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)

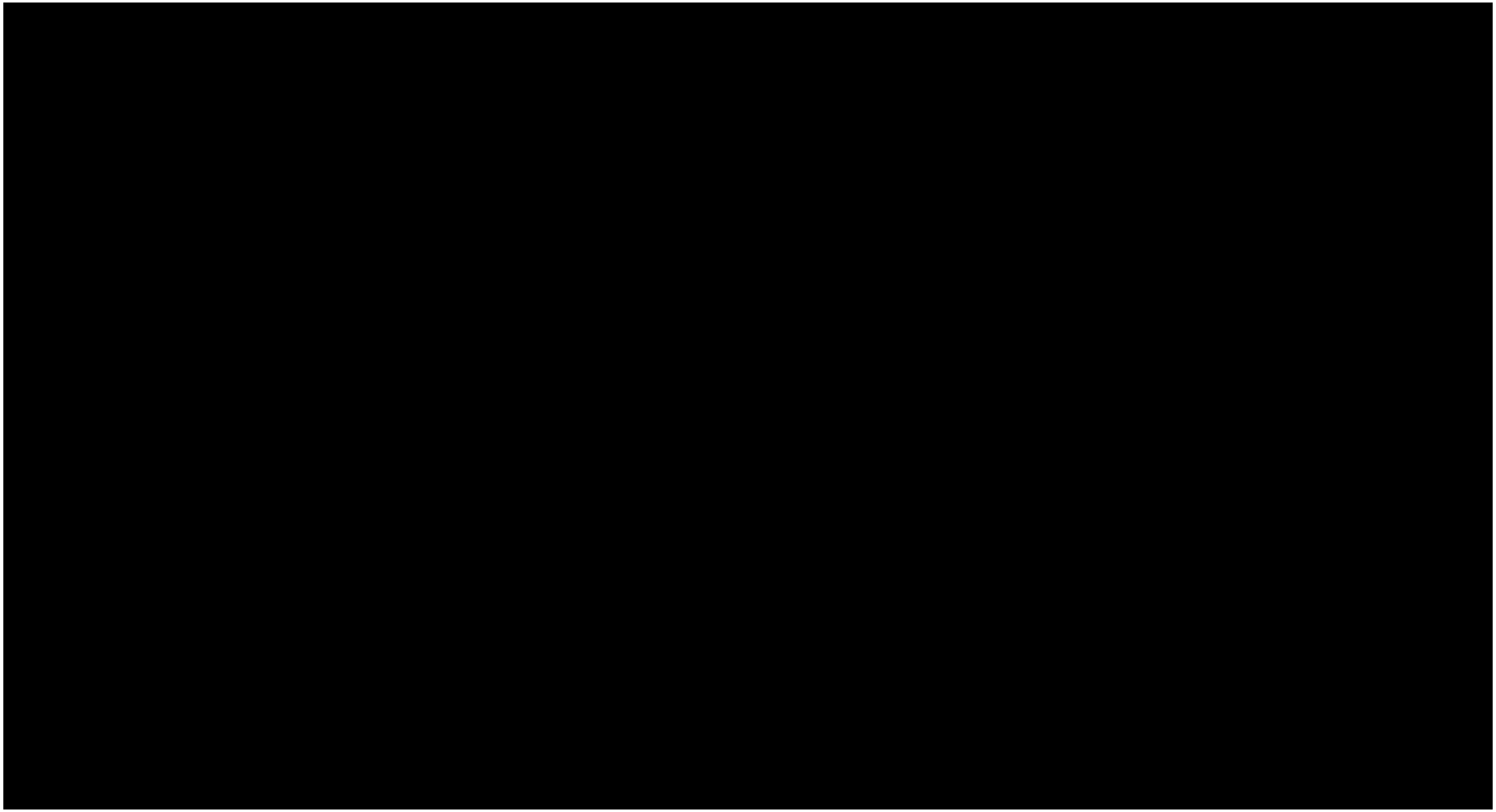
Quora.com question:
What are some ways to speed up the process of learning a new language?

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?



Literature

Veer, R van der; Valsiner, (1991)
Understanding Vygotsky. A Quest for Synthesis

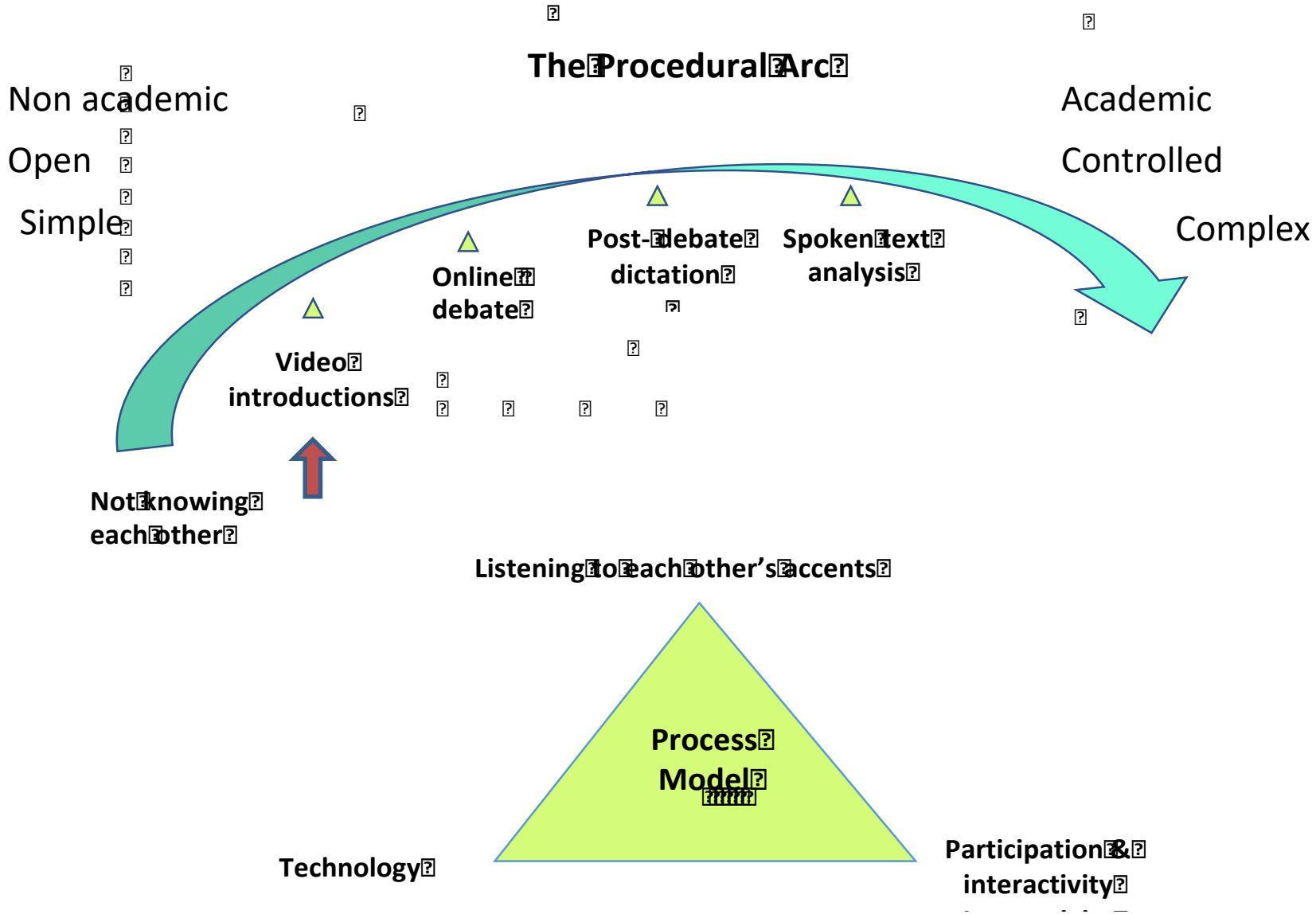
Laurillard, D (2012)
Teaching as a Design Science

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

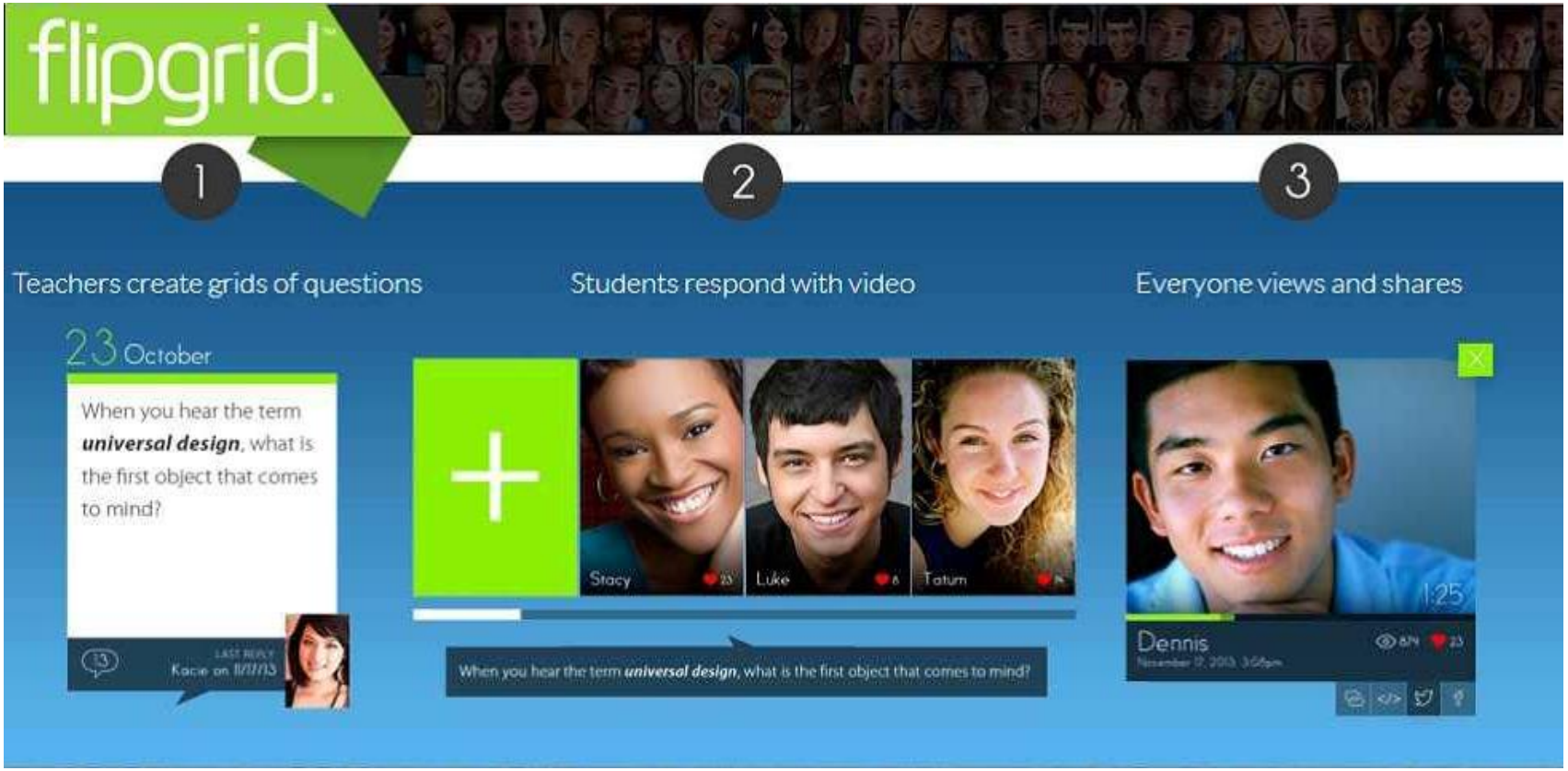
International Education Advisory Board white paper (2017)
Learning in the 21st Century: Teaching today's students on their terms

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.


The Procedural Arc
Non academic
Open
Simple
Academic
Controlled
Complex
Post-debate dictation
Spoken text analysis
Online debate
Video introductions
Not knowing each other
Listening to each other's accents
Process Model
Technology
Participation & interactivity

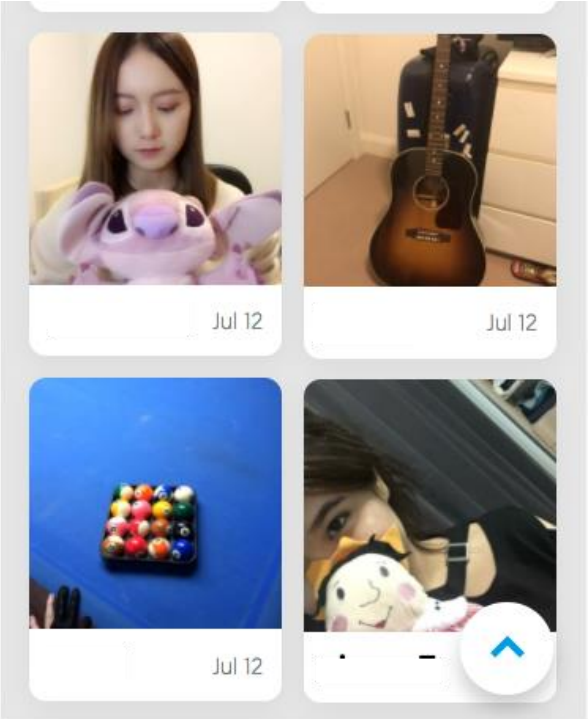
Setup of a grid



Flipgrid: Introduction activity

Week 2

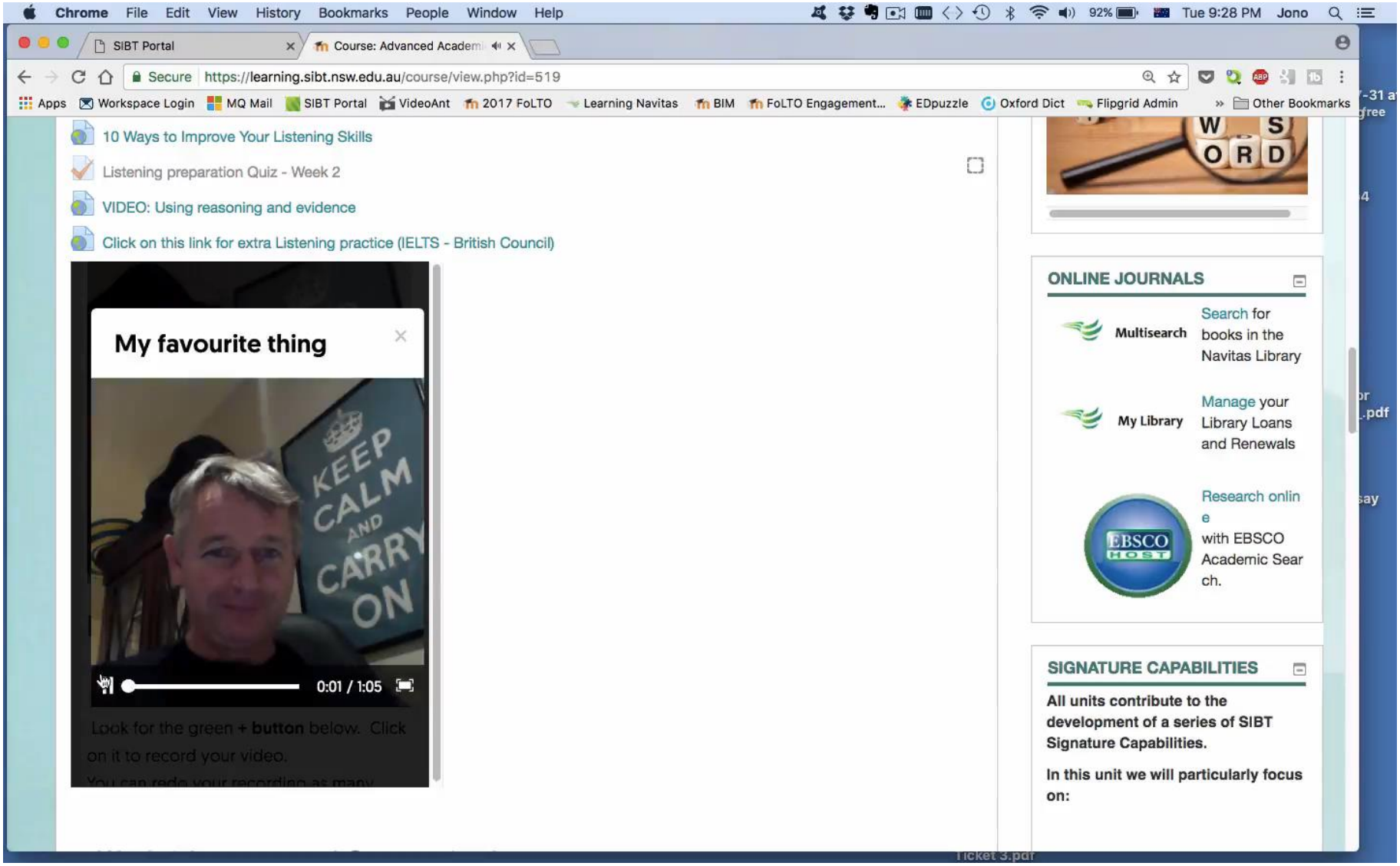
Introduce your favourite thing



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

Week 2 Flipgrid recording: video question

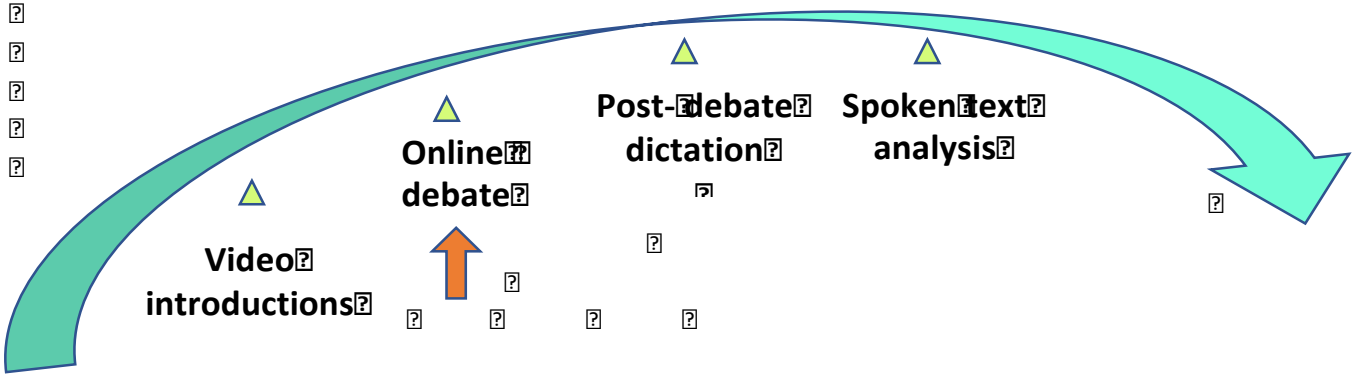


Responses

Milestones in the Procedural Arc

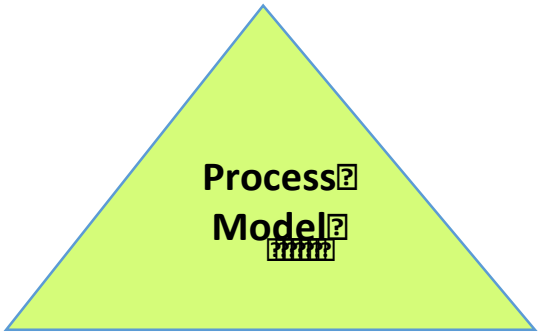
- Real intimacy
- Community building- 1st step
- Videos set the tone for the class
- Technological precedent- expected & doable
- Low pressure exposure to each other's accents
- Videos shown in class the following week & follow up questions asked

The Procedural Arc



Not knowing each other

Listening to each other's accents

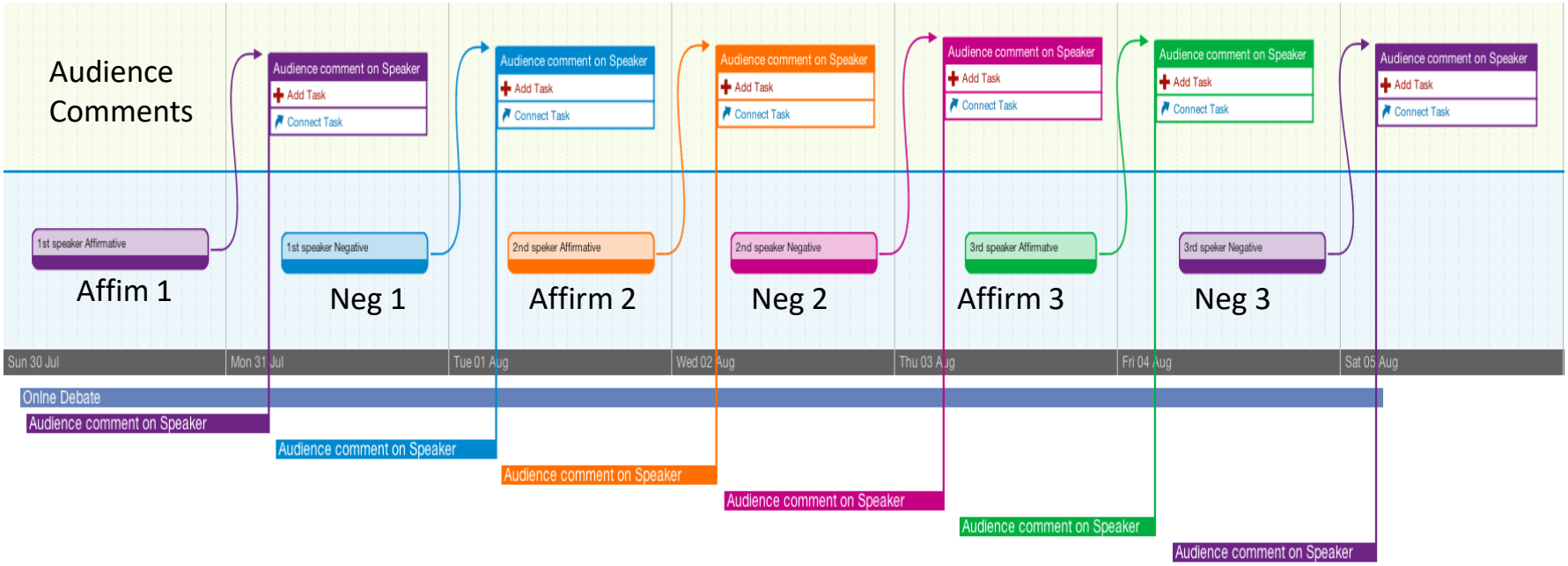


Technology

Participation & interactivity

Online debate

Run over 7 days



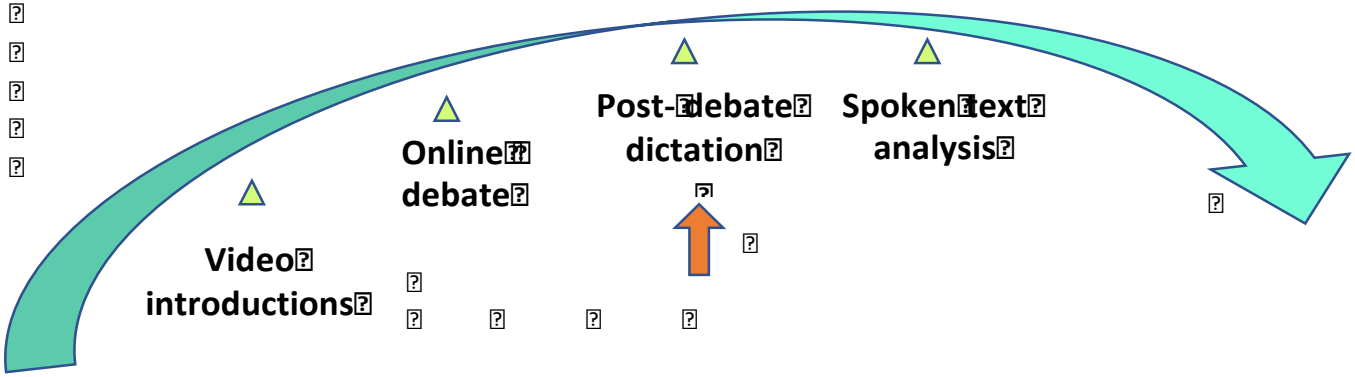
Day 1 Day 2 Day 3 Day 4 Day 5 Day 6 Day 7

Debate arguments and responses

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

The Procedural Arc



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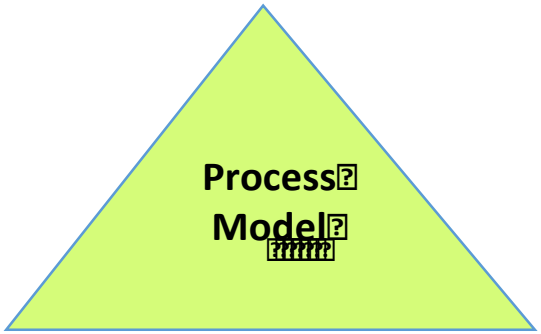
Listening to each other's accents

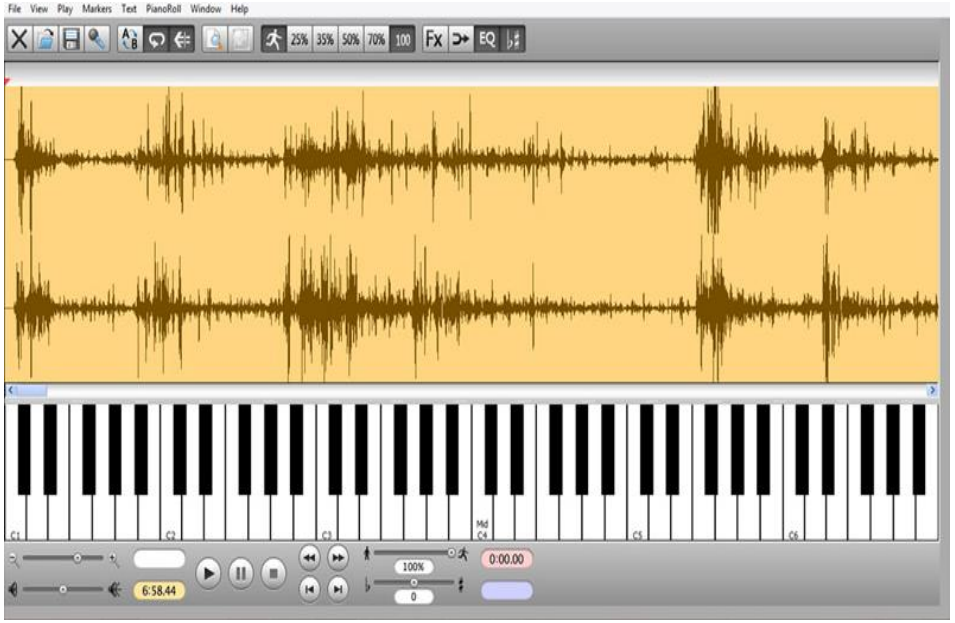


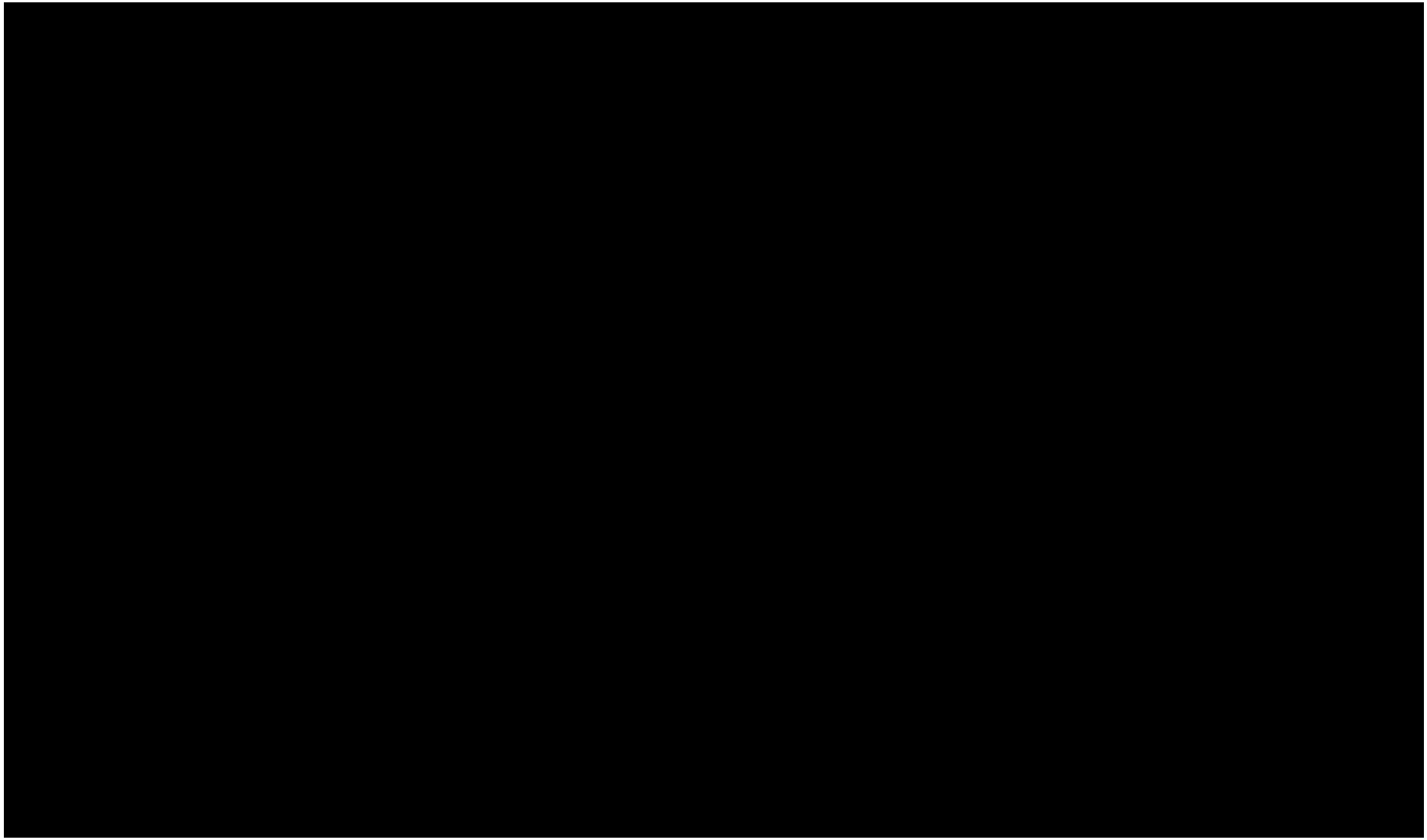
Technology

Participation & interactivity

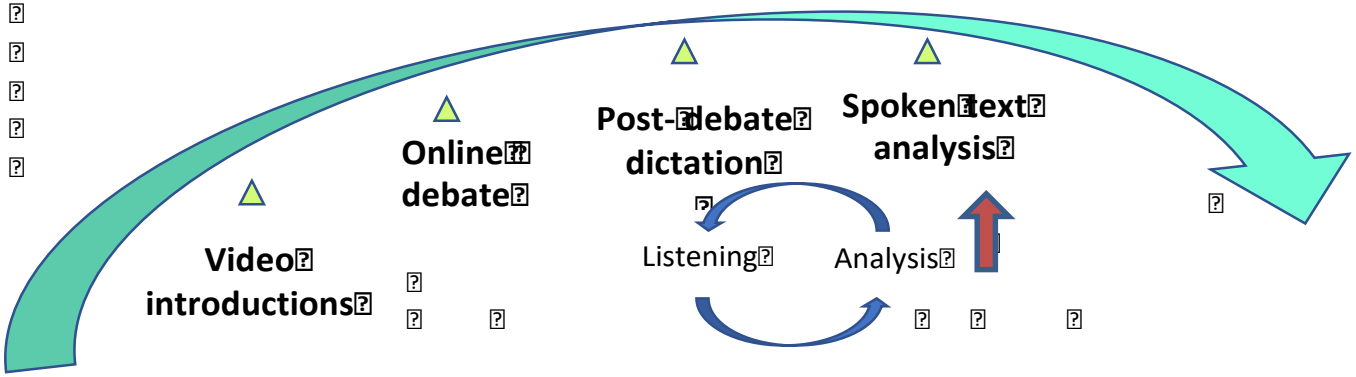
Transcribe

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



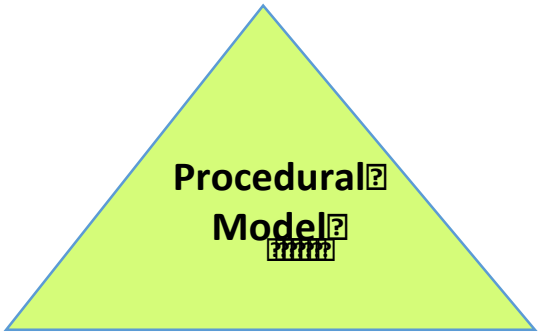


The Procedural Arc



Not knowing each other

Listening to each other's accents



Technology

Participation & interactivity

Audio Hijack & Transcribe: Post debate dialogue activity

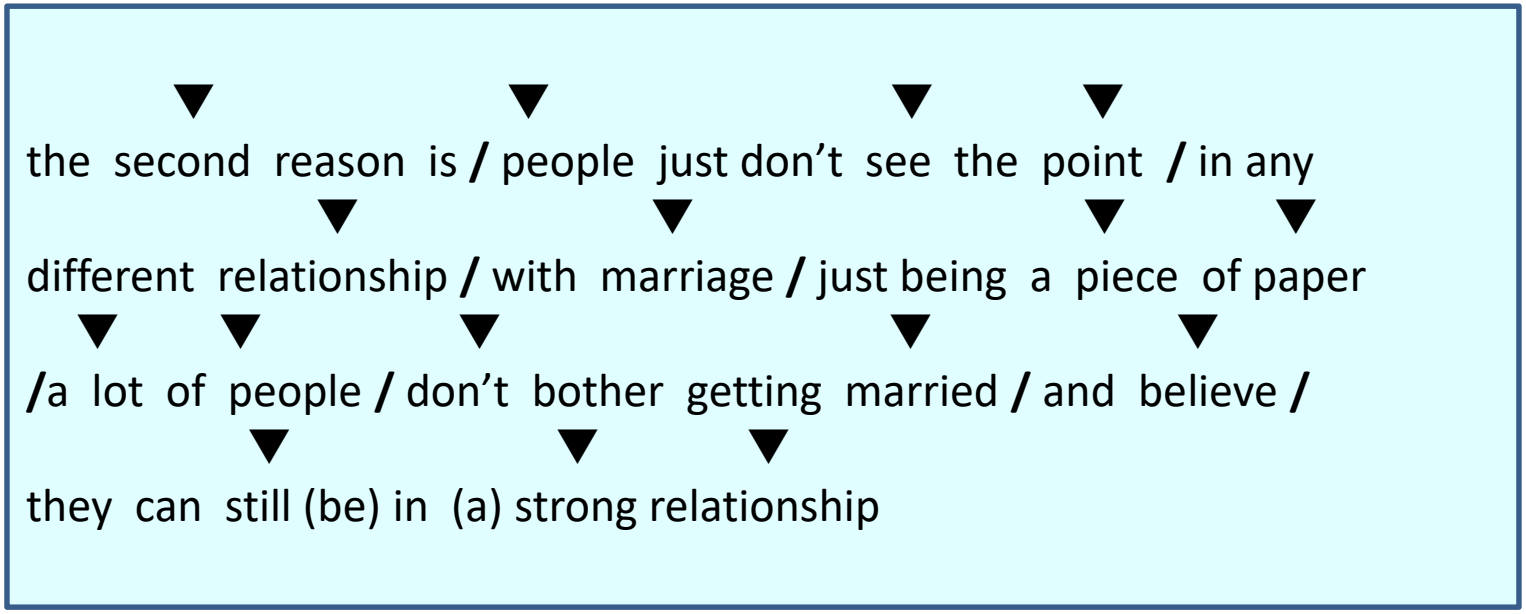
the second reason is people just don't see the point in any different relationship with marriage just being a piece of paper a lot of people don't bother getting married and believe they can still in strong relationship

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

Here is what happened

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

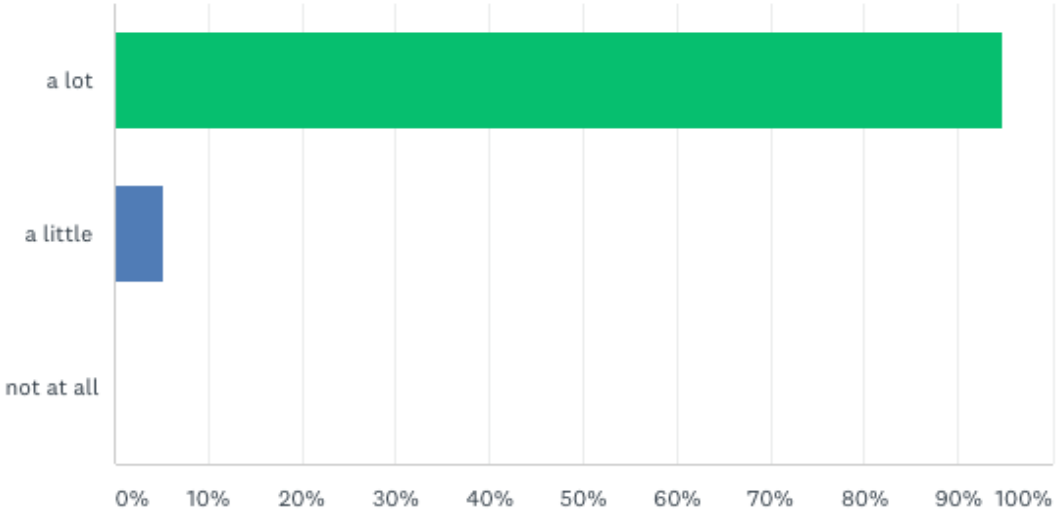
Did it work?

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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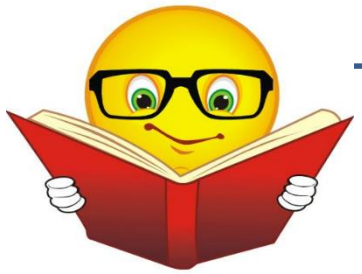
Let's talk!

Level of peer-to-peer interaction

Challenges	Solutions
Somewhat complex to set up	• Plan well ahead
Strong modelling needed	• Model activities in class beforehand
Student embarrassment	• Accept novel ways students post
Disengagement	• Rapid & specific feedback-templates
Posting errors	• Monitor & step in for missed work
Classroom technology	• Test