

Using iPhones for Listening and Speaking

Presented by Marsha Chan, Mission College and Sunburst Media

Six Ten ways to use mobile phones for immediate and extended aural-oral practice with sound and camera functions and free apps.

1. Play publisher's CD tracks on phone for listening-speaking practice.
 - a. Insert CD in computer.
 - b. Using iTunes¹ or other player, import "songs"–language audio tracks–into iTunes library.
 - c. Optional: Create a playlist and drag desired audio tracks into it.
 - d. Sync iPhone to this iTunes library; audio tracks are now on iPhone.
 - e. Play audio
 - i. from iPhone speaker
 - ii. through earphones (individual)
 - iii. through external speakers, with cable in headphone jack
 - iv. through room speakers of multimedia classroom, with cable in headphone jack
 - f. All of the above work on an iPod/mp3 player/iPad/ iPhone/Android phone
2. Play teacher's recordings to phone for L-S practice.
 - a. Teacher records audio using Audacity², GarageBand³, or other software.
 - b. Save the file as an mp3.
 - c. Import your recorded file into iTunes.
 - d. Sync iPhone to iTunes. (See 1c-1f.)
3. Play language podcasts for L-S practice.
 - a. Access iTunes Store
4. Record dialogs, speech rehearsals in class for rehearsal, editing, performance.
 - a. Have students record their voices (alone, with partners) during practice sessions.
 - b. Audio students' performances.
 - i. Free Apps: Audio memos, Voice memos, Audioboo, iTalk
 - ii. Paid Apps: These and many others. Check iTunes store.
5. Record message in teacher's campus or business voicemail box for speaking practice/assessment.
 - a. Create a detailed step-by-step instruction sheet for the voicemail system you want your students to use.
 - b. Optional: Have students record a test message (ungraded recording).
 - c. Create a speaking assignment appropriate to the students' level and course objectives; inform students how it'll be graded. Tell them the phone number and window of time to call and leave a message.
 - d. Advantages
 - i. Students don't need to learn software to record voice (as on computer)
 - ii. Students can be directed to call when teacher's not in the office to pick up phone.
 - iii. Caller can listen to recording, delete and re-record.
 - iv. 2-minute limit
 - v. Messages can be accessed from campus or off-campus phone
 - e. Caveats
 - i. If voice mail box has message limit, must listen, grade, and delete messages before the limit is reached.
 - ii. Not suitable for assignments longer than 2 minutes.
6. Record message in teacher's Google Voice⁴ or other Internet-based voicemail box.

¹ iTunes for Mac, PC <http://www.apple.com/itunes/>

² Audacity for Mac, PC, GNU/Linux and other OS <http://audacity.sourceforge.net/>

³ GarageBand for Mac <http://www.apple.com/ilife/garageband/>

⁴ Google Voice features <http://www.google.com/googlevoice/about.html>

- a. Create a speaking assignment appropriate to the students' level and course objectives; inform students how it'll be graded. Tell them the phone number and window of time to call and leave a message.
 - b. Advantages
 - i. No special dialing instructions required.
 - ii. Unlimited message length.
 - iii. Unlimited number of messages.
 - iv. Messages can be accessed from any device with Internet connection.
 - v. Google Voice attempts to transcribe the message⁵.
 - vi. Google Voice can be set to send messages to your mobile phone.
 - vii. The transcriptions can be displayed and the voice recordings can be played for students in classroom with an Internet-connected device and data projector.
 - c. Caveats
 - i. Lower quality than college voice mail system.
 - ii. Caller cannot listen to recording, delete and re-record.
 - iii. Unlimited message length—students might record more than you want to hear!
7. Record video of teacher's lessons.
- a. Post to web for review, practice, and flip teaching.
 - b. Password-protected learning management system (e.g., AngelLearning)
 - c. Youtube or similar video hosting platform
 - i. Privacy settings: Public, Unlisted, Private
 - ii. Pronunciation Doctor's Channel on Youtube has > 1000 public videos arranged in 20 playlists. <http://www.youtube.com/pronunciationdoctor>
 - d. Blogs
 - i. Marsha Chan's Professional Development Blog <http://marshaprofdev.blogspot.com/>
8. Record video of student presentations and role-plays
- a. Show in class, give to students, and/or post to web for self-evaluation, evaluation of peers.
 - b. Password-protected learning management system (e.g., AngelLearning)
 - c. Youtube or similar video hosting platform
 - i. Privacy settings: Public, Unlisted, Private
 - ii. Pronunciation Doctor's Channel on Youtube has 6 playlists for students' videos <http://www.youtube.com/pronunciationdoctor>
 - d. Blogs
 - i. ESL 950PL Pronunciation and Listening <http://www.esl950mc.blogspot.com/>
 - ii. ESL 940LS Listening and Speaking <http://esl940mc.blogspot.com/>
 - iii. ESL 930LS Listening and Speaking <http://esl930mc.blogspot.com/>
 - iv. ESL 920 Beginning English <http://esl920mc.blogspot.com/>
9. Use Anytune to slow down speech on recorded sound files loaded onto iPhone/iPad/iPod Touch.
- a. Music practice app for singers, dancers and musicians of all kinds.
 - b. Price: Free, 1.99, 3.99, 4.99 versions.
 - c. Import "songs"—language audio tracks—from iTunes library.
 - d. Visualize audio track, find part you want to practice.
 - e. Practice at own pace by adjusting tempo
 - f. Mark and loop song sections for repeated practice of selected phrases
 - g. Use Step-It-Up Interval Trainer to increase tempo and develop fluency.
10. Use biNu to turn a feature phone into a smart phone.
- a. biNu is an app platform that runs on a wide range of mass-market mobile phones, providing super-fast and affordable access to web-based apps and popular Internet services.
 - b. <http://www.binu.com/>, m.binu.com

⁵ Quality of Google Voice transcripts varies depending on caller, background noise, and whether caller is using microphone.

Sample assignments

Voice Mail Assignment #1

Due date _____ Call (____)_____M-F after 8pm or any time Sat-Sun.
Hello, Ms. Chan. My name is _____ (say your name slowly and clearly.) My first name is spelled _____ . My last name is spelled _____. I'm a student in your ESL 930LS class. My telephone number is _____. At home, I speak _____ (what language?) I'm taking your class because I want to improve my listening and pronunciation skills in English. If I study hard and practice using English often, I know I will learn a lot. _____
(Add your own sentence.) Good-bye. I'll see you in class on _____ (what day?)

In-class speaking assignment

With a partner, record the dialog. Play the recording and check your pronunciation, stress, and intonation.

1. A: Is San Francisco in the east or the west?
B: It's in the west, on the Pacific Ocean
2. A: How high is Mount McKinley in Alaska?
B: Very high. It reaches 20,320 feet above sea level.
3. A: Is Sunnyvale in northern or southern California?
B: Sunnyvale's in northern California. It's not far from San José.

Voice Mail Assignment for a low intermediate academic listening-speaking class

Due date _____ Call (____)_____M-F after 8pm or any time Sat-Sun.
Hello, Ms. Chan. My name is _____ (say your name slowly and clearly.) I'm a student in your ESL 940LS class. I'm going to record the academic vocabulary and two dialogs from College Oral Communication, Chapter 2 Nutrition and Human Health.

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|---------------|--------------|-----------------|
| 1. assume | 6. maintain | 11. significant |
| 2. consume | 7. major | 12. source |
| 3. energy | 8. period | 13. structure |
| 4. evident | 9. principle | 14. tissue |
| 5. individual | 10. promote | |

15. A. How many children attend the physical exercise class on Mondays?
B. Fifteen boys and forty girls.
16. A. How much sugar is there in those peanuts?
B. These peanuts? These peanuts contain 2 grams of sugar.

Thank you for listening. I'm _____ (name). I'll see you in class on _____ (what day?)

Voice Mail Assignment for an advanced accent modification class

Due date _____ Call (____)_____M-F after 8pm or any time Sat-Sun.
Start your recording with an appropriate greeting, identification of who you are, and an introduction to your message. Tell the story " Why I Work" from Phrase by Phrase Chapter 9. At the end of the passage about Wei Wang, add a few additional sentences reflecting on why **you** work (or don't work, or want to work). As you record your voice, pay attention to syllables, stress, phrasing, rhythm, intonation and linking. Lengthen content words and compress function words. Place greater stress on the key word in each phrase. Also implement what we've practiced about other sound focuses. End your message with an appropriate closing

CATESOL Participants assignment

With a partner, call 1-408-800-8314. Record a 30-second message, such as...

A: Hello, my name is _____. I teach (____) at _____.

B: Hi, _____. I'm _____. I teach (____)at _____.

A: Did you learn anything today that you want to try using in listening and speaking classes?

B: _____

How about you? Do you have an action plan based on something interesting or useful from this session?

A: _____

B: Well, it's time to get back to our seats and see our recordings!