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

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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

1. Social learning

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

Sir Ken Robinson

Credits: http://goo.gl/EJ4Ccg
### 1. Social learning

**Two types of integration**

<table>
<thead>
<tr>
<th>Classroom integration</th>
<th>Communication</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>horizontal</td>
<td>student-student</td>
<td>stimulates collaborative learning</td>
</tr>
<tr>
<td>vertical</td>
<td>student-teacher</td>
<td>facilitates personalised feedback</td>
</tr>
</tbody>
</table>
handout goes to students
handout goes to students

sending document to addresses

Credits: http://goo.gl/bNAK
handout goes to students

sending document to addresses

students go to handout

Credits: http://goo.gl/bNAK
handout goes to students

students go to handout

sending document to addresses

attaching addresses to document

Credits: http://goo.gl/bNAK
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. is my
   a. regressive POA assimilation /t+m/ → /m/n/

2. down by
   a. regressive POA assimilation /t+b/ → /mb/

3. pancake
   a. regressive POA assimilation /t+k/ → /kx/

4. white car
   a. regressive POA assimilation /t+k/ → /k/ /d/

5. couldn’t be
   a. two options regarding the N’ in the negative /n/t/
      i. elision (so that in the end it’s /k/mb n’t/)
      ii. regressive POA assimilation /t+b/ → /mb/ (so that in the end it’s /k/mb n’t/)
   b. regressive POA assimilation /t+b/ → /mb/
   c. regressive POA assimilation /d+m/ → /bm/ 

6. a bad boy
   a. regressive POA assimilation /t+b/ → /bb/

7. a thin book
   a. regressive POA assimilation /h+b/ → /mb/

8. did you
   a. YOD coalescence /d/ + /y/ → /dy/ 

9. drama and music
   a. intrusive /l/ → /la/ /dr/ am and/ → /la/ /dr/ am and/ 
   b. elision /dr/ am and/ → /dr/ am an/ 
   c. regressive POA assimilation /n+m/ → /mm/ 

10. an idea of happiness
    a. intrusive /l/ → /la/ av → /la/ /dr/ av 

11. what you saw
    a. YOD coalescence /t/ + /y/ → /ty/ 

12. we saw a good gift
    a. intrusive /l/ + /p/ /e/ → /sp/ /g/ 
    b. regressive POA assimilation /d+k/ → /km/ 

Kacper Lodziszewski
9:48 PM Feb 21
And answering Wf’s question, this can’t be [was ‘g’]. That would be why car’. See this explanation by JC Wells: http://phonetics-blg.blogspot.com/2009/03/gts-tsp-is-different-from-zero.html
GD benefits – access

security

on-the-go

2. Active learning

Only the learner can do the learning.

Savignon (1983: 110)
2. Active learning

Credits: http://goo.gl/zwDGO
articulator

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)

bilabial

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)

cartilage

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.Jóźwiak
3. Contextual learning

Feedback is the breakfast of champions.

Kenneth Blanchard

Credits: http://goo.gl/n7F7Ux
4. Transcribe the word 'put'.

Answer: /put/

Your transcription is correct.

Submit

Correct
Marks for this submission: 1/1.

5. Transcribe the word 'famous'.

Answer: /fəməs/

You forgot about the stress mark.

Submit

Partially correct
Marks for this submission: 0.7/1

6. Transcribe.

Answer: /ˈænd/
## Students’ opinions

<table>
<thead>
<tr>
<th>Students’ preferences</th>
<th>Moodle Phonetic Keyboard</th>
<th>Paper Exercises</th>
</tr>
</thead>
</table>
| **Likes**            | • instant, accurate and clear feedback  
                          • helps to memorise the correct form  
                          • easy to correct errors (no rewrite needed) | • quicker and more effective learning  
                          • more comfortable and natural writing  
                          • no need to carry a laptop  
                          • no Facebook or YouTube to distract |
| **Dislikes**         | • takes too much time to complete  
                          • irritating keyboard layout (cannot find the right symbols) | • 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

adapted from Derek (2013)
flipped classroom

adapted from Derek (2013)
The consonant at the end of the word 'path':

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.
pre-class quiz with answer-specific feedback

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

- **a.** is an affricate. **✗**
  - 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. **✗**
  - /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?
  ○ 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


