

Lesson plan

Name of teacher: CHEN XI, Sibyl

Date: 30th July, 2017

Class: S3

Length of time: 40mins*3

Topic: Language lab intern

Learning objectives:

By the end of the lessons, students should able to:

- Distinguish between /e/ and /æ/ phoneme
- List the difference between /e/ and /æ/ phoneme
- Pronounce /e/ and /æ/ correctly
- Make use of the Online English Pronunciation Learning Corpus to search targeted features

Previous knowledge:

Students have previous knowledge in International Phonetic Alphabet (IPA).

Lesson Procedures:

Time	Procedures	Interaction mode	Purpose	Resources
<p>3mins</p> <p>2mins</p>	<p>Building up context</p> <p>1. Teacher introduces the WebQuest and asks students to open the WebQuest.</p> <p>2. Students watch a Chinglish conversation for 2 minutes.</p>	<p>T-C</p> <p>S, S, S</p>	<p>For students to:</p> <ul style="list-style-type: none"> • build the context • get prepared for the learning of this lesson 	<ul style="list-style-type: none"> • YouTube video (Link: https://www.youtube.com/watch?v=DzQf1F0EMP8) • WebQuest (Link: https://docs.google.com/presentation/d/1Lwc8_A2V7_NNCsKKecgFh1_McJyJ9Kz-zz2vjjQlZ5g/edit?usp=sharing)
<p>10mins</p>	<p>Task 1 Distinguish between /e/ and /æ/ phoneme</p> <p>1. Students watch a video about how to distinguish between /e/ and /æ/ phoneme on EdPuzzle and finish comprehension questions.</p> <p>2. Students do a listening exercise to distinguish /e/ and /æ/</p>	<p>S, S, S</p> <p>S, S, S</p>	<p>For students to:</p> <ul style="list-style-type: none"> • activate and consolidate the previous knowledge about IPA 	<ul style="list-style-type: none"> • EdPuzzle (Link: https://edpuzzle.com/assignments/59a82d67dcf0e1400592148c/watch) • Listening exercise (Link: http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/exerciseIndex.html)
<p>10mins</p>	<p>Task 2 Analysis of the recordings</p> <p>1. Teacher introduces the Online English</p>	<p>T-C</p>	<p>For students to:</p> <ul style="list-style-type: none"> • learn the usage of the 	<ul style="list-style-type: none"> • Online English

15mins	Pronunciation Learning Corpus to students and show them how to search the targeted features in the corpus. (For this lesson, teacher takes /e/ and /æ/ phoneme as examples. Go to “Search”→”Segmental (passage two)” section→Vowel→Short vower→/e/ and /æ/)		corpus	Pronunciation Learning Corpus (Link: http://corpus.ied.edu.hk/phonetics/)
20mins	2. Students identify all the /e/ and /æ/ phonemes in passage <i>The Boy Who Cried Wolf</i> .	S, S, S	<ul style="list-style-type: none"> learn the difference between /e/ and /æ/ phoneme identify /e/ and /æ/ phoneme in real context share ideas 	<ul style="list-style-type: none"> Google Docs (Link: https://docs.google.com/document/d/1IpDHdXGSVqVaQAI-hTMiL7AD4LOM2JPzE0tUm0YuIeo/edit?usp=sharing)
5mins	4. Students check answers and discuss with their partners.	S-S		
15mins	Task 3 Recording		For students to:	<ul style="list-style-type: none"> Reference video (Link: https://youtu.be/bq0xnqmiCmM) Audacity Google drive (Link: https://drive.google.com/drive/folders/0B_H0QRBr_z0ZVGtnUkJlcFNkZ2M?usp=sharing)
25mins	1. Tongue twisters practice 2. Students record minimal pairs of /e/ and /æ/ phonemes and passage <i>The Boy Who Cried Wolf</i> using Audacity.	S, S, S	<ul style="list-style-type: none"> practice the pronunciation of /e/ and /æ/ 	
10mins	Evaluation		For students to:	<ul style="list-style-type: none"> Google form (Link: https://docs.google.com)
	1. Students evaluate themselves according to the criteria in Google form.	S, S, S	<ul style="list-style-type: none"> reflect their learning 	

				/forms/d/e/1FAIpQLSfpzUiDByAjDYyRyMg26OEpsVDQNY0BAyCr_yub1DkoS4Y9Xg/viewform?pli=1)
5mins	<p>Conclusion</p> <p>1. Students see the conclusion part and think about the questions.</p>	S, S, S	<p>For students to:</p> <ul style="list-style-type: none"> consolidate the new knowledge 	

LANGUAGE LAB INTERN



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Introduction





Introduction

Hi there! I'm Professor Rick. I'm a phonetician at *Moriarty Language Lab*. Nowadays, there are more and more people in China start learning English. But some of them may have some troubles with their pronunciation. Let's watch a video about the "Chinglish" first.

- Just watch the first two minutes of the [video](#).





Introduction

In order to help Chinese learners of English with their pronunciation problems, I'm currently building a website and I may need an intern to help. Would you like to be a member of our lab?

Please get prepared!



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**Distinguish between /e/
and /æ/ phoneme**





Distinguish between /e/ and /æ/ phoneme

Well, I'm doing comparisons between English and Chinese (Mandarin and Cantonese) vowels and I found that /æ/ and /e/ phoneme confuse a lot of Chinese learners of English. I'm gonna set a page to remind the learners. Could you help this part?





Distinguish between /e/ and /æ/ phoneme

First, you are suggested to watch a [video](#) to ensure you understand how to distinguish between /e/ and /æ/ phoneme. While you are watching the video, you may be asked to answer some questions.





Distinguish between /e/ and /æ/ phoneme

I also prepare a small exercise for you to test your listening! Click the link below and do the group 1! You may check the answer yourself after you finish.

Link: http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/exerciseIndex.html



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Analysis of the recordings





Analysis of the recordings

I collected some recordings from few Chinese learners and developed a corpus. Could you help me to analyze the materials?





Analysis of the recordings

First, I would like to introduce you [the Online English Pronunciation Learning Corpus](#). You can access to abundant recordings in this corpus by searching targeted features.





Analysis of the recordings

We will analyse two recordings of the passage *The Boy Who Cried Wolf*. Before we starting, please identify all the /e/ and /æ/ phonemes in the passage.

- [The worksheet](#)





Analysis of the recordings

Listen to two recordings of the passage recorded by [ML1](#) and [HK1](#) and spot all the mispronunciations of /e/ and /æ/ phonemes. When you finish, check with other interns.

- [The worksheet](#)



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Recording task





Recording task

*Here's a [video](#) for your reference.

Before the task, let's try tongue twisters of /e/ and /æ/!

- Set a mat on the sand and get a tan.
- Mend ten black pairs of pants for seven men in a trance.
- Cashed his check, rented a tent he could mend and camped on a patch of grass all weekend.





Recording task

I believe you have a deep understanding of /e/ and /æ/ phoneme now. In my website, I would like to have some listening materials for the learners' practice. Could you record the following materials for learners' reference?





Recording task

1. Minimal Pairs:

bed & bad, men & man, end & and, beg & bag,
head & had, hem & ham, pen & pan, said & sad, set
& sat, bend & band, dead & dad, lend & land.





Recording task

2. The Boy Who Cried Wolf

Please refer to the previous passage.





Recording task

Please use **Audacity** to do the recording, name the recording as “Recording task_Student name” (for example: Recording task_Chan Tai Man) and upload it to our [shared folder](#).

Here’s a tutorial about how to use the software.

<http://corpus.ied.edu.hk/phonetics/Howto.aspx>



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Evaluation





Evaluation

Thank you for being our intern! How's that feeling?
Let's do an **evaluation** to see how well you have done!

Your work will be checked in 2 ways:

1. Self-evaluation
2. Professor's evaluation





Evaluation

Self-evaluation

Please evaluate yourself in a [google form](#) and come up how many score you have.





Evaluation

Professor's evaluation

Teacher will give you a grade as according to the following areas:

Analysis the recordings (3 points each, 9 points total)	Recording task (3 points each, 9 points total)
Completion	
Accuracy	
Overall quality	

You will get **3** points for **Excellent**; **2** points for **Satisfactory**; and **1** Point for **Needs Improvement**. Find your grade in our **class blog**.



Evaluation

Grading Scale

(Your grade will be the combination of points from the **self-evaluation** and the **professor's evaluation**)

16-18 Points	A Super Job
13-15 Points	Good Work
9-12 Points	Could Use Some Improvement
less than 9	Try working the WebQuest again or ask the teacher for suggestions

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Conclusion





Conclusion

Now that you have completed this WebQuest and **you should be able to:**

- Distinguish between /e/ and /æ/ phoneme
- List the difference between these two phonemes
- Pronounce these two phones correctly

I hope you have enjoyed this learning process!



Conclusion



Here are some questions for you to think about:

1. What was something you didn't know about /e/ and /æ/ phoneme before?
2. What's the reason behind the mispronunciation?
3. How to avoid the mispronunciation between /e/ and /æ/ phoneme? Any tips?

**Here's the end of the WebQuest.
Thanks for all of your hard work!**