



Celebrating accents

Using computer-based applications to develop communication skills, engagement and confidence while embracing diversity

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The college and the cohort

Foundation program at a tertiary college

- International students- large % from China
- Asian education cultural background- transmission style
- Age range 17-21
- Pathway to Diploma & university studies in Australia
- 14-week course
- Contact hours 4 hours per week, with expectation of an additional 2 hours of self study/ homework/lesson prep
- Ss were taking 2-3 other foundation units concurrently (IT or business related)

Quora.com question:

What are some ways to speed up the process of learning a new language?

Firstly, ask yourself how you think about 'language.' As an exam subject to ace? As an arbitrary set of words to memorise? As a chore to be rid of as quickly as possible? None of these ways of thinking about language is helpful. Instead, I propose you think of language as ***a way of relating to the world, of perceiving and making different connections.***

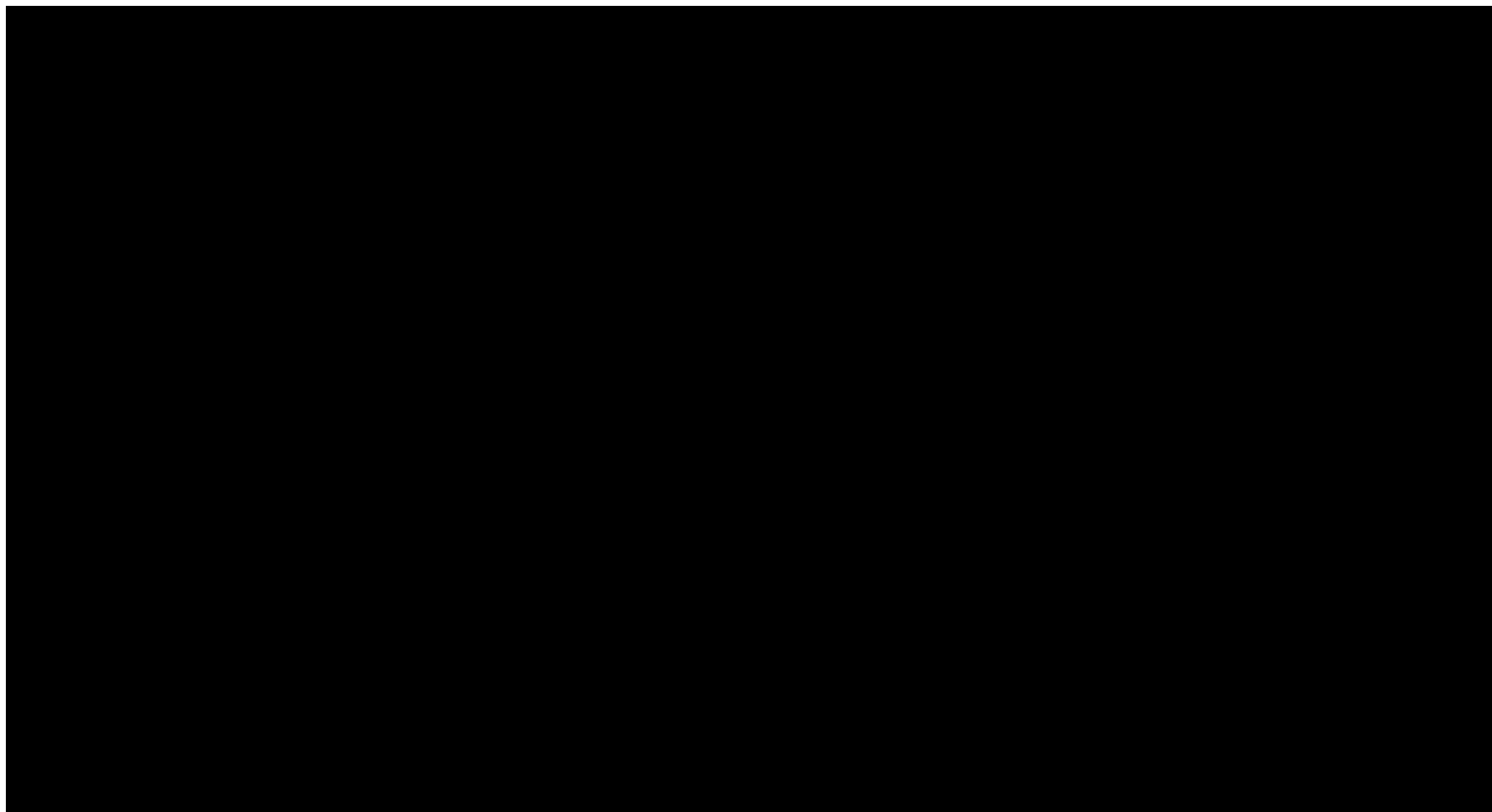


Daniel Tammet, 2017

How did we get from this..



..to this?



Veer, R van der; Valsiner, (1991)

Understanding Vygotsky. A Quest for Synthesis

Laurillard, D (2012)

Teaching as a Design Science

Nation, I.S.P; Macalister, J (2010)

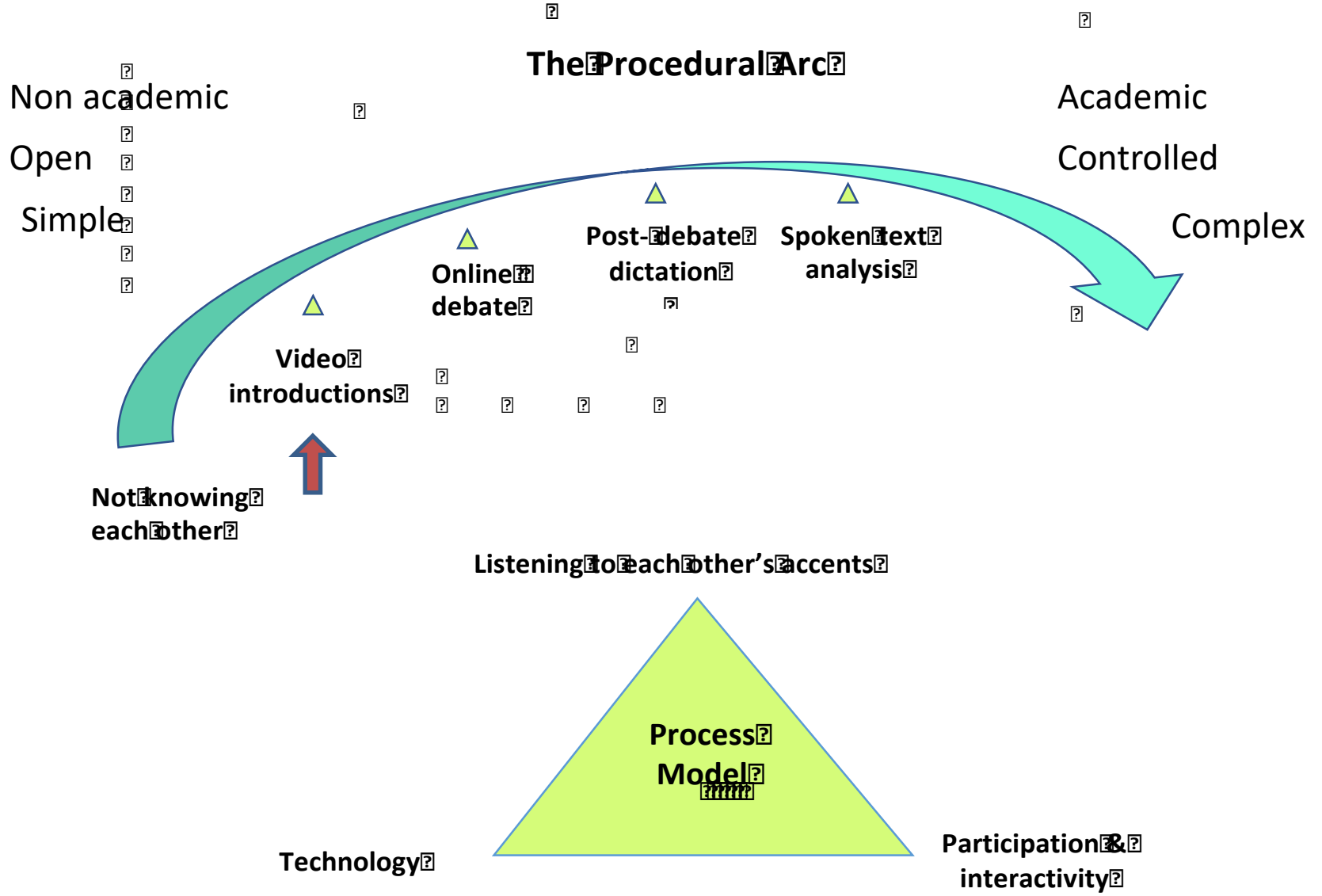
Language Curriculum Design

International Education Advisory Board white paper (2017)

Learning in the 21st Century: Teaching today's students on their terms

Combining technology & activities

- Repetition .. Creating habits, using same apps → class culture
- Technology is part of what we do... but without assuming they know it all from the start.
- Speaking, participation and interaction is part of what we do → linked to **portfolio** (30% assessment weighting)
- Providing models and examples (just like writing and essay).
- Video: A central part. Here to stay.



Setup of a grid

The screenshot displays the Flipgrid web interface. At the top, the 'flipgrid.' logo is on the left, and a grid of many small user avatars is on the right. Below the logo, three numbered steps are outlined: 1. Teachers create grids of questions, 2. Students respond with video, and 3. Everyone views and shares. Step 1 shows a question card for '23 October' asking about 'universal design'. Step 2 shows a grid of three student avatars: Stacy, Luke, and Tatum. Step 3 shows a video response from a student named Dennis, with a timestamp of 1:25 and a heart icon indicating 23 likes. The interface is primarily blue and green.

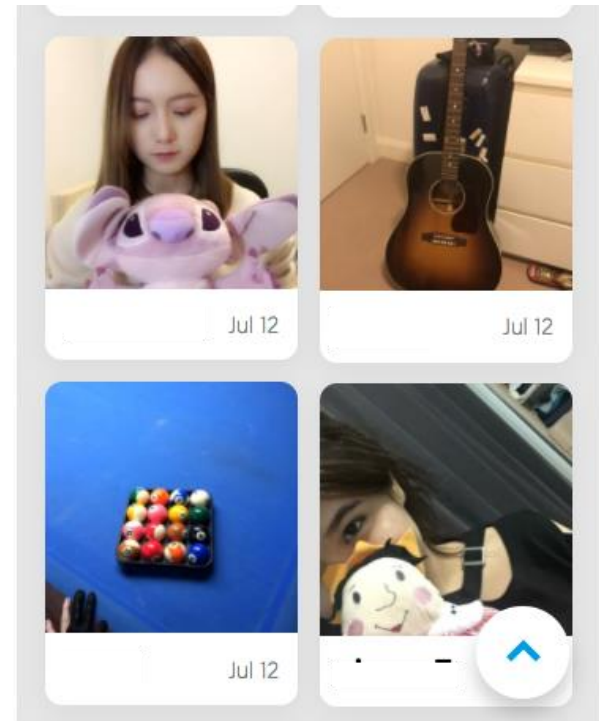
Flipgrid: Introduction activity

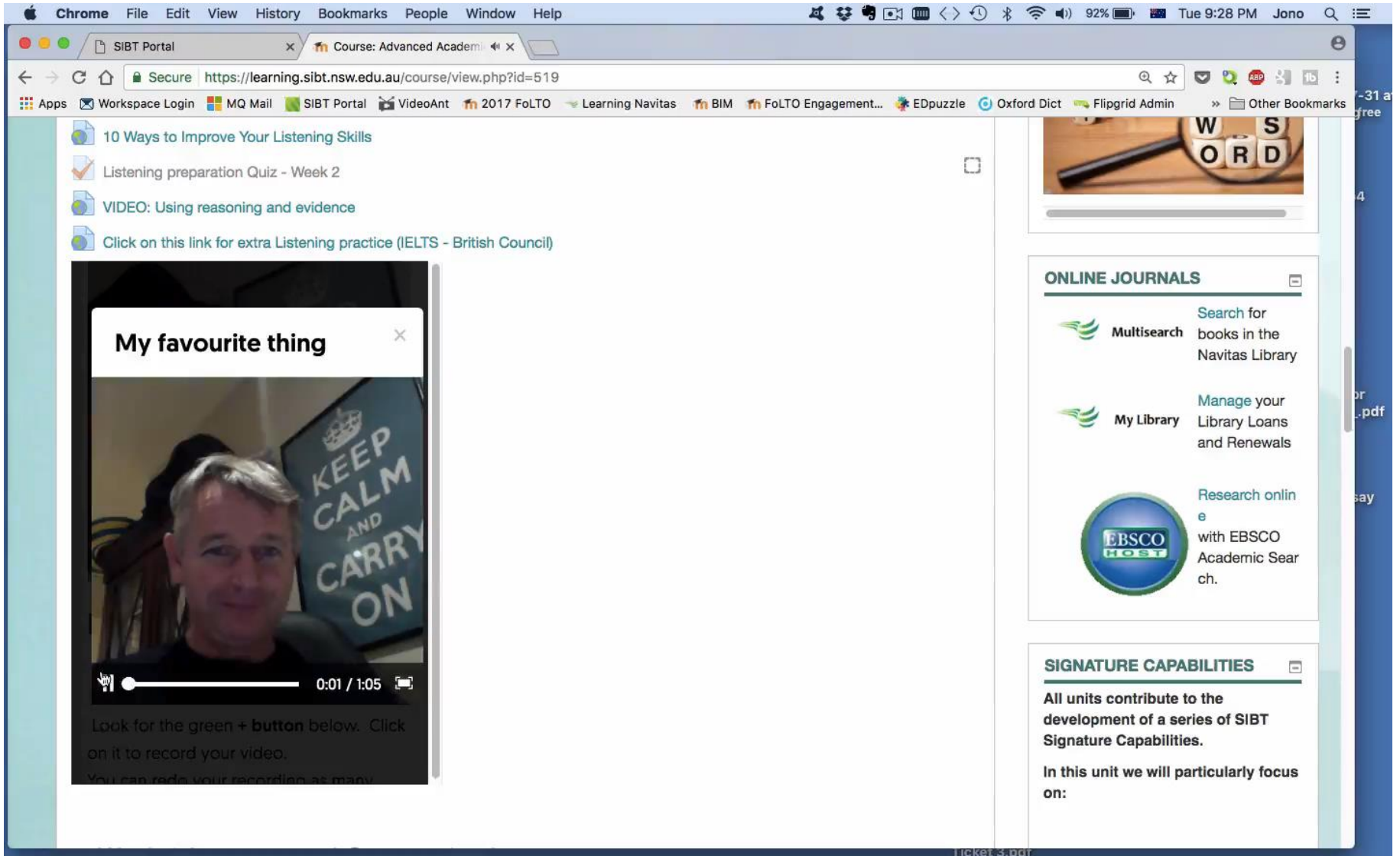
Week 2

Introduce your favourite thing

Aims:

- Create a personal connection between students
- Familiarise students with the technology
- Introduce spoken recordings as part of classroom culture
- Build on Week 1 written introductions activity





Chrome File Edit View History Bookmarks People Window Help

SIBT Portal Course: Advanced Academic

Secure | https://learning.sibt.nsw.edu.au/course/view.php?id=519

Apps Workspace Login MQ Mail SIBT Portal VideoAnt 2017 FoLTO Learning Navitas BIM FoLTO Engagement... EDpuzzle Oxford Dict Flipgrid Admin Other Bookmarks

- 10 Ways to Improve Your Listening Skills
- Listening preparation Quiz - Week 2
- VIDEO: Using reasoning and evidence
- Click on this link for extra Listening practice (IELTS - British Council)

My favourite thing

0:01 / 1:05

Look for the green + button below. Click on it to record your video.
You can make your responses as many

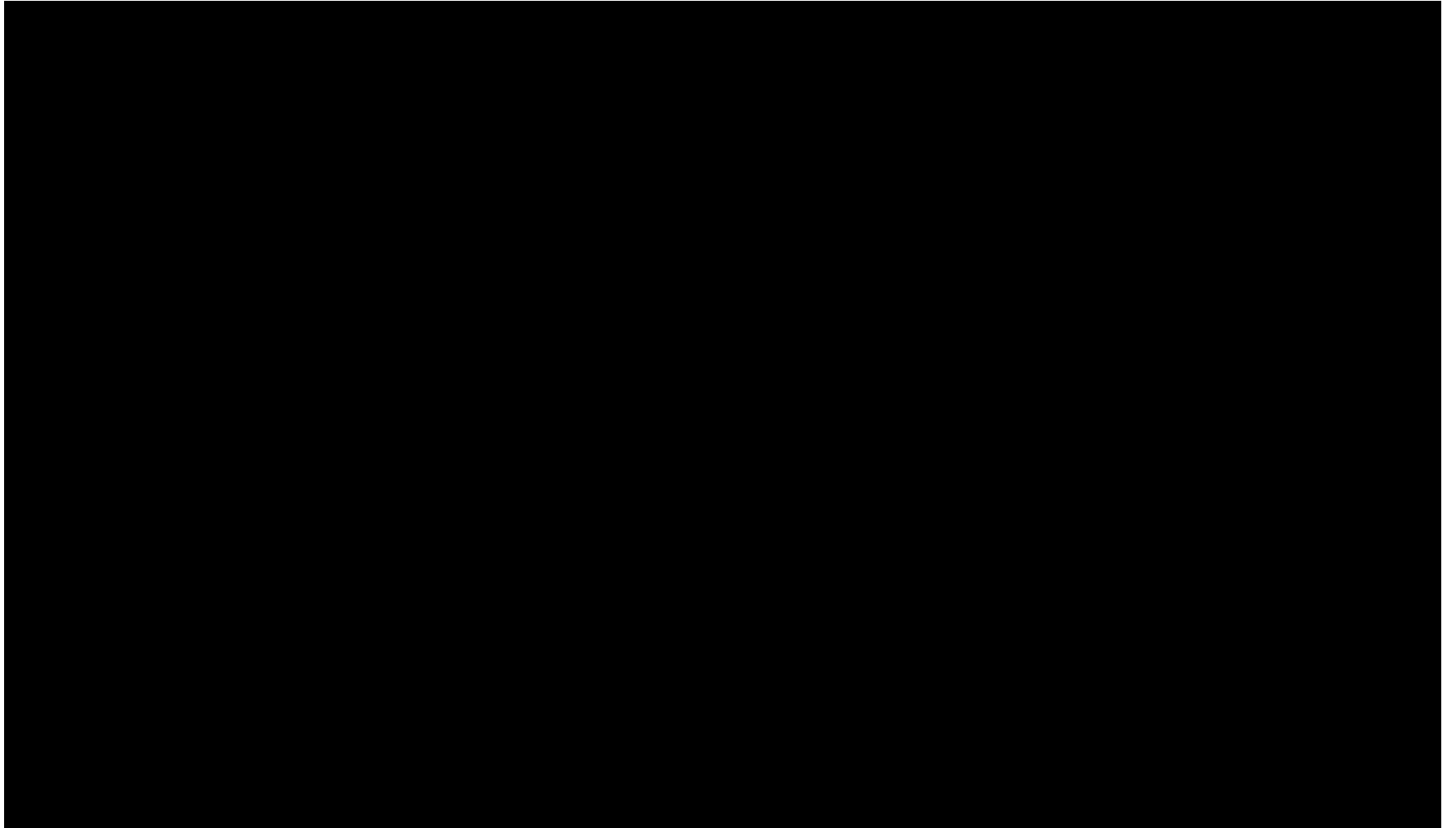
ONLINE JOURNALS

- Multisearch** Search for books in the Navitas Library
- My Library** Manage your Library Loans and Renewals
- EBSCO HOST** Research online with EBSCO Academic Search.

SIGNATURE CAPABILITIES

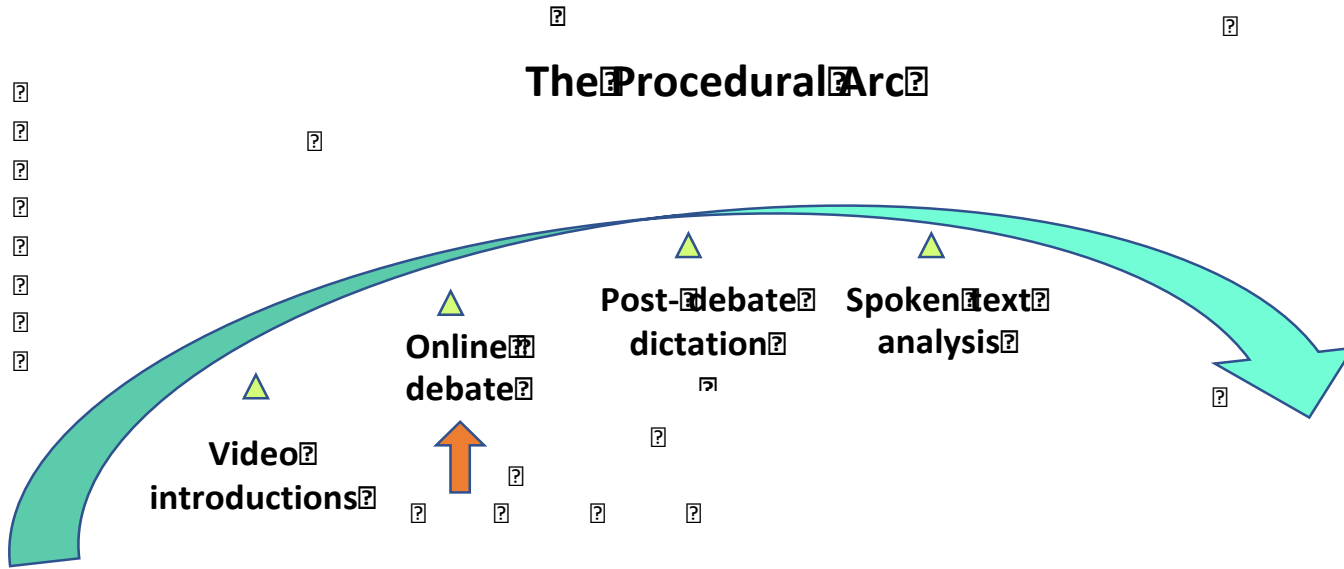
All units contribute to the development of a series of SIBT Signature Capabilities.

In this unit we will particularly focus on:



Milestones in the Procedural Arc

- Real intimacy
- Community building- 1st step
- Videos set the tone for the class
- Technological precedent- expected & doable
- Low pressure exposure to each other's accents
- Videos shown in class the following week & follow up questions asked



Not knowing each other

Listening to each other's accents

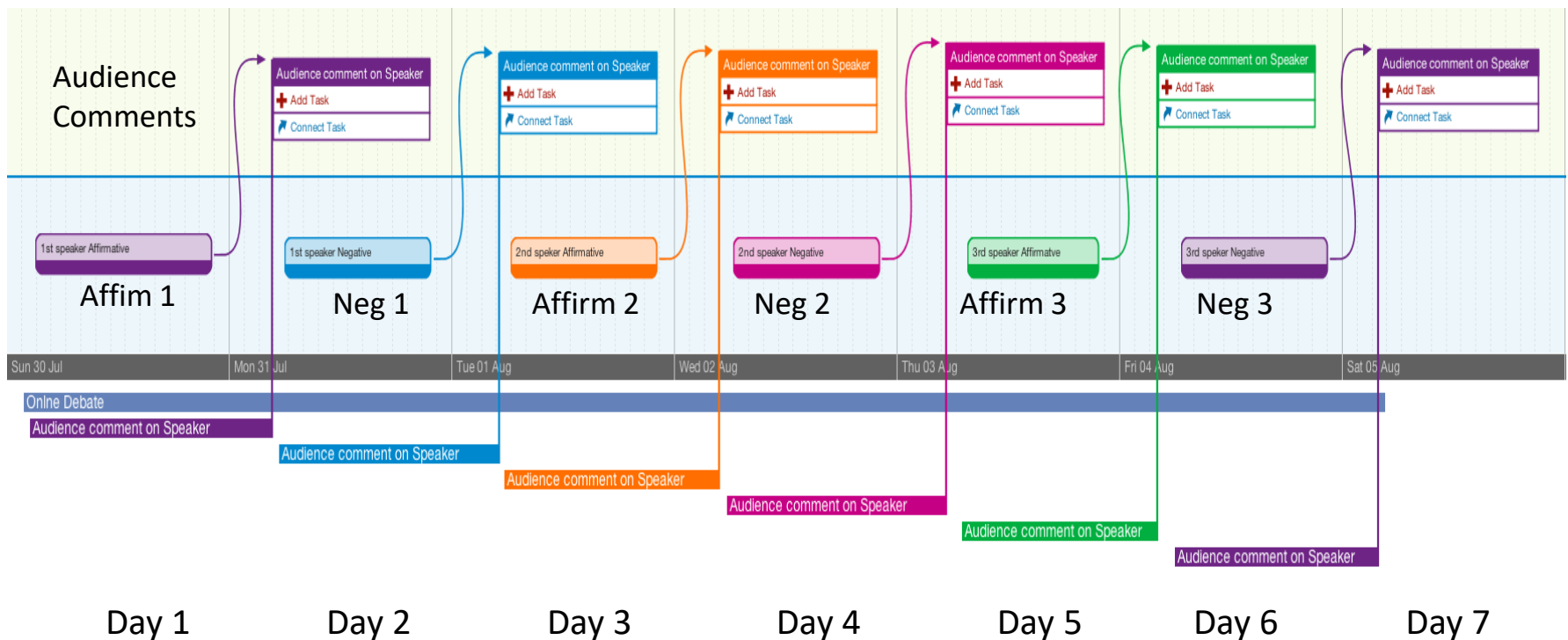
Process Model

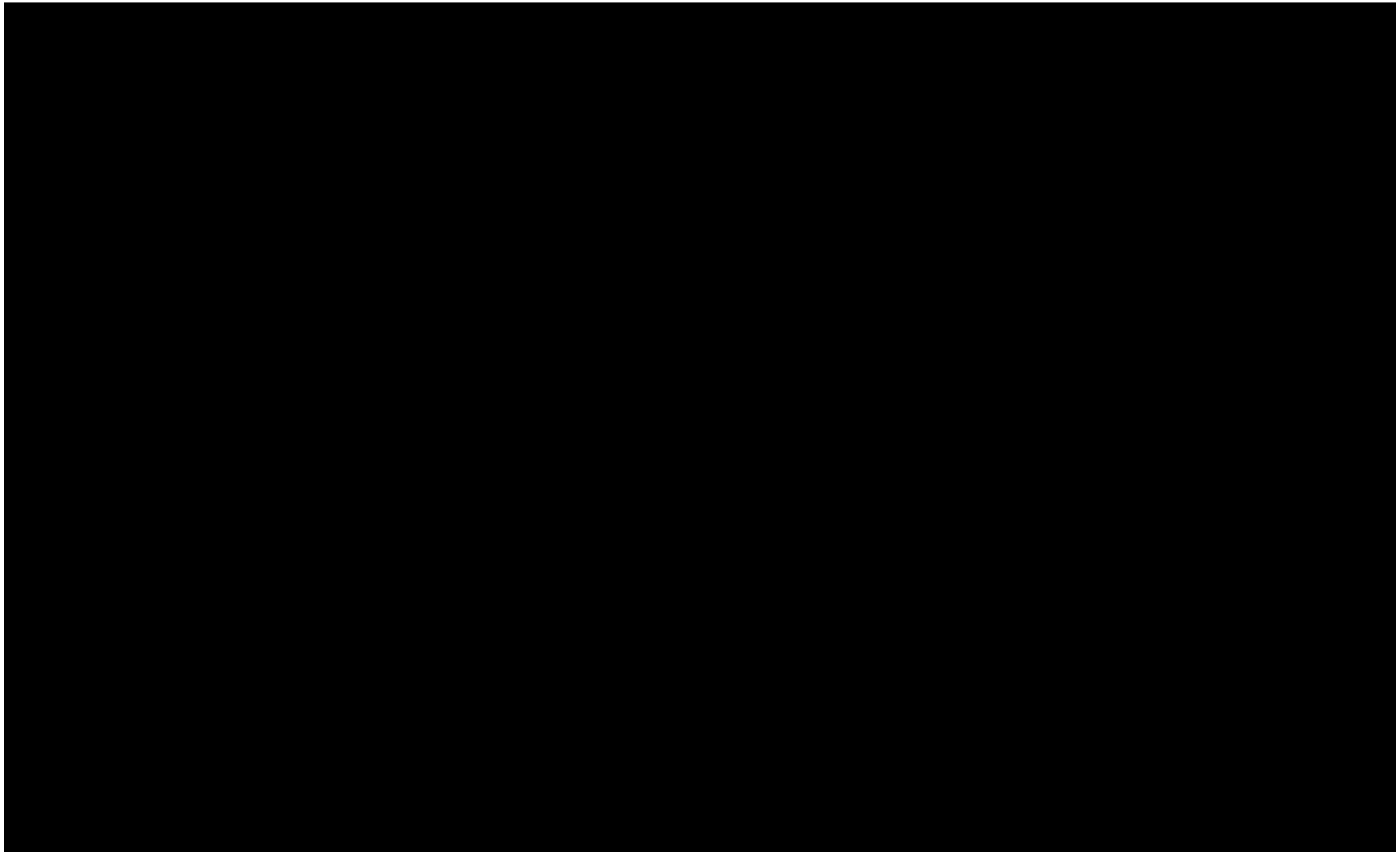
Technology

Participation & interactivity

Online debate

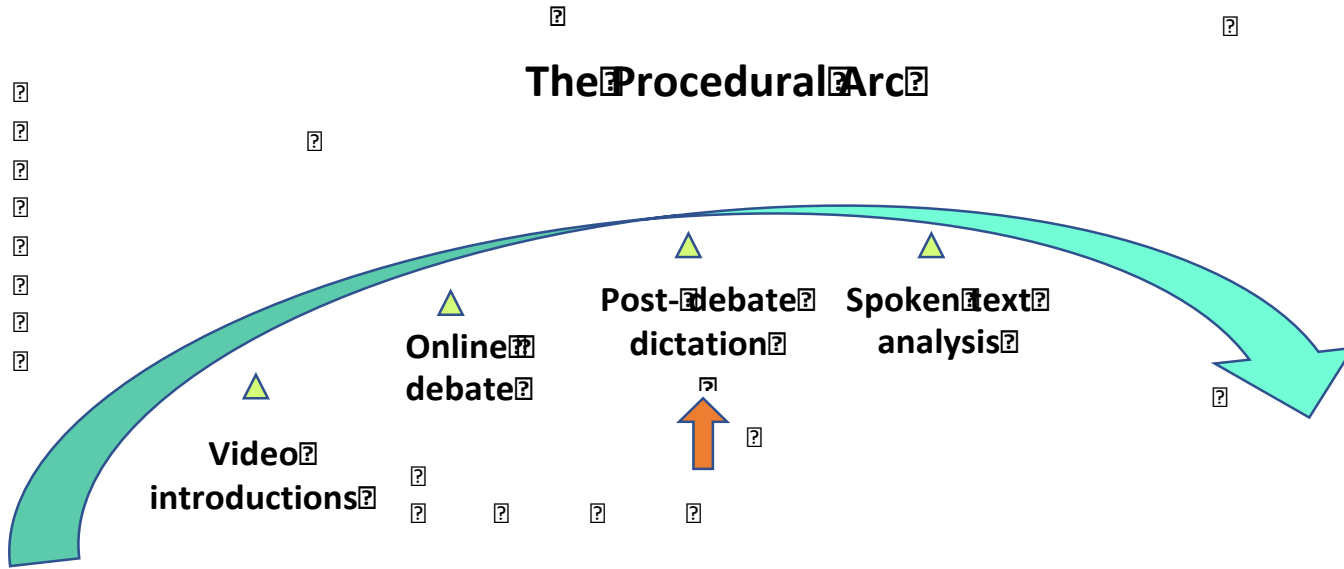
Run over 7 days





Milestones in the Procedural Arc

- Comfortable with technology-focus on arguments
- High level of commitment - posting schedule kept
- Evidence of extensive preparation
- Longer (complex) sentence structures
- All voices & opinions heard
- Continuing daily exposure to each other's accents
- Debate posts shown in next class



Not knowing each other

Listening to each other's accents

Process Model

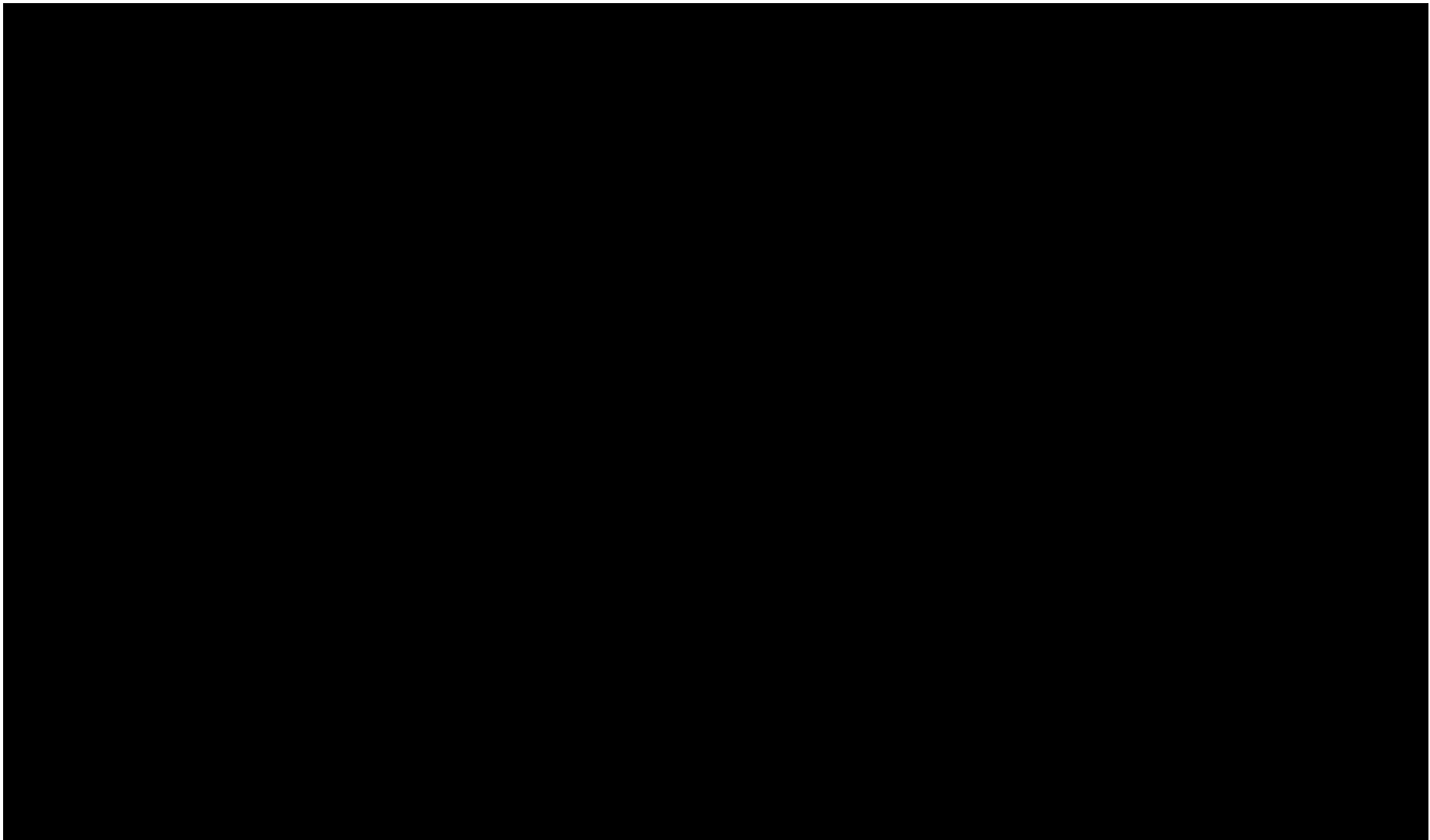
Technology

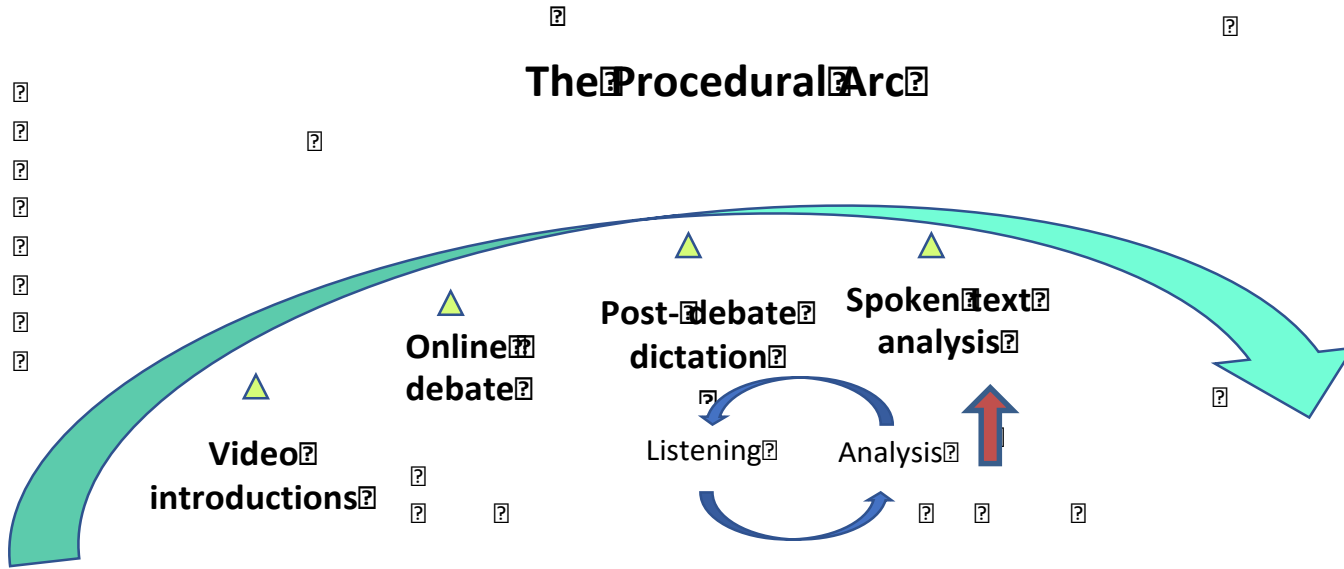
Participation & interactivity

Transcribe

- Import any audio (common formats)
- See waveforms as audio plays
- Slow down audio to desired speed without changing pitch
- Cycle repeat short sections







Not knowing each other

Listening to each other's accents

Procedural Model

Technology

Participation & interactivity

Audio Hijack & Transcribe: Post debate dialogue activity

the second reason is people just don't see the point in any different relationship with marriage just being a piece of paper a lot of people don't bother getting married and believe they can still in strong relationship

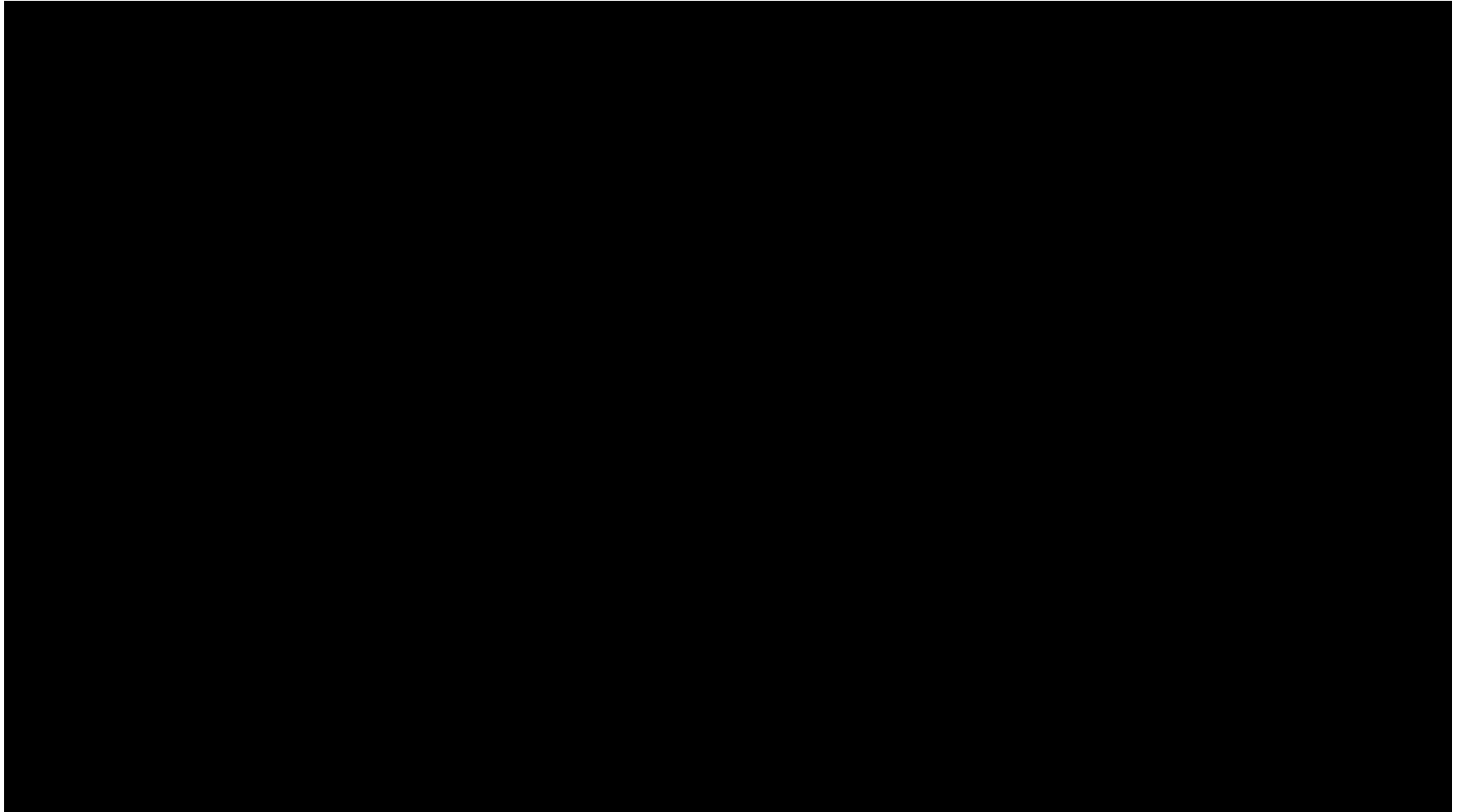
How many words?

How many ideas? Discuss.

Mark ideas.

Listen & mark stressed words.

▼ ▼ ▼ ▼
the second reason is / people just don't see the point / in any
▼ ▼ ▼ ▼
different relationship / with marriage / just being a piece of paper
▼ ▼ ▼ ▼
/a lot of people / don't bother getting married / and believe /
▼ ▼ ▼
they can still (be) in (a) strong relationship



Milestones in the Procedural Arc

- Direct experience of the concept
- Text deconstructed & reconstructed
- Rewards are immediate
- All accents are expressed and necessary
- Interdependence necessary for completion

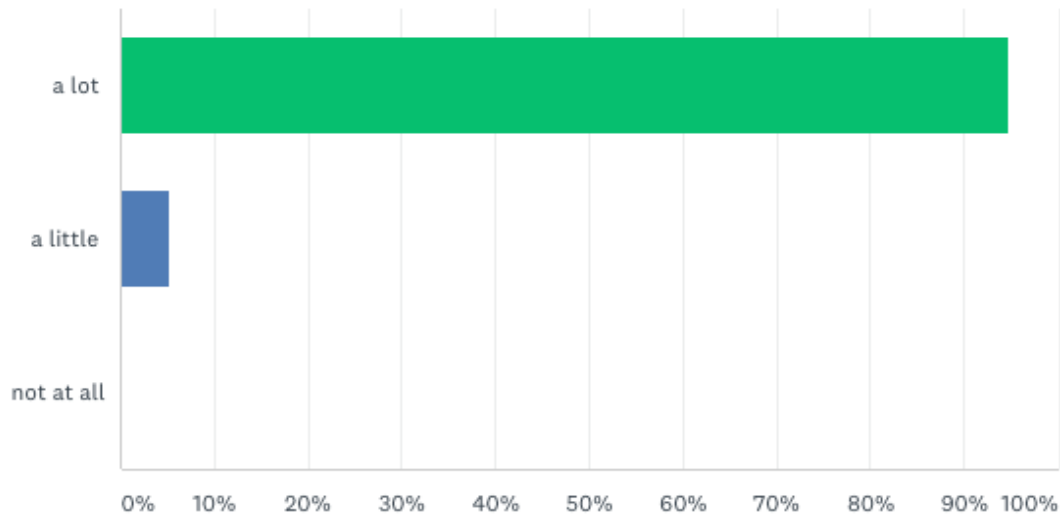
Did it work?

Q2

Customize Export

Has your English pronunciation improved?

Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES
a lot	94.74% 18
a little	5.26% 1
not at all	0.00% 0
TOTAL	19



Thank you

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Let's talk!

Level of peer-to-peer interaction



Challenges

Somewhat complex to set up

Strong modelling needed

Student embarrassment

Disengagement

Posting errors

Classroom technology

Solutions

- Plan well ahead
- Model activities in class beforehand
- Accept novel ways students post
- Rapid & specific feedback-templates
- Monitor & step in for missed work
- Test

