

Building an effective learning environment in a course in English phonetics

klodzikowski@wa.amu.edu.pl
gaperlinski@wa.amu.edu.pl

Faculty of English
Adam Mickiewicz University in Poznań

Accents 2013

Outline

1. Background and problem
2. Our solution
 - 4 aspects + examples of effective learning environments
 - a model class
3. Future directions

Background

- 3-year BA programme in English studies
- 1-year compulsory Phon&Phon
- 30 x 90 min classes (+ lecture)
- practical aim
- extensive curriculum

problem

How to engage students?

Our solution

Moodle & Google Drive-based
effective b-learning environment, focusing on 4
aspects of learning:

1. social
2. active
3. contextual
4. student-owned

framework based on: Carmean and Haefner (2002), Nicholls (2002), Fullan (2012)

1. Social learning



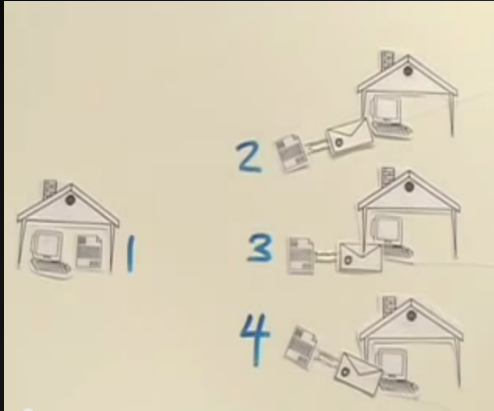
*Great learning happens in groups.
Collaboration is the stuff of growth.*

Sir Ken Robinson

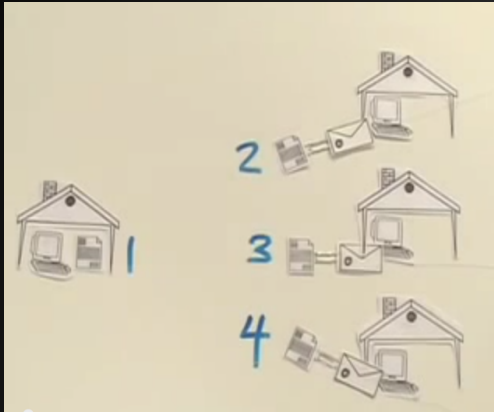
1. Social learning

Two types of integration

Classroom integration	Communication	Effect
horizontal	student-student	stimulates collaborative learning
vertical	student-teacher	facilitates personalised feedback



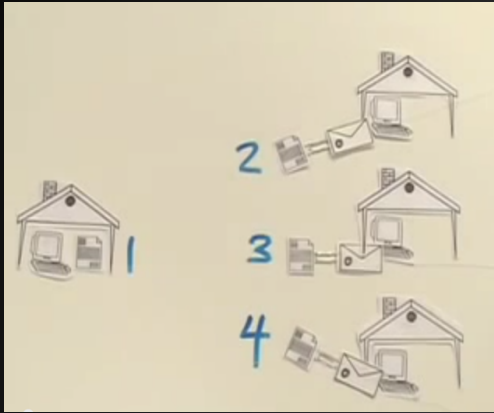
handout goes to students



handout goes to students



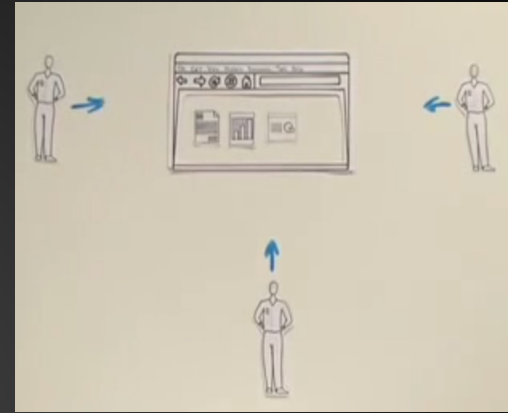
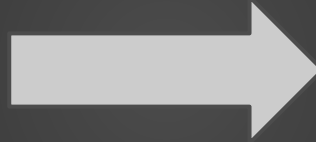
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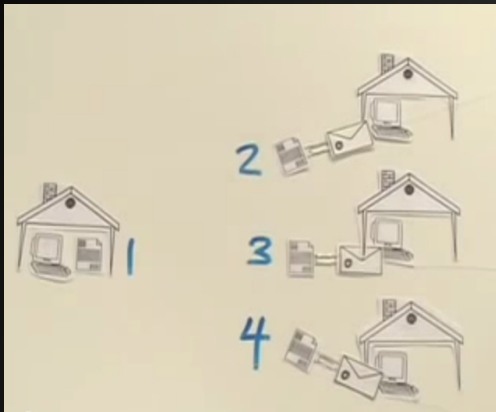
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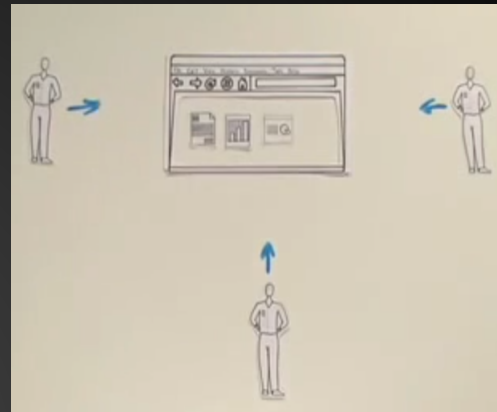
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students go to handout



handout goes to students



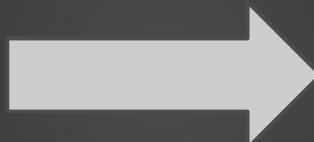
students go to handout

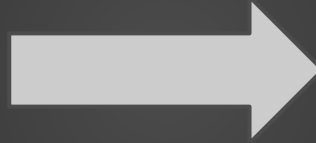


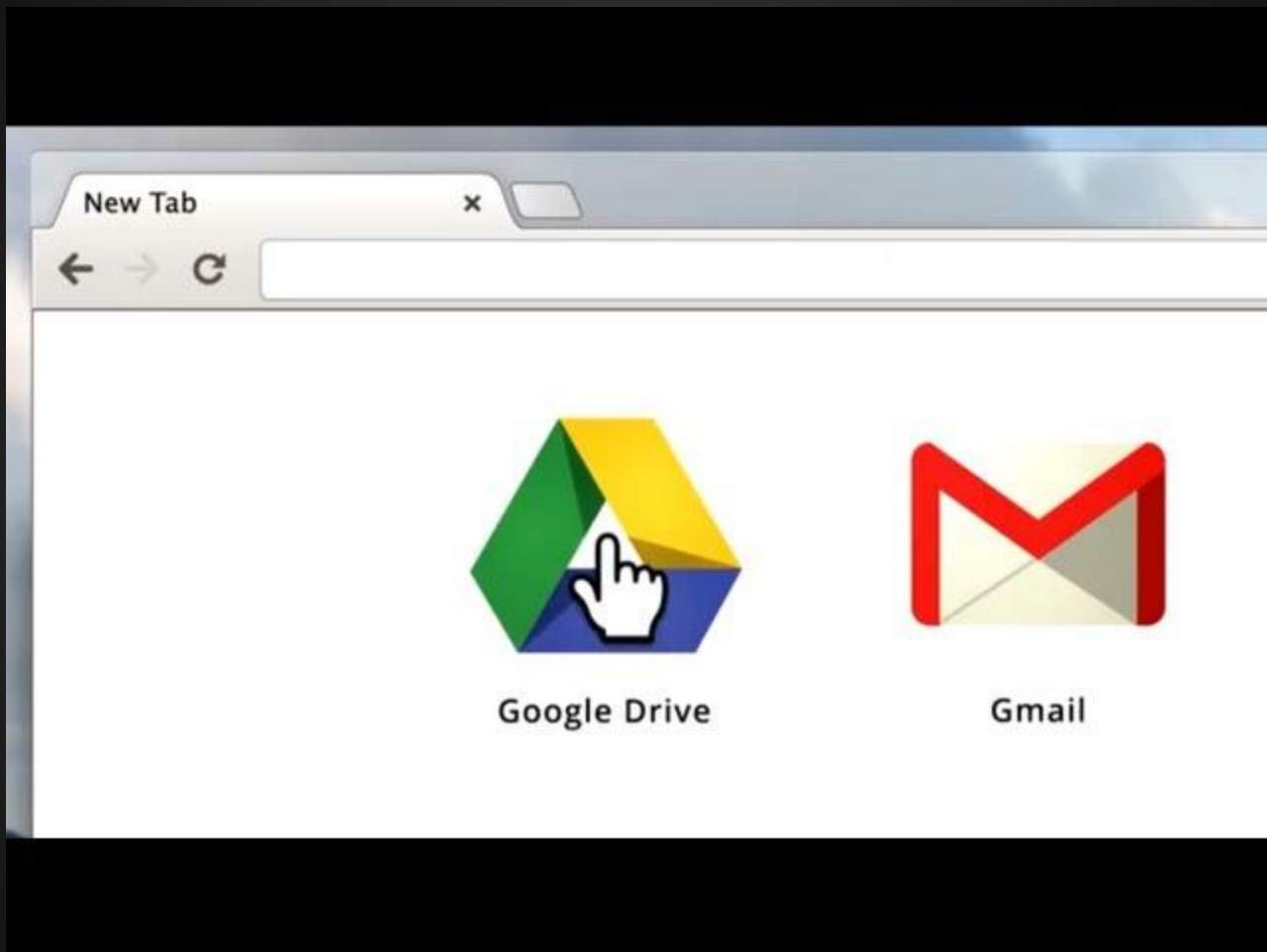
sending document to addresses



attaching addresses to document







New Tab

x



Google Drive



Gmail

GD benefits – popularity



free
you probably have it

GD benefits – collaboration

40

concurrent users

Exercise 1

Mark and name the phonostylistic processes that might occur in the following phrases. Transcribe the phrases in broad phonetic transcription.

1. in my
 - a. regressive POA assimilation /n+m/ → /mm/
2. down by
 - a. regressive POA assimilation /n+b/ → /mb/
3. pancake
 - a. regressive POA assimilation /n+k/ → /ŋk/
4. white car
 - a. regressive POA assimilation /t+k/ → /tk/
5. couldn't be
 - a. two options regarding the /t/ in the negative /-nt/
 - i. elision (so that in the end it's /'kʊbŋ bi/)
 - ii. regressive POA assimilation /t+b/ → /pb/ (so that in the end it's /'kʊbŋp bi/)
 - b. regressive POA assimilation /n+b/ → /mb/
 - c. regressive POA assimilation /d+m/ → /bm/

6. a bad boy
 - a. regressive POA assimilation /d+b/ → /bb/
7. a thin book
 - a. regressive POA assimilation /n+b/ → /mb/
8. did you
 - a. YOD coalescence /d+j/ → /dʒ/
9. drama and music
 - a. intrusive /r/ /dra:mə end/ → /dra:mər end/
 - b. elision /dra:mər end/ → /dra:mər ən/
 - c. regressive POA assimilation /n+m/ → /mm/
10. an idea of happiness
 - a. intrusive /r/ /aɪdɪə əv/ → /aɪdɪr əv/
11. what you saw
 - a. YOD coalescence /t+j/ → /tʃ/
12. we saw a good girl
 - a. intrusive /r/ /sɔ: ə/ → /sɔ:r ə/
 - b. regressive POA assimilation /d+a/ → /na/



8teach2012

1:39 PM Feb 20

/waɪkka:/ = /weɪ?ka:/'



Kacper Lodzikowski

9:38 PM Feb 21

Same as above. You now know two ways of realising the final [t] in 'white':

1) POA regressive assimilation in the context of the following velar, so that it's [waɪk 'kʰɑ:]. Do this is they ask you to show assimilation.

2) Or forget assimilation and do it the 'classic way' – replace the [t] with a [ʔ], so that it's [waɪʔ 'kʰɑ:]. Though this is not assimilation.

Show less



Kacper Lodzikowski

9:48 PM Feb 21

And answering WB's question, this can't be [waɪ 'kʰɑ:]. That would be 'why car'. See this explanation by JC Wells: <http://phonetic-blog.blogspot.com/2009/03/global-stop-is-different-from-zero.html>

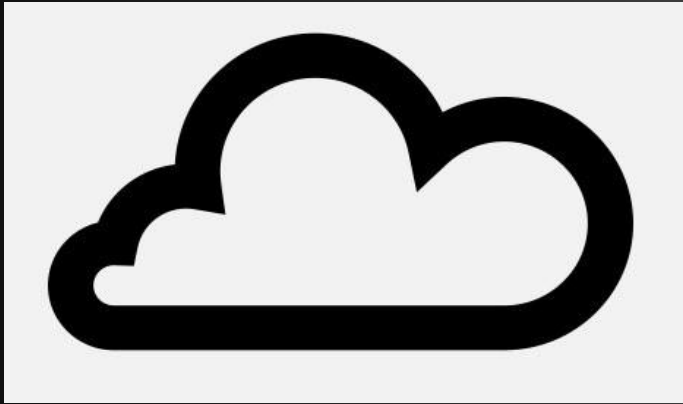


Kacper Lodzikowski

1:50 PM Feb 24

See Lecumberri and Maidment (2000: 56). I've added this is a supplementary reading here <http://wa.amu.edu.pl/moodle/mod/resource/view.php?id=45073>.

GD benefits – access



security



on-the-go

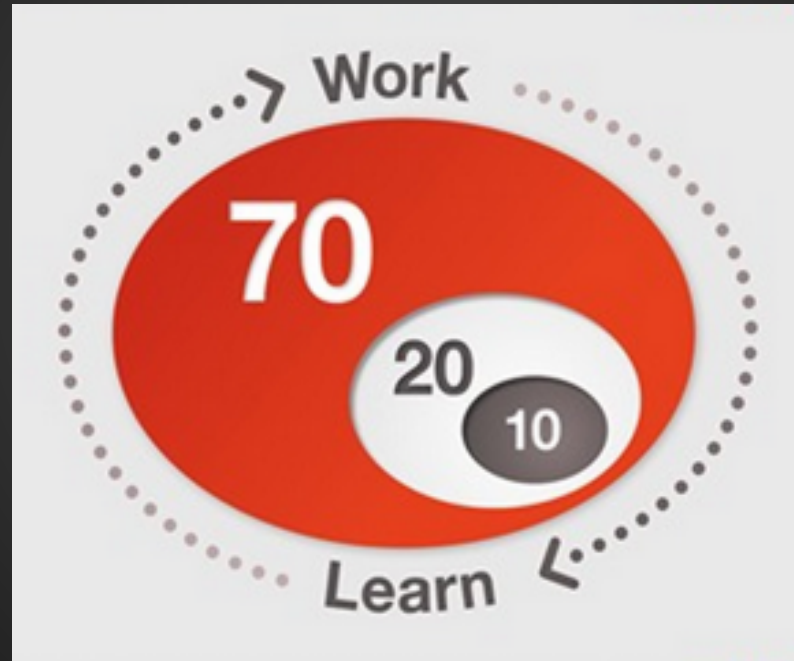
2. Active learning



Only the learner can do the learning.

Savignon (1983: 110)

2. Active learning





articulator

by [redacted] - Wednesday, 7 November 2012, 06:40 PM

Definition: an element that is part of the vocal tract which serve to form sounds. They can be divided into lower surface articulators and upper surface articulators -- some of them are extremely mobile, whereas the others are not.

Source: Ladefoged and Johnson (2011: 8)



Ratings: Satisfactory

B



bilabial

by [redacted] - Tuesday, 30 October 2012, 04:01 PM

Definition: one of the places of articulation; it occurs when a consonant is articulated with two lips; consonants produced that way are called *bilabial consonants*

Source: Cruttenden (2008: 27)



Ratings: Satisfactory

C

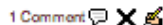


cartilage

by [redacted] - Wednesday, 7 November 2012, 06:10 PM

Delicate pulp linking skeletal tissues. There are two types of cartilage that you can observe in the larynx and vocal folds: **thyroid** and **cricoid**.

Source: *Phonetics and Phonology Handout, page 3*
Practical Medical Dictionary, J.Józwiak



Ratings: Not satisfactory

3. Contextual learning



Feedback is the breakfast of champions.

Kenneth Blanchard

4

Transcribe the word 'put'.

Marks: 1/1

Answer:

/pʊt/



Your transcription is correct.

Submit

Correct

Marks for this submission: 1/1.

5

Transcribe the word 'famous'.

Marks: 0.7/1

Answer:

/feməs/



You forgot about the stress mark.

Submit

Partially correct

Marks for this submission: 0.7/1

p	b			t	d		k	g						i	ɪ	u	:	ː	
m				n				ŋ						e	ɜ	ə	ɔ	:	
	f	v	θ	ð	s	z	ʃ	ʒ		h				æ	ʌ	a	ɑ	:	
					r			j		w								:	
					l													:	

6

Transcribe

Marks: --/1

Answer:

students' opinions

Students' preferences	Moodle Phonetic Keyboard	Paper Exercises
Likes	<ul style="list-style-type: none">• instant, accurate and clear feedback• helps to <u>memorise</u> the correct form• easy to correct errors (no rewrite needed)	<ul style="list-style-type: none">• quicker and more effective learning• more comfortable and natural writing• no need to carry a laptop• no Facebook or YouTube to distract
Dislikes	<ul style="list-style-type: none">• takes too much time to complete• irritating keyboard layout (cannot find the right symbols)	<ul style="list-style-type: none">• no (instant) feedback• difficult to correct errors (rewrite needed)• sheets often get mislaid

4. Student-owned learning



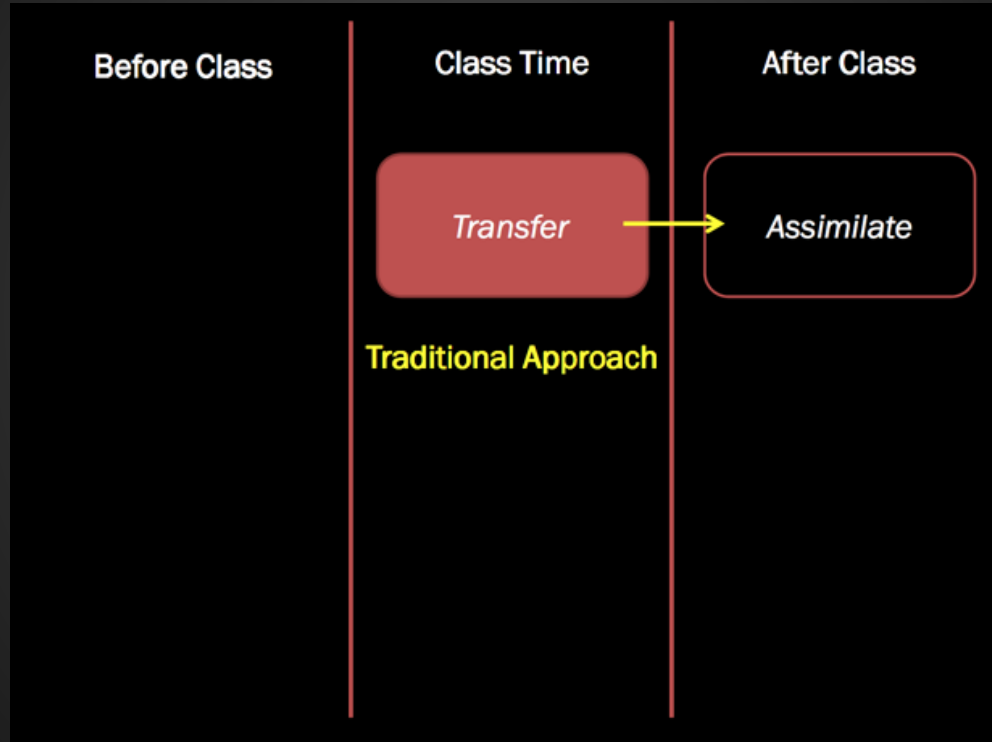
*I assign lectures for homework.
So that what used to be homework, we do in the classroom.*

Salman Khan

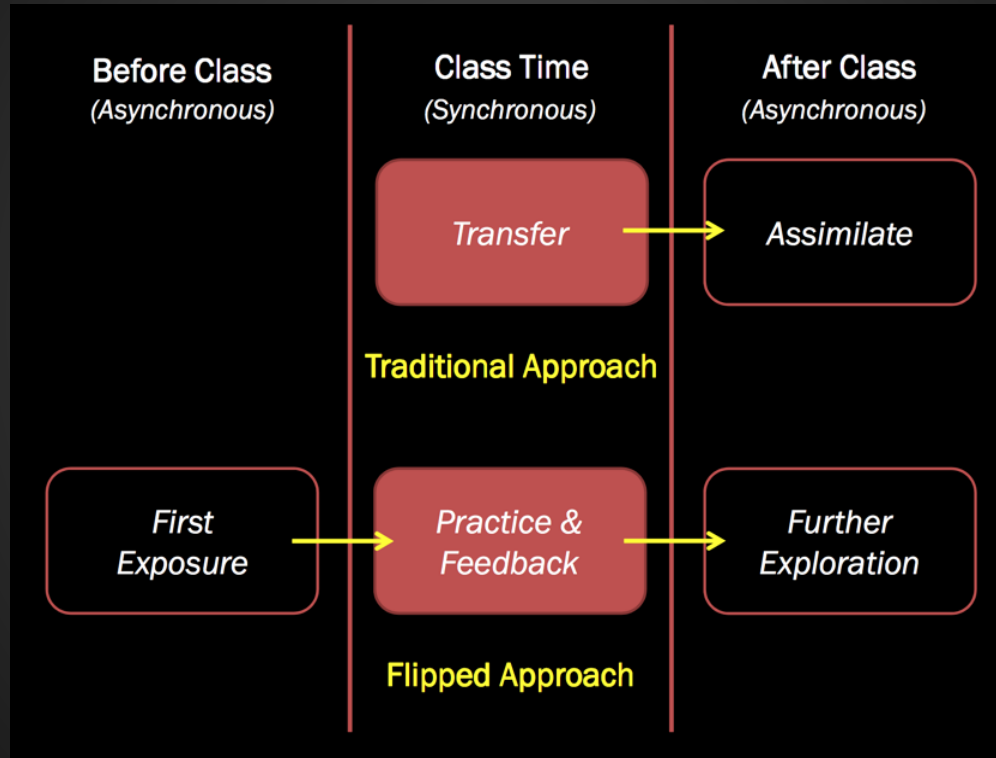
flipped classroom



flipped classroom



flipped classroom



pre-class quiz with answer-specific feedback

Preview Free practice quiz: POA/MOA of English consonants

Start again

1 

The consonant at the end of the word 'path':

Marks: --/1

Choose at least one answer.

- a. is an affricate.
- b. is a sonorant.
- c. is produced with the tip of the tongue.
- d. is voiceless.
- e. is a fricative.

Submit

pre-class quiz with answer-specific feedback

The consonant at the end of the word 'path':

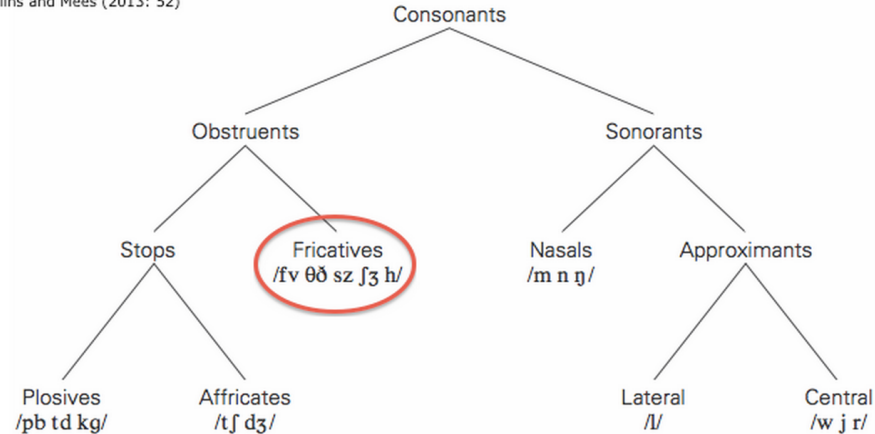
Choose at least one answer.

a. is an affricate. **X**

No, this is a fricative because the narrowing between the articulator allows for free passage of air. An affricate would involve a **full closure** in the vocal tract.

b. is a sonorant. **X**

/θ/ is a fricative. Fricatives and stops are obstruents. Remember this chart from our course book? Collins and Mees (2013: 52)



c. is produced with the tip of the tongue. **✓**

The /θ/ at the end of 'path' is **dental**, i.e. produced with **tip of the tongue** touching the back of upper front teeth.

d. is voiceless. **✓**

e. is a fricative. **✓**

model class demo

Conclusions

- Is this method fun and easy?
 - No. Got to be tech savvy. Requires time and experimenting.
- Is this the ultimate solution?
 - No. Still temporary. Paradigm shift needed.
 - Don't enable the existing system. Build a new one.
- Limitations
 - students required to bring a device
 - no Internet connectivity in the classroom (!)

Future directions

1. develop a framework
 - a. demonstrate improved learning outcomes
 - i. analysis of Moodle usage data
 - ii. pre-/post-class
semi-automatised feedback collection
 - iii. experimental groups?
2. backlog
 - a. 1 device per person
 - b. research-based learning (e.g. Reiber 2007)

References

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