



Title	EFL students' perception of the use of text-to-speech synthesis in pronunciation learning
Author(s)	Chang, AHY; Kwan, ACM
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A Critique of the *one Laptop per Child Program*: A Need for Collaboration

Lisa Marie Allen

Master of Educational Technology Candidate, The University of British Columbia, Faculty of Education, Vancouver, Canada

Abstract: This paper takes an objective look at the One Laptop per Child (OLPC) program and examines how Western cultural norms affect the success of the well-intentioned program. This paper will first discuss the assumptions that are made by the developers of the OLPC program and the inaccuracies those assumptions have on the developing country's communities. Thirdly, this paper will discuss the danger of the one-size-fits-all business model the OLPC program is modeled after. Lastly, this paper will discuss the notion of collaboration and the irony of the OLPC. Finally, this paper will suggest that the OLPC designers widen their program team to include education experts, members of the communities they are sending the laptops to and other relevant professionals.

Keywords: educational technology; collaboration

EFL Students' Perception of the use of Text-to-Speech Synthesis in Pronunciation Learning

Agnes Hau Yan Chang and Alvin Chi Ming Kwan

The University of Hong Kong, Hong Kong, China

Abstract: English as a Foreign Language (EFL) learners usually find speaking particularly challenging. One way to improve speaking skills in a foreign language is to speak with native speakers of the target language as often as possible. However this is not always easy in places where the population of speakers of the target language is scarce. Language anxiety is another major hurdle that EFL learners need to overcome. Being afraid of making mistakes, students tend to be reluctant to speak in the classroom. Teachers who constantly correct students' errors can intensify the students' apprehension. A key challenge in EFL learning is that how adequate help can be provided to learners with limited teachers' intervention. This paper reports the design of a study on the use of text-to-speech (TTS) synthesis in English pronunciation learning with the aims to alleviate EFL students' lan-

guage anxiety, and to empower them to learn pronunciation with limited teachers' support. The study adopts TTS synthesis as a pronunciation model in exercises focusing on the supra-segmental level. While coverage of the segmental level is not planned in the study, TTS synthesis facilitates learners to learn pronunciation of unfamiliar words by listening to the synthesised speech. The research question of this study is whether TTS synthesis can help alleviate EFL students' language anxiety, resulting in improving students' perception towards English pronunciation learning. Six one-hour sessions on English pronunciation are planned for a class of secondary 3 students over a two-month period. The instructional design is based on the John Keller's work which emphasises the motivation design. Data about the students' perception on English pronunciation learning will be collected in the first and the last sessions for analysis. Selected students will be asked for any perception change on English pronunciation learning in the study and the reasons behind in subsequent interviews.

Keywords: language anxiety, pronunciation learning, student perception

I Learned it With TIMO: Using MLearning for the Teaching of Social Sciences at an Undergraduate Level

Jesús Estrada

National University College, Bayamón Puerto Rico

Abstract: In this work I present my approach to MLearning which was accomplished with a group of Social Science students. Instead of a traditional teaching method; lecture or conference (active transmitter-passive receptor) I designed a teaching model (Estrada's Basic Teaching Model). Based on the Constructivism approach to learning, the strategy is used to guide students through the process of exploration, investigation and revision using internet on cell phones as a learning tool to receive, investigate, apply and evaluate the information, learning objectives and skills established in the Social Science class syllabus. The goal, as constructivist approach, is to empower students not only to acquire new knowledge but to construct and evaluate new knowledge in the Social Science field. The process is summarized in a worksheet I prepared to evidence their work. At this time TIMO uses cell phones only for portability reasons.

Keywords: social science, constructivism, teaching models, WebQuest