Lesson plan

Name of teacher: CHEN XI, Sibyl
Date: 30th July, 2017
Length of time: 40mins*3
Class: S3
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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Interaction mode</th>
<th>Purpose</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3mins</td>
<td><strong>Building up context</strong>&lt;br&gt;1. Teacher introduces the WebQuest and asks students to open the WebQuest.&lt;br&gt;2. Students watch a Chinglish conversation for 2 minutes.</td>
<td>T-C, S, S</td>
<td>For students to:&lt;br&gt;● build the context&lt;br&gt;● get prepared for the learning of this lesson</td>
<td>YouTube video (Link: <a href="https://www.youtube.com/watch?v=DzQf1F0EMP8">https://www.youtube.com/watch?v=DzQf1F0EMP8</a>)&lt;br&gt;WebQuest (Link: <a href="https://docs.google.com/presentation/d/1Lwc8_A2V7_NNCsKKe4gFh1_Mcjiy9K2z-zyjQIz5g/edit?usp=sharing">https://docs.google.com/presentation/d/1Lwc8_A2V7_NNCsKKe4gFh1_Mcjiy9K2z-zyjQIz5g/edit?usp=sharing</a>)</td>
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<tr>
<td>2mins</td>
<td><strong>Task 1 Distinguish between /e/ and /æ/ phoneme</strong>&lt;br&gt;1. Students watch a video about how to distinguish between /e/ and /æ/ phoneme on EdPuzzle and finish comprehension questions.&lt;br&gt;2. Students do a listening exercise to distinguish /e/ and /æ/</td>
<td>S, S, S</td>
<td>For students to:&lt;br&gt;● activate and consolidate the previous knowledge about IPA</td>
<td>EdPuzzle (Link: <a href="https://edpuzzle.com/assignments/59a82d67dfc6e140059214c/watch">https://edpuzzle.com/assignments/59a82d67dfc6e140059214c/watch</a>)&lt;br&gt;Listening exercise (Link: <a href="http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpressexerciseIndex.html">http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpressexerciseIndex.html</a>)</td>
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<tr>
<td>10mins</td>
<td><strong>Task 2 Analysis of the recordings</strong>&lt;br&gt;1. Teacher introduces the Online English</td>
<td>T-C</td>
<td>For students to:&lt;br&gt;● learn the usage of the</td>
<td>Online English</td>
</tr>
<tr>
<td>15mins</td>
<td>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/) 2. Students identify all the /e/ and /æ/ phonemes in passage The Boy Who Cried Wolf. 3. Students listen to two recordings of the passage recorded by ML1 and HK1 and spot all the mispronunciations of /e/ and /æ/ phonemes. 4. Students check answers and discuss with their partners.</td>
<td>S, S, S</td>
<td>Pronunciation Learning Corpus (Link: <a href="http://corpus.ied.edu.hk/phonetics/">http://corpus.ied.edu.hk/phonetics/</a>)  ● Google Docs (Link: <a href="https://docs.google.com/document/d/1IpDHdXGSVqVaqQAI-hTMiL7AD4LOM2JPzE0tUm0YuIeo/edit?usp=sharing">https://docs.google.com/document/d/1IpDHdXGSVqVaqQAI-hTMiL7AD4LOM2JPzE0tUm0YuIeo/edit?usp=sharing</a>)</td>
<td>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/) 2. Students identify all the /e/ and /æ/ phonemes in passage The Boy Who Cried Wolf. 3. Students listen to two recordings of the passage recorded by ML1 and HK1 and spot all the mispronunciations of /e/ and /æ/ phonemes. 4. Students check answers and discuss with their partners.</td>
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<tr>
<td>20 mins</td>
<td>Task 3 Recording 1. Tongue twisters practice 2. Students record minimal pairs of /e/ and /æ/ phonemes and passage The Boy Who Cried Wolf using Audacity.</td>
<td>S, S, S</td>
<td>For students to:  ● practice the pronunciation of /e/ and /æ/  ● Reference video (Link: <a href="https://youtu.be/bq0xnqmiCMm">https://youtu.be/bq0xnqmiCMm</a>)  ● Audacity  ● Google drive (Link: <a href="https://drive.google.com/drive/folders/0B_H0QRBr_z0ZVtUnUKkFkKZ2M?usp=sharing">https://drive.google.com/drive/folders/0B_H0QRBr_z0ZVtUnUKkFkKZ2M?usp=sharing</a>)</td>
<td></td>
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<tr>
<td>5 mins</td>
<td>Evaluation 1. Students evaluate themselves according to the criteria in Google form.</td>
<td>S, S, S</td>
<td>For students to:  ● reflect their learning  ● Google form (Link: <a href="https://docs.google.com">https://docs.google.com</a>)</td>
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<tr>
<td>5mins</td>
<td>Conclusion</td>
<td>S, S, S</td>
<td>For students to:</td>
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<td></td>
<td>1. Students see the conclusion part and think about the questions.</td>
<td></td>
<td>• consolidate the new knowledge</td>
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</tbody>
</table>
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.
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!
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?
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.
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
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
Recording task
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.

*Here’s a video for your reference.*
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?
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.
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.

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
Self-evaluation

Please evaluate yourself in a google form and come up how many score you have.
### Professor’s evaluation

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

<table>
<thead>
<tr>
<th>Analysis the recordings (3 points each, 9 points total)</th>
<th>Recording task (3 points each, 9 points total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completetition</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
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<tr>
<td>Overall quality</td>
<td></td>
</tr>
</tbody>
</table>

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**)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18 Points</td>
<td>A Super Job</td>
</tr>
<tr>
<td>13-15 Points</td>
<td>Good Work</td>
</tr>
<tr>
<td>9-12 Points</td>
<td>Could Use Some Improvement</td>
</tr>
<tr>
<td>less than 9</td>
<td>Try working the WebQuest again or ask the teacher for suggestions</td>
</tr>
</tbody>
</table>
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!