



Students develop their speaking, pronunciation and listening skills by sharing their voices in Voxopop, a free online discussion site. Join Marsha Chan, leading ESL instructor, author and communications expert, as she demonstrates teaching and learning oral skills in a global online community. She'll share student's recordings, pedagogy, lesson plans, process, follow-up activities, and lead participants in using the tool. www.voxopop.com

Requirements: Any 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.

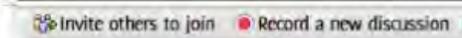
Agenda:

1. Examine the pedagogy of 3 sample lessons, hear students' recordings, see follow-up activities
2. Try using the tool.

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

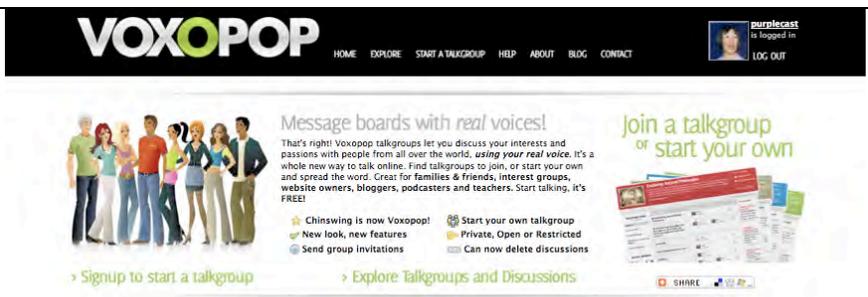
Start a talkgroup. Here's a Pronunciation & Listening class, named course & section #.

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.

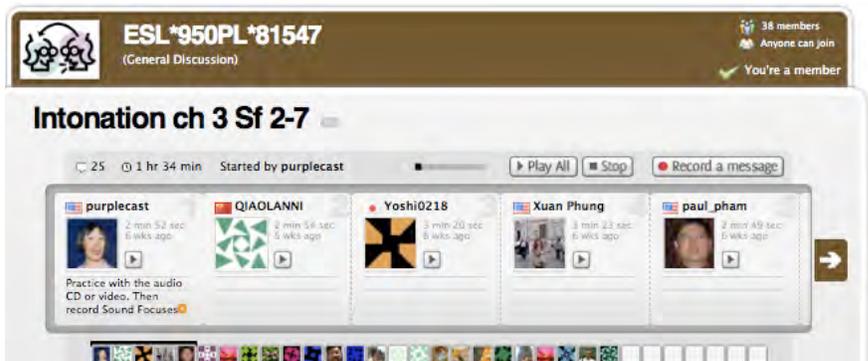
Example 1: Introductions (any class). See p. 2 for lesson plan.



Example 2: Intonation (pronunciation class)

After studying Phrase by Phrase Pronunciation Chapter 3 with the class course materials (text, CD, and DVD) *, students recorded phrases and sentences in 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.



Example 3: 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.



Example 1: 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?

Example 3: 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=XbK9bjhlR0k>
13. Practice with the model audio and/or video and record the story

Interviewing a classmate about habitual activities

Purposes:

- To learn about a classmate's regular habitual activities.
 - To practice different intonation patterns.
 - To select and summarize information about your partner's regular habitual activities.
To practice /s/, /z/, and /iz/ endings for present tense action verbs, plural nouns, and possessive nouns.
1. Brainstorm interview questions.
 - a. Topics
 - b. Adverbs of frequency*
 - c. Vocabulary
 - d. Questions that generate required information (habitual activities).
 2. Practice the sound focuses from Chapter 3.
 - a. Statement intonation
 - b. Yes/No Question intonation
 - c. WH- Question intonation
 - d. Choice Question intonation
 - e. Listing intonation (several items)
 - f. Reductions *hafta, *hasta, *wanna, *whaddaya, *kin
 3. Interview a classmate face to face.
 - a. Ask questions.
 - b. Pay attention to your volume, pronunciation and intonation. (See #2.)
 - c. Take notes of your partner's answers.
 4. Compose a summary of information.
 - a. Select information from your interview. Try to find a theme.
 - b. Use many /s/, /z/, and /iz/ endings for present tense action verbs, plural nouns, and possessive nouns.
 - c. Use at least one list of items (3 or more verb phrases, noun phrases, prepositional phrases, etc.)
 - d. Use a few adverbs of frequency as appropriate.
 - e. Check the accuracy of the information with your partners. (Contact your partner using Angel Mail and suggest a time for a telephone call.)
 - f. Edit the content, organization, sentence structure, grammar, and word choice.
 5. Rehearse/edit the introduction of your partner.
 - a. Record the speech at home.
 - b. Listen, revise and re-record it as many times as necessary to become fluent.
 - c. Stay within the time limit of 1:15-1:30 min:sec.
 6. Record an introduction of your partner in the Voxopop "My Classmate" Discussion.
 - a. Record, Stop, Play.
 - b. If you are satisfied with your recording, click Save Message.
 - c. If you are not satisfied, click Cancel. Re-record.
 7. Present your classmate and summary to the class.
 - a. Stand in front of the class with your partner.
 - b. Take turns introducing each other to the class, without reading.

* always, almost always, usually, frequently, often, regularly, sometimes, occasionally, seldom, rarely, hardly ever, never.

Analysis of 3 classmates' oral compositions for Phrase by Phrase Chapter 2

Your recording at Voxopop = #__. Listen to the three students after you.

#__ Username: _____ Real name _____ Date _____ Time _____ Topic _____

Write 3-4 key ideas in his/her story. _____

Underline: Very interesting Interesting Not very interesting Very boring

Very easy to understand / Understandable with effort / A bit difficult to understand / Very difficult to understand

Words with /s/ endings _____

Words with /z/ endings _____

Words with /iz/ endings _____

#__ Username: _____ Real name _____ Date _____ Time _____ Topic _____

Write 3-4 key ideas in his/her story. _____

Underline: Very interesting Interesting Not very interesting Very boring

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