as an abrogation of responsibility on the part of the teacher or as just an opportunity to engage in meaningless play. Therefore, it is important not only to explain the purposes and benefits of using group work to students, but also to demonstrate it and have students practice it in gradual steps as they develop their understanding of group work.

Third, students do not always complete their group work assignments in a way that meets the instructor’s expectations. Establishing group norms could be one way to help solve this problem. Besides group norms, assigning students specific roles is also a way to control the students’ behavior. According to Cohen (1994), the way to avoid problems with nonparticipation is to make sure that “members have something specific to do” (p. 87).

Based on the challenges and strategies mentioned in this chapter, criterion was created for selecting pair and small group work activities in EFL setting class in China.

**Criteria**

- Topics should be interesting to the learners, and be up-to-date.
- The activities should be at an appropriate level for students’ English language proficiency; they should be challenging but not overwhelming to students.
- The activities should require a variety of skills.
- The activities should be interesting to the learners, and be various.
- The activities should allow different students to make different contributions.

**Explanation of Organization**
This portfolio includes a sample activities section and a sample lesson plans section. The sample activities section introduces small group and pair work activities by using several topics. The sample lesson plans includes many of the activities introduced in the sample activities section.

The main English class style used for non-English major students in a Chinese university is the integrative class. In my opinion, the textbook *College English Integrated Course*, which is used in these classes, has some good topics, such as “Friendship”, “Protecting Our Environment”, and “The Generation Gap”; however, some topics are inappropriate, such as “Understanding Science”, and “Animal Intelligence”. These topics are too professional, which may not interest some students. Therefore, I chose some topics from the textbook, and added some additional more popular topics. From the textbook, I used “Friendship”, “Protecting Our Environment”, and “The Generation Gap”, and I added “Travelling”, “Food”, and “Holiday”.

**Goals and Objectives**

In this project, I categorized goals and objectives by using ATASK, which is a framework developed by David Thomson (Graves, 2000). In the abbreviation ATASK, A stands for awareness, T for teacher, A for attitude, S for skills, and K for knowledge.

**Awareness**

**Goals:**

1. By the end of this course, students will understand the importance of pair and group work.
2. Students will become more aware of using the appropriate classroom language for doing pair and small group work.
3. Students will understand their classroom roles under the learner-centered context.
Objectives:

a. Students will be able to give and receive feedback in pair and small group work.
b. Students will be able to communicate with each other in English through doing group work.
c. Students will know their responsibilities as individual group members.
d. Students will feel comfortable working in pairs or small groups.

Teacher

Goal: Teacher will clearly communicate to students what her or his standards are for successful completion of tasks.

Objectives

a. Teacher will give instructions clearly, and give feedback for all assignments.
b. Teacher will adjust the pace according to the needs of the students.
c. Teacher will create a comfortable and supportive classroom environment to help the tasks work productively and successfully.

Attitude

Goals:

1. Students will feel motivated to communicate in English during group and pair work.
2. Students will develop a positive attitude toward pair and small group work.

Objectives

a. Students will become more confident when communicating with classmates in English while doing group work.
b. Students will feel more comfortable to talk with peers in English through doing pair and small group activities in the classroom.

Skills
Goal:
1. Students will develop skills that enable them to work together.
2. Students will be able to carry out some simple conversations in group activities.
3. Students will be able to take responsibility for their work in groups.

Objective
a. Students will be able to initiate and sustain some simple conversations on tasks given by the instructor.
b. Students will be able to use appropriate sentence to display and share their ideas in group activities.
c. Students will be able to perform their roles effectively in group activities.
d. Students will be able to comprehend messages and short conversations when listening to peers.

Knowledge

Goal:
1. Students will use appropriate vocabulary and sentences to exchange ideas and discuss questions in groups.
2. Students will be able to understand what group work is and the basic elements that make it work.

Objectives:

a. Students will be able to work successfully and effectively with their classmates in groups.
b. Students will be able to understand their roles and the teacher’s role in group work.
c. Students will know how to fulfill their roles in group work.
CHAPTER 5 Sample Activities

For my sample activities, I chose six topics based on the textbook and popular topics: travelling, food, holiday, friendship, protecting our environment, and the generation gap. For each topic, activities have been categorized by the group size; either pair or small group. In addition, I present sample icebreaker activities, which are effective toward creating a comfortable, communicative environment. Sample lesson plans using these activities are available in Appendix E.

The following activities are suitable for EFL teachers who want to use pair and small group activities in class. These activities are adaptable according to teaching situations and learners’ language proficiencies. To make sure that teachers in China can use these activities more effectively, I include some suggestions provided that should help.

Suggestions for Making Group Work More Effective

Before implementing small group and pair work in English classrooms in China, there are some aspects that the teachers should pay careful attention to:

a. Set up group norms at the beginning of the course. The group norms need to be discussed and willingly accepted.

b. Provide students with a written introduction to you, your beliefs, and how you foresee the class operating; especially let them know things that might be different from what they are accustomed.

c. Demonstrate the activities that you will use in the class.

d. Promote inter-member relationships; teachers can use icebreakers to help students get to know each other.
Icebreakers

Activity One

Title: Two-Minute Mixer

Aims: To get to know each person in class, to improve students’ relationships with each other, and to help everyone relax

Resources: A clock or watch, a whistle or some other noisemaker

Procedure:

1. Ask students to stand up.

2. Pair up students. The pairs chat for two minutes with each other about whatever interests them.

3. When the two minutes are up, the teacher will blow the whistle, or make some other sound loud enough for everyone to hear. When the students hear the signal, everyone is to find a new partner and chat for next two minutes.

4. After the mixer, ask each student to give his or her name, and share something interesting they heard from someone else during the mixer.

Options:

The chat time does not have to be two minutes, it could be changed depending on the size of group and the class time.

Source: Adapted from http://adulted.about.com/od/icebreakers/qt/2minutemixer.htm


Activity Two

Title: Two Truths and a Lie
Aim: To get to know each other in class, improve students’ relationships with each other, and to reduce anxiety.

Procedure:

1. Divide the class into groups of three or four (depending on the number of students).

2. Each member in the groups should come up with two truths about themselves and one lie. After the student shares the three things with the other members in the group, they have to guess what the lie is. For example, one group member could say, “I have been to the United States, I don’t like to eat ice cream, and I have two older brothers.” The other members guess which of the three is not true. Then, when everyone has made their choice, the person reveals the lie, “The lie is ‘I don’t like to eat ice cream.’ ”

3. When all the group members have finished, each group member should use the information they have received to introduce one group member to the whole class.

Source: Adapted from http://lds.about.com/library/bl/games/bltwo_truths_lie.htm

**Topic One: Travelling**

**Pair Work**

Title: Flip It

Aims: To increase student-student interaction in the target language, describe pictures, and share information

Resources: Pictures of travelling problems

Procedure:
1. Put students in pairs, each pair has a picture (see Appendix D) of one or more people. In these pictures, all of the people are having travelling troubles (the key vocabulary for describing the pictures should be taught before this activity).

2. One partner begins a description of the picture, including going beyond what can be seen to hypothesize about the people in the picture.

3. The teacher says “Flip It!” and the other partner continues the description. This step repeats several times.

4. Students are randomly selected to share their pair’s description with the class.

Sources: Adapted from Cooperative Learning and Second Language Teaching (McCafferty, Jacobs & Iddings, 2006). Pictures are adapted from:


Small Group Work

Activity One

Title: Let’s Visit New York Together!

Aims: To scan for information, make suggestions and recommendations, and reach an agreement

Resources: Leaflets or brochures advertising interesting places in a big city, maps of the city

Procedure:

1. Divide the class into groups of four. Distribute the four leaflets and maps to each group. Ask students to skim through the leaflets and find the places advertised in them on the map. (see Appendix D for example)
2. In the meantime, write on the chalkboard examples that illustrate gambits for suggestion, as well as accepting and rejecting suggestions. Add examples here from your maps and brochures such as, “I’d like to go to the Museum of Modern Art”, “Why don’t we go to the Guggenheim?” “Well, I’d prefer an outdoor location”, and “Well, let’s check out Central Park”. If necessary, explain these examples to the students, and encourage them to use these gambits in the next part of the activity.

3. Ask students to discuss in groups which places they would like to visit. Tell them that they do not have enough time to visit all of them. Each group should agree on only two places.

4. Ask each group to present their choices to the rest of the class. Encourage students to use information from the leaflets to justify their choices.

5. Ask your students to write an account of their imaginary trip to the big city. You may set it as homework.

Source: Adapted from New Ways in Using Authentic Materials in the Classroom (Larimer & Schleicher, 1999).

**Activity Two**

**Title:** Vacation Decisions

**Aims:** To practice speaking skills by explaining a brochure to a small group, discuss the merits of different activities, and express opinions

**Resources:** Wide variety of vacation activity brochures

**Procedure:**
1. Collect enough different vacation activity brochures so that each class member can have one. Brochures with pictures are preferable. Some brochures describe activities, and others describe places (see samples in Appendix D).

2. Introduce the activity by encouraging students to look over the brochures, which you have placed somewhere in the room to allow easy access. Ask students to choose a brochure that they find interesting or visually appealing.

3. Hand out a copy of the worksheet (see Appendix D) to each student and ask everyone to skim the brochure to get a general idea of the activity or place. It is important to set a time limit (e.g., 2-5 minutes, depending on their level) so that students realize that a careful reading strategy will not be useful in this particular situation. Have students complete the questions in Section A of the worksheet.

4. Next, ask students to scan for important information and complete the questions in Section B. Again, it is important to set a time limit.

5. Students should now form groups of three or four, and take turns giving a short explanation of their activity. Model for the students how to use the brochure as a visual aid when explaining their activity.

6. When all the group members have finished, the group can discuss which activity seems to be the most/least interesting and why.

7. Finally, if time permits, you can ask students to give a short presentation to the class about the activity they find most interesting. The class could then vote on which activity to do, or place to visit, based on the strength or persuasiveness of each group presentation.

Caveats and options:
This activity can be adapted into a more cooperative and interactive learning task by forming the groups first and having each group choose one brochure from several you give them to look over.

Source: Adapted from *New Ways in Using Authentic Materials in the Classroom* (Larimer & Schleicher, 1999).

**Topic Two: Food**

**Pair Work**

Title: Ordering Food in a Restaurant

Aims: To learn how to look at menus, order food, and talk with waiters or customers.

Resources: menus, role cards

Procedure:

1. Provide the model conversation (see Appendix D) to Students. Introduce the directions and dominate the role-play with a volunteer student.

2. Put Students in pairs. Give a role card (see Appendix D), and two menus (see Appendix D) to each group.

3. One student plays as a waiter or waitress, the other student plays as a costumer. Each pair will start the conversation with the customer arriving and the waiter greeting and seating him or her. Then, Students continue their conversation according to their role card.

4. Students are randomly selected to share their role-play with the class.

**Small Group Work**

Title: Share Your Favorite Food
Aims: To talk about likes and dislikes, practice vocabulary related to food, and recognize order and sequence in discourse.

Resources: An overhead projector, and a transparency of your favorite recipe.

Procedure:

1. Ask the students to
   - Form pairs, think about their favorite food, and ask each other about their favorite food.
   - (Individually) write a list of the different types of their favorite food.

2. Ask students to form groups of four, and share the information that each of them has.

3. Model a favorite recipe on the overhead projector (see Appendix D). Go through the order and sequence.

4. Ask students if they have any questions; clarify vocabulary, measurements, order and sequence, and imperative forms of the verbs.

5. Set a follow-up activity (e.g., for homework or writing practice):
   - Write a list of possible substitutes to this recipe.
   - Write your favorite recipe (you could find a recipe online).
   - Copy the recipe onto a transparency for a lesson the following day:
     - Ask students to put up the transparency of their favorite recipe and go over it with the class.
     - Make sure the students are following the instructions and explanations.

Caveats and Options:
This activity may vary in time and shape according to what you would like to emphasize. For example, if you have time, you could ask each group to share their favorite recipes with the other groups. If you want to emphasize vocabulary, you could use work group activities for ingredients, measurements, and commands.

Source: Adapted from *New Ways in Using Authentic Materials in the Classroom* (Larimer & Schleicher, 1999).

**Topic Three: Holiday**

**Pair Work**

**Activity**

Title: Get to know the Thanksgiving Day

Aims: Recognize the food of Thanksgiving, review the vocabulary of Thanksgiving.

Resources: a paper with some pictures of Thanksgiving, a word puzzle

Procedure:

1. Put students in pairs. The teacher gives each pair a paper with pictures (see Appendix D) and a word puzzle (see Appendix D).

2. Ask students to do the following tasks:
   
   a. Fill the blanks under the pictures (students should figure out what are in the pictures, and write down the vocabulary).

   b. Find the words in the word puzzle (the detail direction is in the Appendix D).

3. The teacher shows the correct answer. Students should check how many words they have found.
**Small Group Work**

Title: Think and Share

Aims: know the similarities and differences between Thanksgiving Day and Chinese Spring Festival. Share stories with peers.

Recourses: a chart

Procedure:

1. Put students in group of four. Discuss the similarities and differences between Thanksgiving Day and Chinese Spring Festival. Write the answers in the chart (see Appendix D).

2. Tell your group members how did you or your family celebrity Chinese Spring Festival; or an interesting story happened in that day.

3. Students are randomly selected to share their story with the class.

**Topic Four: Friendship**

**Pair Work**

Title: Best Friend-Friend from Hell

Aims: Practice expressing opinions, reported speech.

Recourses: worksheet

Procedure:

1. Help students activate vocabulary by asking them for descriptive adjectives describing good friends and bad friends.

2. Distribute worksheet to students and ask them to put the descriptive adjectives/phrases into the two categories (Best Friend-Undesirable Friend).
3. Put students into pairs and ask them to give explanations for why they have chosen to put the various descriptions into one or the other of the categories.

4. Ask students to pay careful attention to what their partner says and take notes, as they will be expected to report back to a new partner.

5. Put students into new pairs and ask them to tell their new partner what their first partner has said.

6. As a class, ask students about any surprises or differences of opinion they encountered during the discussions.

7. Extend the lesson by a follow-up discussion on what makes a good friend.

Source: Adapted from: http://esl.about.com/od/conversationlessonplans/a/l_bwfriend.htm

Small Group Work

Title: Graffiti

Aims: Review the vocabulary about friendship. Practice to write complete sentences and response paragraph. Learn about effective group participation roles and how to use them in this section.

Procedure:

1. Divide the students into groups of four. Each group member assumes a role for the activity: reader, scribe, timer, or reporter. The reader reads the statements given by the members. The scribe writes down the group’s final paragraph. The timer keeps the group informed about time limits, and the reporter reads the final paragraph prepared by the group to the class.
2. For each group, students write an unfinished sentence about friendship, such as
   *The most interesting thing I did with my friends is ...; the things that I think my*
   *friends should never do ...; the things that I usually do with my friends...*

3. Each member of the group writes his or her own response to the unfinished
   statement. Members write nonstop for one minute about the statement on the chart
   paper.

4. When the minute is up, each chart is rotated to a new group, and the activity is
   repeated until all of the groups have responded to all of the statements.

5. When the final rotation is complete, each statement is returned to the group where
   it began. Each group review the responses they have received from other groups,
   and do the following tasks: 1) discuss the responses on their page, 2) pick the four
   they like the best, and 3) write a paragraph using the four responses they chose.

**Topic Five: Protecting Our Environment**

**Pair Work**

Title: Brainstorm for environment

Aims: review the vocabulary of environment, and share the knowledge of environment to
   each other.

Resources: chart (see Appendix D)

Procedures:

1. Put students in pairs and think of as many words or phrases as possible about
   environment problems. Such as: oil spills, cutting down the trees

2. Next, give a chart to each group. Students organize the words or phrases into the
   three categories in the chart.
3. Each group tells at least one word for each category in class.

**Small Group Work**

Title: Non-renewable energy sources

Aims: Get to know the issue of non-renewable energy sources will run out. Give suggestions for protecting environment.

Resources: handout, worksheet.

Procedures:

1. Divide the students into groups of 4. Give students handout #1 (see Appendix D) and worksheet #1. Explain the information is in quads. Total energy consumption for the world in 2003 was approximately 350 quads. Have the students calculate time left for each of the nonrenewable sources and to use the information to complete student worksheet #1.

2. Use the information on Handout #1 and the questions from study worksheet #1 as a basis for a group discussion as a follow up activity.

3. Ask one group member in each group to present his or her group’s answers and opinions in class.

Source: Adapted from:

http://www.dnrec.state.de.us/DNREC2000/Divisions/AWM/aqm/education/Contnt.htm

**Topic Six: The Generation Gap**

**Pair Work**

Title: Share Your Own Story

Aims: Practicing speaking skills by sharing story with partner.
Resources: none

Procedures:

1. Pair up students.
2. Students tell their own story about the generation gap to their partner, which happened between them and their parents.
3. Students write a short paragraph about their partner’s story (it could be the homework).

**Small Group Work**

Title: Role-Play

Aims: Learn how to discuss problems, and how to advise and reconcile in a conflict situation.

Resources: task card

Procedures:

1. Put students in groups of three. Assume the roles of a parent, son/daughter and a consultant.
2. Each group will get a task card (see Appendix D). The parent and child will discuss the problem based on the task card. The consultant will advise and reconcile the two parties.
3. Students are randomly selected to play their role-play with the class.

**Sample Lesson Plans**

Three sample lesson plans for three different topics are seen in the Appendix E.

They provide various activities and objectives.
CHAPTER 6 Conclusion

This project is a teaching portfolio in which various group activities have been developed and compiled according to different topics. It is designed to support prospective and in-service teachers in their use of small group and pair work activities in EFL university-level classes. In EFL situations in China, students do not have many opportunities to speak English outside of their classes, so EFL teachers should create an interactive environment in class as much as possible. Small group and pair work are effective strategies to increase students' interaction in class. However, as I mentioned in previous chapters, implementing this strategy in EFL classes in China faces some challenges, such as students' overreliance on the L1, cultural differences, and student behavioral issues.

In this project, I considered these challenges, and suggested some strategies for implementing small group and pair work in China. I designed this portfolio based on the consideration of challenges and strategies. The topics were chosen from a textbook and other resources, and all the activities were designed and adapted based on these topics. In addition, I included two icebreaker activities, which can help students get to know each other.

In the process of doing this project, I learned how to use and develop small group and pair work activities in EFL classes in China, how to deal with the challenges presented through their use, and how to let students work in groups effectively. However, because of time limitations, I was unable to discuss the issue of classroom management in depth, which is also important for implementing group work.
Although I have discussed some challenges, and strategies to overcome them, in this project, there are some aspects of implementing small group and pair work in China that deserve further discussion and attention. Furthermore, as teachers, we cannot find one particular strategy or technique that fits all students. Therefore, further research is needed to see how pair and small group activities operate in EFL Chinese university-level classrooms and where the students fit in with this strategy. I hope this portfolio offers support for those who are already disposed toward using small group and pair work in their language classrooms.
References


RELC Journal, 38(1), 87-103.

ELT Journal, 64 (1), 10-20.


APPENDICES

Appendix A:

Questionnaire for EFL teachers

You are invited to participate in a research study conducted by Leilei Zhou (leilei@uoregon.edu), a graduate student from the Language Teaching Specialization Program at the University of Oregon. You were selected as a possible participant in this study because you are an experienced English teacher, and also have a lot of experience of teaching Chinese students. The result of this email interview will be used for her terminal project. Your participation is voluntary. Any information you provide will be confidential and your name will not be used in the project. Your willingness to be interviewed will indicate that you give permission for Leilei Zhou to use information from the interview in her terminal project.

1. How long have you taught English?

2. What is your students' level of overall English proficiency (choose one)?
   a. Beginner  
   b. low intermediate  
   c. intermediate  
   d. High-intermediate  
   e. advanced

3. What is the main skill (grammar, reading, writing, listening, speaking, vocabulary) do you teach in your class?

4. Do you use CLT (communicative language teaching) approach in your class?

5. Did you attend any English teaching training program or class before? If yes, were you trained to use CLT in language class?
6. How do you provide opportunities for students to develop their communicative competence?

7. Have you used small group and pair work in your class?

8. Do you think small group and pair work are effective strategies in English class?
   If yes, then what are the benefits? If no, what are the disadvantages?

9. If you used small group and pair work before, then what is the most challenging thing do you think? If you never or rarely use small group and pair work, what are your reasons?

10. If you used small group and pair work, then what advice would you give to other English teachers who are using small group and pair work in China?
Appendix B:

Consent form for Language Instructors

You are invited to participate in a research study conducted by Leilei Zhou (leilei@uoregon.edu), a student from the Language Teaching Specialization Program at the University of Oregon. I hope to learn how to implement small group and pair work more effectively in language class for my master’s project. You were selected as a possible participant in this study because you are an experienced English teacher, and also you have a lot of experience of teaching Chinese students.

If you decide to participate, your participation will involve the following:

a) Interview.

b) Class observation

The interview and class observation may take some of your time. However, I cannot guarantee that you personally will receive any benefits from this research. With your permission, the interview portion of this study will be audio-recorded for transcription purposes.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Subject identities will be kept confidential by using numbers to identity the participants. Participants name will not be used in any data files or publications.

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with University of Oregon. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.
If you have any questions, please feel free to contact faculty advisers Trish Pashby (6-4302) or Kaori Idemaru (6-4007). If you have any questions regarding your rights as a research subject, contact the Office for Protection of Human Subjects, University of Oregon, Eugene, OR 97403, (541) 346-2510/ This office oversees the review of the research to protect your rights and is not involved with this study.

Your signature indicated that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation without penalty, that you have received a copy of this form, and that you are not waiving any legal claims, rights or remedies.

_______ I agree to the use of audio-recording of this interview.

_______ I do not wish for this interview to be audio-recorded.

Signature: ________________________ Date: ________________

Interview questions to ESL teachers in AEI

1. How long have you taught English?

2. What is your students’ level of overall English proficiency?

3. What is your main teaching approach, method or strategy in your class?
4. How do you provide opportunities for students to develop their communicative competence? (What activities do you use)

5. Have you used small group and pair work in your class?

6. Do you think small group and pair work are effective strategies in English class? If yes, then what are the benefits?

7. What is the most challenge thing do you think to implement small group and pair work in class?
   a. students use first language
   b. don't know what are students really doing when they work in pairs or groups.
   c. some students don't participate
   d. one group finishes before the others
   e. others

8. How do you deal with the challenge?

9. What is your advice to other teachers to make small group and pair work more effective?

10. From your teaching experience, what advice would you give to the English teachers who are using small group and pair work in China?
APPENDIX C:

Questionnaire for Chinese students at AEI

By filling out this questionnaire, you are taking part in research being conducted by Leilei Zhou (leilei@uoregon.edu), who is working on an MA in Linguistics, Language Teaching Specialization, at the University of Oregon. The purpose of this questionnaire is to collect information for designing a teaching portfolio to support EFL teachers in China to implement small group and pair work activities in class. Your participation is voluntary. Any information you provide will be confidential and your name will not be used.

Background information

1. 性别 Gender: 女性 F□  男性 M□

2. 您在中国学习英语多久了？ How long have you learned English in China?

3. 您在美国大学学习多久了？ How long have you studied in American university?

4. 您学习英语的目的是什么？ What is your purpose of learning English?
   □ 能和外国人沟通 communicating with foreigners
   □ 更好的工作机会 getting a good job in the future
   □ 到英语国家旅游 visiting an English speaking country
   □ 对外国文化和语言感兴趣 interested in foreign culture and language
   □ 其他原因 others ________________________________

______________________________________________________________________________

1. 您觉得您的英语能力水平是？
   What is your level of overall English abilities do you think?
   □ 初级 Beginner: understand easy daily conversation.
   □ 初中级 low intermediate: be able to handle successfully a limited number of
uncomplicated communicative tasks by creating with the language in straightforward social situations.

- Intermediate
- High Intermediate
- Advanced

2. Which English skill that you most need to acquire or improve? (choose 1)?
- Reading
- Writing
- Speaking
- Grammar
- Listening

3. Which skills do you think that your English teacher in China most focus on (choose 2)?
- Reading
- Writing
- Vocabulary
- Grammar
- Listening
- Speaking

4. How do you like to study?
- Study by yourself
- Study in pair
- Study in small group
- Other

5. Did your English teacher in China use pair and small group activities in class?
- Never
- Rarely
- Sometimes
- Always

6. Does your AEI teacher use pair and small group work activities in class?
- Never
- Rarely
- Sometimes
- Always

7. Do you think that small group and pair work activities have helped you to improve your communicative competence?
- Not helpful
- Some what helpful
- Very helpful
- Immensely helpful
8. Do you think pair and small group activities are useful? If yes, then what are benefits do you think for doing pair and small group activities in class?
   □ a. Giving more opportunities to practice speaking.
   □ b. Feeling more relax to talk with classmates in English.
   □ c. Feeling more confidence than speaking to whole class.
   □ d. Other ___________________________

9. Did you ever use your first language during the pair and small group activities, yes or no? Why?

10. From your experience of participating in small group and pair work activities, what advice would you give to your English teacher?
APPENDIX D:

Topic I. Travelling

Materials for Pair Work:

Materials for Small Group Work:

Let's Visit New York Together

Sample Map of New York City
Sample Advertisement

Take a trip to MoMA and discover why the world's best modern art museum is also one of New York's favorite destinations. Explore some of the 20th century's most astonishing paintings, sculpture, architecture, design objects, prints, books, photographs, videos, and films. Enjoy terrific dining and shopping.

The Museum of Modern Art
Just steps away from Fifth Avenue, Rockefeller Center, and Central Park. Open daily except Wednesdays.

MoMA
The Museum of Modern Art
11 West 53 Street, New York
212.708.9400 www.moma.org

Danuta M. Szwajner teaches linguistics at the University of Gdansk, Poland.

Source: adapted from New Ways in Using Authentic Materials in the Classroom (Larimer & Schleicher, 1999).
Activity Two: Vacation Decisions

Exploratorium Brochure Excerpt

Sample Work Sheet

Vacation Decisions

Directions: You will be given a brochure with information about a popular vacation place or activity. Please read the brochure quickly and answer the questions in Sections A and B below. Next, tell your group about the place or activity in your brochure and answer any questions they might have. Finally, discuss the questions in Section C with your group members.

Section A: Skimming
1. What is the name of the activity or place described in this brochure?
2. Briefly describe the activity or place. What is it like? What can you do there?

Section B: Scanning for important information
1. Where is it?
2. How much does it cost?
3. When can you go there?
4. Any other important information?

Section C: Questions for discussion
1. Which of the places discussed in your group would you most like to go to? Why?
2. Which of the places would you like to go to least? Why?

Source: adapted from New Ways in Using Authentic Materials in the Classroom (Larimer & Schleicher, 1999).
Topic 2. Food

Pair work activity

Modeling Dialogue

Waiter (W): Are you ready to order, sir?
Customer (C): Yes. I’ll have the French Onion Soup for starters.
W: One French Onion Soup. What would you like for the main course?
C: I’ll have the New York Sirloin Steak.
W: Would you like something to drink?
C: No, thanks.
W: Will that be all?
C: Yes.

Role Cards

<table>
<thead>
<tr>
<th>Customer (C)</th>
<th>Waiter/Waitress (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. You will order Onion Rings and Stuffed Chicken Breast.</td>
<td>W1. The onion rings were sold out, suggest your customer to order other appetizers.</td>
</tr>
<tr>
<td>C2. You will order a cup of wine and N.Y. Sirloin Steak. (you forgot to bring your I.D.)</td>
<td>W2. The customer didn’t bring his/her ID, so you cannot give him/her the wine.</td>
</tr>
<tr>
<td>C3. You will order a Greek salad and a Grilled Salmon.</td>
<td>W3. The salmon is sold out, suggest your customer to order others.</td>
</tr>
<tr>
<td>C4. You don’t know what you want to eat, you want some suggestions.</td>
<td>W4. Give your customer some suggestions to order food.</td>
</tr>
</tbody>
</table>
### Menu

#### Appetizers
- **Buffalo Wings**  
  Hot, spicy, blue cheese dressing, celery sticks  
  $6.95
- **Shrimp Cocktail**  
  Five large shrimp, cocktail sauce  
  $6.95
- **Onion Rings**  
  Homestyle rings, fried and deep-fried  
  $4.50
- **Potato Skins**  
  Bacon and cheddar cheese, scallions, house dip  
  $4.95

#### Soups
- **French Onion Soup**  
  Served in a crock with imported Swiss cheese  
  Bowl 3.95
- **Matzo Ball Soup**  
  A bowl of Grandma’s favorite  
  Bowl 3.95
- **Homemade Chicken Soup**  
  Hearty chicken, rice & carrots  
  Cup 2.75  
  Bowl 3.95
- **New England Clam Chowder**  
  Full of clams & potatoes  
  Cup 2.35  
  Bowl 4.50

#### Salads
- **Fresh Fruit**  
  $2.95
- **Greek Salad**  
  $5.95
- **Chef Julienne Salad**  
  $6.95
- **Greek Salad**  
  $6.95
- **Chick Salad**  
  $6.95
- **Cobb Salad**  
  $6.95
- **Oriental Chicken Salad**  
  $6.95

#### Sandwiches
- **Reuben**  
  $7.45
- **Monte Cristo**  
  $7.45
- **French Dip**  
  $7.45
- **Corned Beef on Rye**  
  $7.45
- **Roast Beef**  
  $6.95
- **Baked Ham**  
  $6.45
- **Ham & Cheese**  
  $7.95
- **Cheesesteak**  
  $7.95
- **Mushroom Burger**  
  $7.95
- **B.L.T.**  
  $6.95

Sandwiches are served with French Fries, Cole slaw and a pickle.

#### Chicken/Beef/BBO Entree
- **Stuffed Chicken Breast**  
  $7.50
- **Skewered Chicken**  
  $7.50
- **Chicken Parmigiana**  
  $7.50
- **N.Y. Sirloin Steak**  
  $7.95
- **Sirloin Tips**  
  $7.50
- **BBQ St. Louis Ribs**  
  Half rack of pork ribs  
  $7.50
- **BBQ Chicken**  
  Half chicken  
  $7.50

#### Seafood Entree
- **Fish & Chips**  
  $7.50
- **Seafood Casserole**  
  $8.95
- **Haddock**  
  $9.95
- **Salmon**  
  $8.95
- **Atlantic Scallops**  
  $9.95
- **Fried Scallops**  
  $9.95

Entrees served with your choice of French fries, potato pancake or rice pilaf and tossed salad or cole slaw.

#### Beverages
- **Coffee, Tea, Hot Chocolate, or Ice Tea/Coffee**  
  $1.50
- **Soda, Milk, Juice**  
  $1.25
- **Espresso**  
  $1.95
- **Cappuccino**  
  $2.50

#### Desserts
- **Fresh Fruit Tart**  
  $3.45
- **Chocolate Truffle**  
  $3.45
- **French Cheesecake**  
  $3.45
- **Apple Pie**  
  $3.95
- **Chocolate Mousse**  
  $3.95
- **Ice Cream or Sherbet**  
  $2.45

Selections from our pastry cart  
$3.45

- **Please refrain from Pearl/Clear Smoking, Thank You.**
- **We Reserve the Right to Seat our Patrons.**
- **Not Responsible for the loss or exchange of personal property.**
- **15% Gratuity added to Check for Parties of 10 or more.**

Small group activity

Sample Recipe

**Broccoli & Feta Omelet**

**Ingredients**
- Cooking spray
- 1 cup chopped broccoli
- 2 large eggs, beaten
- 2 tablespoons feta cheese, crumbled
- 1 1/2 teaspoons dried dill
- 2 slices rye bread, toasted

**Preparation**
2. Combine egg, feta, and dill in a small bowl. Add egg mixture to pan. Cook 3 to 4 minutes, flip omelet and cook 2 minutes or until cooked through.

Source: Retrieved from

http://find.myrecipes.com/recipes/recipefinder.dyn?action=displayRecipe&recipe_id=199

1656
Topic 3. Holiday

Pair work

Paper with pictures

Happy Thanksgiving!

Word Puzzle

Thanksgiving Day Word Find

Direction: The vocabulary words for the Word Search Puzzle are listed alphabetically. There are 23 words of “Thanksgiving Day” in the list. They are: blessing, celebration, colony, cornucopia, dressing, feast, giblet, gobble, grandmother, harvest, Indian, maize, Mayflower, November, observation, pilgrim, Plymouth, pumpkin, stuffing, Thanksgiving, turkey, Wampanoag. Vocabulary words can use common letters. Words can go in horizontally, vertically or diagonally, and forward or backward.

Small group work

<table>
<thead>
<tr>
<th>Thanksgiving Day</th>
<th>Chinese Spring Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Topic 4. Friendship**

Pair work

Sample Worksheet

*Direction:* Put the descriptive adjectives/phrases into the two categories (Best Friend- Undesirable Friend)

<table>
<thead>
<tr>
<th>Best Friend</th>
<th>Undesirable Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Topic 5. Protecting Our Environment**

Pair work activity

Chart

<table>
<thead>
<tr>
<th>Air pollution</th>
<th>Reasons cause air pollution</th>
<th>Ways to solve air pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Eg. Global warming</em></td>
<td><em>Eg. Cutting down the trees</em></td>
<td><em>Eg. Planting trees</em></td>
</tr>
</tbody>
</table>
Small group activity

<table>
<thead>
<tr>
<th>ENERGY SOURCE</th>
<th>ESTIMATED AMOUNT REMAINING AT PRESENT RATES OF CONSUMPTION * (QUADS)</th>
<th>ANNUAL AMOUNTS USED (QUADS)</th>
<th>TIME LEFT (YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum</td>
<td>9145.5 (World) 430.0 (U.S.)</td>
<td>136.5 (World) 17.20 (U.S.)</td>
<td></td>
</tr>
<tr>
<td>Natural Gas</td>
<td>9470.0 (World) 577.59 (U.S.)</td>
<td>77.0 (World) 19.25 (U.S.)</td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td>20930.0</td>
<td>91.0</td>
<td></td>
</tr>
<tr>
<td>Uranium</td>
<td>630.0 (World) 60.0 (U.S.)</td>
<td>21.0 (World) 2.0 (U.S.)</td>
<td></td>
</tr>
</tbody>
</table>

* Quad is a quadrillion BTUs

**Source:** US Department of Energy
Directions: Use information from Handout 1 to answer the questions below. Most questions have no single right answer. You may wish to select a group recorder to write out your best answers and report them to the entire class.

1. How old will you be when the oil is gone? ____________________________

2. How will your life change when the world reaches the end of its oil supply? ____________________________

3. What will happen to the rates of consumption of the remaining fuels when one runs out? ____________________________

4. What would happen if suddenly all people on Earth had the lifestyle of Americans? ____________________________

5. What can be done to extend the time for non-renewables? ____________________________

6. What will happen if the population increases? ____________________________

7. What will replace oil and the other non-renewables in doing the world's work? ____________________________

8. What needs to be done to speed the replacement of non-renewables with renewables? ____________________________

Source: Retrieved from

http://www.dnrec.state.de.us/DNREC2000/Divisions/AWM/aqm/education/Contnt.htm
Topic 6. The Generation Gap

Small group work

Task cards

| Group 1: The Child: You will go to your friend’s party tonight, and you want come back home after midnight. |
| The Parents: You do not agree that you child come back home late. He or she has to come back home before 10pm. |
| The consultant: You should help the parents and their child to figure out this problem. Providing some suggestions or solutions. |

| Group 2: The Child: You will enter the college. You want go to the college which is far away from home. |
| The Parents: You want your child to enter the college which is near from home. |
| The consultant: You should help the parents and their child to figure out this problem. Providing some suggestions or solutions. |

| Group 3: The Child: You spent too much money to buy brand clothes, shoes, and other stuff. |
| The Parents: You are angry about that your child spent too much money, and you gonna curtail your child’s allowance. |
| The consultant: You should help the parents and their child to figure out this problem. Providing some suggestions or solutions. |

| Group 4: The Child: You want to choose biology as your major in college. |
| The Parents: You want your child to choose business as his or her major. |
| The consultant: You should help the parents and their child to figure out this problem. Providing some suggestions or solutions. |
APPENDIX E:

Sample Lesson Plan One

**Topic: Travelling**

<table>
<thead>
<tr>
<th>Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will use and improve the communicative competence through doing group activities.</td>
<td></td>
</tr>
<tr>
<td>• Students will be able to describe the picture and hypothesize a story for the picture.</td>
<td></td>
</tr>
<tr>
<td>• Students will be able to make suggestions according to the travel information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures</td>
<td>T starts the class by giving Ss pictures to describing the pictures.</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>1. Put Ss in pairs, each pair has a picture of one or more people. T gives the introduction of the activity, and makes sure everyone understand it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. One partner begins a description of the picture, including going beyond what can be seen to hypothesize about the people in the picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. T says “Flip It!” and the other partner continues the description. This procedure repeats several times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Ss are randomly selected to share their pair’s description with the class.</td>
<td></td>
</tr>
<tr>
<td>Leaflets or brochures advertising interesting places in a big city, maps of</td>
<td>1. Divide the class into groups of four. Distribute the leaflets and maps (see Appendix D). Ask Ss to skim through the leaflets and find the places advertised in them on the map.</td>
<td>30 mins</td>
</tr>
<tr>
<td></td>
<td>2. In the meantime, write on the chalkboard gambit examples that illustrate suggestion as well as accepting and rejecting suggestions. Add examples here from your</td>
<td></td>
</tr>
<tr>
<td>Maps and brochures such as, “I'd like to go to the Museum of Modern Art”, “Why don't we go to the Guggenheim?” “Well, I'd prefer an outdoor location”. “Well, let's check out Central Park”. If necessary, explain these to them. Encourage Ss to use them in the next part of the activity.</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>3. Ask Ss to discuss in groups which places they would like to visit. Tell them that they do not have enough time to visit all of them. Each group should agree on only four places and put them in the order in which they want to see them, based on their location on the map.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ask each group to present their choices to the rest of the class. Encourage Ss to use information from the leaflets to justify their choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to write an account of their imaginary trip to the big city. T may set it as a homework.</td>
<td>5 mins</td>
<td></td>
</tr>
</tbody>
</table>
Sample Lesson Plan Two

Topic: Food

<table>
<thead>
<tr>
<th>Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will use and improve communicative competence through doing group activities.</td>
<td></td>
</tr>
<tr>
<td>• Students will review the vocabulary of food</td>
<td></td>
</tr>
<tr>
<td>• Students will be able to describe their favorite food</td>
<td></td>
</tr>
<tr>
<td>• Students will be able to order food at a restaurant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask Ss to come up some words of food. T writes the words in category, such as drink, dessert, and main dish on blackboard.</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Ask Ss to think about their favorite food, and the reasons why they like it. Then form pairs (with neighbor) and ask each other about their favorite food and the reasons.</td>
<td>10 mins</td>
</tr>
<tr>
<td>Role card, menus</td>
<td>1. Provide the model conversation to Ss. Introduce the directions and dominates the role-play with a volunteer student.</td>
<td>35 mins</td>
</tr>
<tr>
<td></td>
<td>2. Put Ss in pairs. Give a role card, and two menus (see Appendix D) to each group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. One student plays as a waiter or waitress, the other student plays as a costumer. Each pair will start the conversation with the customer arriving and the waiter</td>
<td></td>
</tr>
</tbody>
</table>
greeting and seating him or her. Then, Students continue their conversation according to their role card.

4. Ss are randomly selected to share their role-play with the class.
Sample Lesson Plan Three

**Topic: Protecting Our Environment**

**Objectives**
- Students will use and improve communicative competence through doing group activities.
- Students will be able to find important information through listening.
- Students will know more vocabulary about environment.
- Students will be able to discuss questions, which are given by the teacher, with their peers.
- Students will be able to present their ideas or opinions in group.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape</td>
<td>1. Listen to the song from the textbook twice, and then think about the questions in the textbook.</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>2. Put Ss in groups of four to discuss the questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Ss are randomly selected to tell other classmates about their answers.</td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td>1. Put students in pairs and think of as many words or phrases as possible about environment problems. Such as: oil spills, cutting down the trees</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>2. Next, give a chart to each group. Students organize the words or phrases into the three categories in the chart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Each group tells at least one word for each category in class.</td>
<td></td>
</tr>
<tr>
<td>Handout,</td>
<td>1. Divide the students into groups of four. Give students handout #1(see Appendix D) and student worksheet #1</td>
<td>30 mins</td>
</tr>
<tr>
<td>worksheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(see Appendix D). Explain the information is in quads.

Total energy consumption for the world in 2003 was approximately 350 quads. Have the students calculate time left for each of the nonrenewable sources and to use the information to complete worksheet #1.

2. Use the information on Handout #1 and the questions from study worksheet #1 as a basis for a group discussion as a follow up activity.

3. Ask one group member in each group to present his or her group’s answers and opinions in class.