

The Power of a Web 2.0 Community of Pronunciation Learners

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Students of pronunciation and listening burst past classroom borders classroom by sharing their voices online in Voxopop, a free online discussion site. www.voxopop.com

Requirements: Computer with Internet access, microphone and speakers.

Advantages: 1) All web-based; no recording software required, 2) Easy to use, 3) In-class and at home, 4) Audience of many, not just teacher, 5) Learn from peers, 6) Build learning community, 7) Increase learner confidence, 8) No tapes or file downloads for teachers to grade, 8) Accessible from anywhere.

Let's examine the pedagogy of sample lessons, hear students' recordings, see follow-up activities, and try using the tool.

Voxopop talkgroups let you discuss your interests with people from all over the world *using your voice*. Find talkgroups to join, or start your own for your language class.

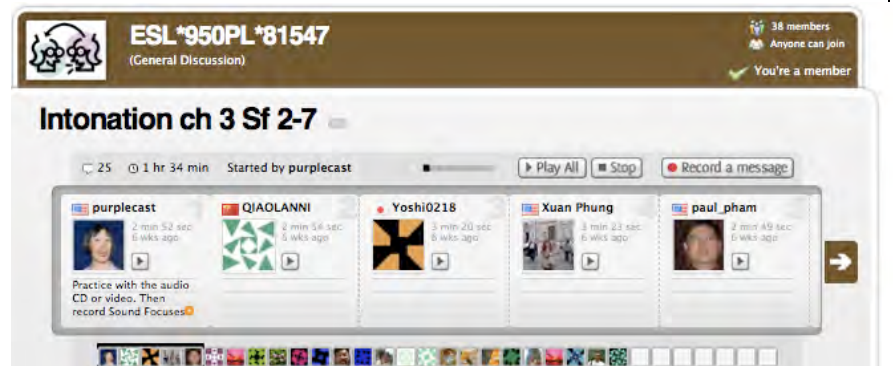
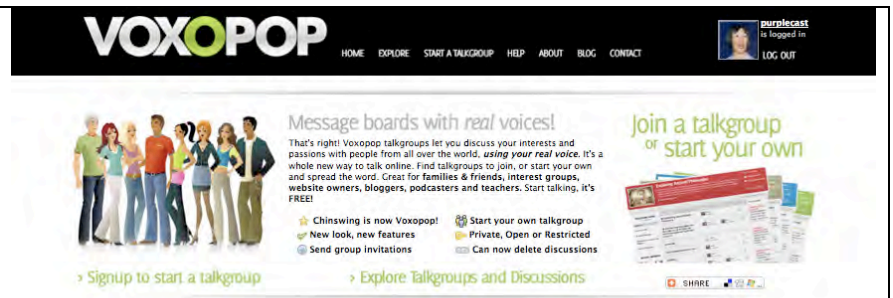
Start a talkgroup. Here's my Pronunciation & Listening class group, named it ESL*950PL*81547. Invite students to join, show how to create a username & select an image.

Click RECORD A NEW DISCUSSION, i.e., thread/topic. Record assignment instructions and/or a model. Provide written instructions also. All members of the talkgroup can hear each others' recordings.

: **Introductions**. See p. 2 for lesson plan.

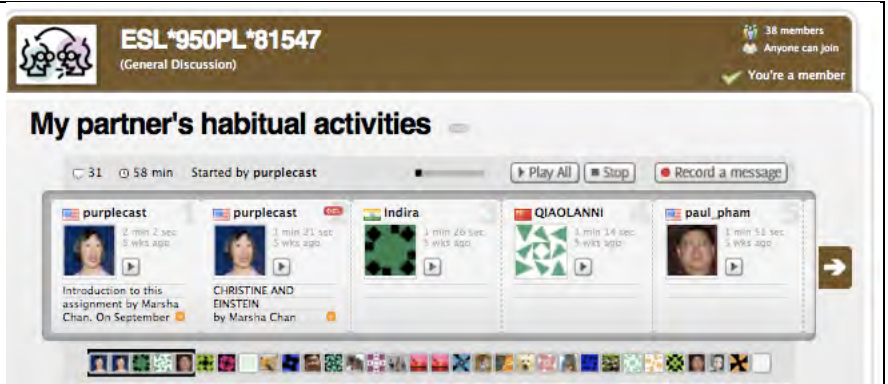
: **Intonation ch 3 Sf 2-7**
After studying Chapter 3 with the class course materials (text, CD, and DVD) *, students recorded Sound Focuses 2-7, Intonation: Rising & Falling, Statement, Yes/No Question, Wh- Question, Choice Question, Listing; Phrase Reductions. I listened to and graded their recordings.

*Chan, Marsha. *Phrase by Phrase Pronunciation in American English*. Sunnyvale: Sunburst Media 2009.



My partner's habitual activities

After studying Chapters 1–3 (Ch 2 focuses on word stress, the sibilants /s/ and /z/, and the -s endings /s/, /z/, and /iz/ endings), and recording the story from the text using software in the lab, students followed the steps below and recorded an oral composition introducing their partners.



Introductions LESSON PLAN

1. Use the template to prepare a brief self-introduction.
2. In pairs, introduce yourself to one partner after another, in succession (e.g., fluency lines) or to small groups (5-8) in a circle.
3. Record your introduction in Voxopop.
 - a. In the DISCUSSION TITLE column, click INTRODUCTIONS.
 - b. To hear the other recordings first, click PLAY ALL or select a speaker and play individual messages.
 - c. Click RECORD A MESSAGE and record your introduction.
 - i. Use the template.
 - ii. Click the red RECORD BUTTON. Speak loudly and clearly into your microphone.
 - iii. Click STOP.
 - iv. Click the PLAY button to listen to your recording.
 - v. If you don't like it, click CANCEL, and re-record your message.
 - vi. Click SAVE to upload the recording.

[Greeting] My name is ____ (first name) ____ (last name).
 My first name is spelled _____.
 My last name is spelled _____.
 I'm going to tell you two facts about myself.

Follow-up Activities to build a sense of community and develop listening comprehension

4. Listen to all of the recordings. Take notes on a form. Write down each speaker's first and last name and two facts.
5. Classmate quiz: Who rides a motorcycle? Who has a 2-year-old daughter? Who comes from Vietnam and lived in France?

Partner's Habitual Activities LESSON PLAN

Purposes:

- To learn about a classmate's habitual activities
- To practice different intonation patterns
- To select and summarize information and compose an oral composition
- To practice pronouncing /s/, /z/, and /iz/ endings for present tense action verbs, plural nouns, & possessive nouns.
- To listen to stories using /s/, /z/, and /iz/ endings

In-class preparation

1. Brainstorm interview questions.
2. Review /s/, /z/, and /iz/ endings (Ch 2).
3. Practice conversational intonation patterns (Ch 3).
4. Interview a classmate face to face.

Homework

5. Summarize information; compose story.
6. Rehearse/edit your composition.

Homework or In-class (lab)

7. Record presentation on Voxopop.

Follow-up Activities

8. Listen to recordings of one speaker before you and one after you. Write each speaker's name, topic, and instances of verbs and nouns with /s/, /z/, /iz/ endings.
9. Present your partner live to whole class or group.
10. Listening Dictation (HW): Listen to the teacher's model "Christine and Einstein" and write it in its entirety. Check it in class.
11. Listening Analysis (HW): Given the text of the teacher's model story, mark specified pronunciation elements (e.g., /s/ and /z/ sounds in initial, medial and final positions; /s/, /z/, /iz/ endings)
12. BONUS: Watch Marsha's video of this story "Christine and Einstein" on YouTube <http://www.youtube.com/watch?v=XbK9bJhIR0k>
13. Practice with the model audio and/or video and record the story