

Enhancing Language Learning through Digitalization - A Case Study of a Pronunciation Course

The 7th International Conference of Advanced Research in Education

12:30pm 7 July 2024

The Moller Institute at Churchill College, University of Cambridge

Presenter:

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This study discusses the **importance, impacts and efficacies of digitalization and blended learning** in language education in Higher Education in Hong Kong. This case study explores the enormous potential of e-learning tools to help students of English as a second language (ESL) to improve their English pronunciation. The author devises a **virtual voice laboratory** as a platform to house blended learning materials and interactive practices for an elective language course for undergraduate students at a liberal arts university in Hong Kong. The virtual voice laboratory serves as an e-learning tool to implement blended learning of the elective course in which students learn to improve their English pronunciation. This presentation aims to show the process of the implementation of the combination of digitalization and blended learning in terms of teaching and learning, and self-assessment.

Case Study

A pronunciation course

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An undergraduate elective course (**Before digitalization/blended learning**)

Course title: LUE3003 Improving Pronunciation through Text Performances

Class size: 20 students max.

Student composition: From all faculties at a humanity university

Prerequisites: To enroll in LUE3003, students must have taken LUE1002 University English II

Course objectives:

1. To introduce how individual sounds and connected speech features in English can be described and applied and how intonation can be used as a resource in meaning making
2. To increase students' awareness of their own voice and pronunciation styles
3. To enhance students' skills to express different meaning, tones and emotions by performing a wide range of classical and contemporary written texts
4. To improve students' enunciation by building on their existing knowledge and by using more controlled and focused practice especially in relation to their pronunciation skills
5. To introduce how genre, styles and context may impinge on performance through dialogue reading and a short recital
6. To give students an opportunity to reflect on their own favorite writer especially in relation to performance

Intended Learning Outcomes

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Upon completion of this course, students will be able to:

1

Apply the basic principles of English sounds and connected speech as well as of voice anatomy

2

Avoid common mistakes in English pronunciation and reflect on pronunciation, voice and performance techniques

3

Employ appropriate integrated physical and vocal resources to engage the audience in a performance which shows familiarity of the texts, confidence, and some level of voice acting

4

Respond with authentic interpretation and critical awareness to the content, mood and style of the material being presented

5

Adopt and sustain a role creatively and effectively to convey complexity of meaning

6

Employ appropriate voice techniques when performing different genres

Assessment Methods



Assessment	Weightage	Details
Assessment One (4 minutes)	30 %	Performance of two texts of different styles. One should be an informational, self-help, humorous or promotional passage; and the other a news report.
Assessment Two (4 minutes)	30 %	Performance of two texts of different styles. One is a 1-minute recital of a poem, song, or monologue; and the other a passage with dialogues from a novel/short story
Assessment Three (5 minutes + 2 minutes)	30 %	An oral presentation based on a written reflection on the learning progress, the weaknesses retained, and improvement made throughout the course, and an IPA transcription analysis; AND a reading test of a short unseen text of about 50 words
Attendance + Participation	5 %	For attendance and active participation in class activities and discussion
Improvement	5 %	Significant improvement of the total mark shown from Assignment One to Assignment Two

Pronunciation features – HK accent

A decorative graphic consisting of several overlapping, wavy lines in shades of blue and purple, positioned below the main text.

Sewell (2010)

The dental
fricatives

L vocalisation

Consonant
clusters

Consonant
substitutions

Phonetic
characteristics

Vowel quality
(diphthongs in
particular)

My Observation through 19-ish years

 **2020 – now**
(Full-time Lecturer)
Lingnan University

2007 – 2010
(Full-time regular teacher)
St Stephen's Girls' School
St Margaret's Girls' School

2011 – 2019
(Part-Time Consultant/supervisor/lecturer)
CUHK (Faculty of Education)
Good Hope School
Diocesan Boys' School

2004 – 2006
(Student-teacher for Summer School)
Ho Lap Secondary School
Wai Kiu College
Buddhist Wong Fung Ling College
Pope Paul VI College
Helen Liang Memorial Secondary School
Lam Tin Methodist Primary School



What's not mentioned by Sewell (2010)

Local students' common mistakes: Monotone / Being over emphatic

Pronunciation features of non-native Hong Kong students

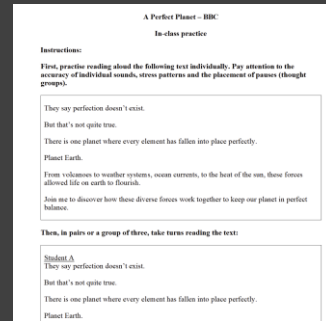
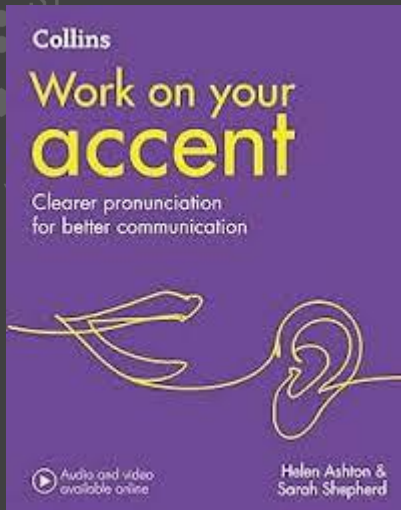
“With a normally wide yellow band, since red and green light when meet, form yellow”



Problems Identified



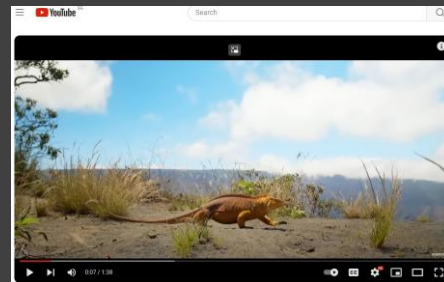
The course has been taught by using a textbook and self-developed teaching materials.



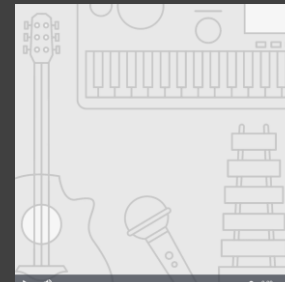
Lecture-3-4_APerfectPlanet.docx



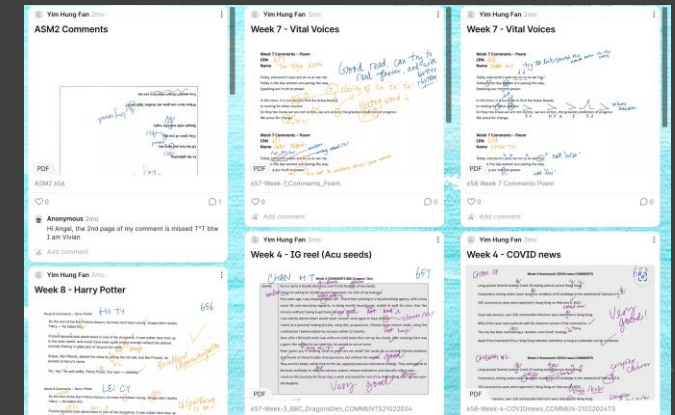
Adapted video



Original video



Good sample



Comments on student practice recordings

Work on your accent (2nd edition)

Self-developed material sample

Teacher's input & Students' input

Approximate total number of students each semester : 20 students X 4 - 5 sections = 80 – 100 students

Approximate total number of students' practice recordings each semester : 8 to 10 recordings @student – 640 to 800 recordings to listen to and comment on

Approximate total hours of marking : 5 minutes per recordings – 640 X 5 = 3200 minutes (53.33 hours)



53 – 55

Additional hours

to giving comments on students' recordings

69 - 75

TOTAL hours



16 – 20

teaching hours (per week)

Time spent per week



This practice of giving written feedback is optional but students have been giving very positive responses and making huge improvement if written feedback is returned.

However, this practice is neither sustainable nor optimal to the instructor's health – both physically and mentally by putting in extra hours during the teacher's rest days.

Solution



Utilizing digitalization & blended learning elements

Applied successfully to obtain a teaching development grant – HKD200,000 to build a virtual voice laboratory

TDG Project title:

**Building a virtual voice laboratory for blended learning
and self-learning to improve English pronunciation**



Proposed Objectives

A decorative graphic consisting of several overlapping, wavy lines in shades of blue and purple, positioned horizontally below the main text.

This virtual laboratory allows students to compare their voice recording to an AI generated recording with two sound waves shown for identification of areas of mispronunciation on the sound charts.


Phase One

In phase one, which is the blended learning part, students taking LUE3003 will use the laboratory to do self-test to check their level of accuracy, self-practice to keep improving on the mistakes pointed out by the AI and self-diagnosis in the later stage to identify mistakes by themselves through reading aloud texts based on the LUE3003 course materials.

Phase Two

In phase two, users' analytics collected from the blended learning can be used to develop a larger database and complete version for all Lingnan students to use the laboratory to practice presentations and public speaking for their major studies.

Two Key Elements

 **Lingnan 嶺南大學**
University 香港 Hong Kong


Virtual Voice Lab

Home Diphthongs Monophthongs Linking **The Rainbow Passage** Comma gets a Cure Testing

The Rainbow Passage

Please contact support@virtualvoicelab.com if you experience technical issues.

1. When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.



Please Click "Record" to start your recording and create a waveform.
Click "image of soundwave" to download your waveform.

Record Select microphone...
Upload Choose file Browse

Digitalization

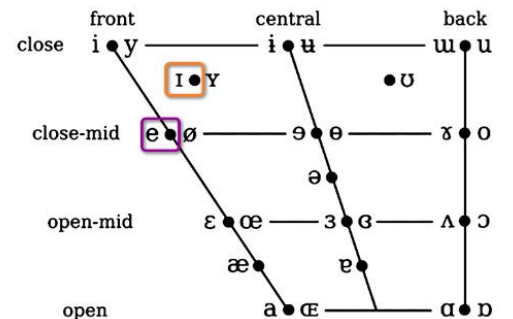
Home Diphthongs Monophthongs Linking **The Rainbow Passage** Comma gets a Cure Testing

Diphthongs

A diphthong is a combination of two vowel sounds, also known as a gliding vowel. In the table below, a list of words containing a diphthong is articulated for your reference. The IPA vowel chart shows the movement of gliding from the first vowel to the second vowel.

Diphthongs - closing with /ɪ/

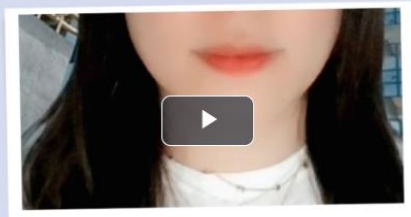
IPA Vowel Chart (Purple grid → Orange grid)



Symbols represent (unrounded • rounded) vowels.

eɪ

Play Slay Day Take Make Cake Chain Plane
Game



Blended learning

Combination of the **two** key elements:

A 7-day Plan and Visualization chart at self-practice

+

Blended learning videos

Virtual Voice Lab

Reading Aloud Practice

7-day Plan

Start Day: _____

End Day: _____

THE RAINBOW PASSAGE

Instructions

1. Follow the guidelines on each day plan.
2. Record your reading aloud using the Rainbow Passage on www.virtualvoicelab.com
3. Do not over-practice.
4. Practice ONCE a day by focusing on the specific features.
5. Fill in a survey AND/OR record a 1-minute user feedback on the improvement.



Features of the 7-day Plan

Day 1 – Linking and Pausing

Day 2 – The Schwa

Day 3 – Stressed Syllables and Words

Day 4 – Long and Short Vowels

Day 5 – Voiced and Unvoiced Consonants

Day 6 – Consonant Clusters

Day 7 – Diphthongs and Triphthongs

Additional step:

You may visit the site IDEA (Scan the QR code on the right) to listen to people from around the world read the same passage and identify some special pronunciation features.



Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 1 – Linking and Pausing

Follow the arrows to link the words. Each colored arrow means a different type of linking.

Consonant-vowel link

Intrusive consonants /j/ /w/ /r/

Pause

- 1 When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.
- 2 These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it.
- 3 When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries, people have explained the rainbow in various ways.
- 4 Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain.
- 5 The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Others have tried to explain the phenomenon physically.
- 6 Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then, physicists have found that it is not reflection, but refraction by the raindrops which causes the rainbows.
- 7 Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably upon the size of the drops, and the width of the colored band increases as the size of the drops increases.
- 8 The actual primary rainbow observed is said to be the effect of super-imposition of a number of bows.
- 9 If the red of the second bow falls upon the green of the first, the result is to give a bow with an abnormally wide yellow band, since red and green light when mixed form yellow.
- 10 This is a very common type of bow, one showing mainly red and yellow, with little or no green or blue.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 2 - The Schwa

The schwa is the most common sound in English language. Articulate it as a weak, unstressed syllable, making it almost disappear. The schwa and weak /l/ are highlighted in a character border and a grey shade.

1	<p>When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.</p> <p>wɛn ðə 'sʌnlʌt stri:ks 'reɪndrɒps ɪn ðɪ eə, ðeɪ ækt əz ə 'prɪzəm and fɔ:m ə 'reɪnbəʊ. ðə 'reɪnbəʊ ɪz ə dɪ'vɪʒən əv waɪt laɪt ɪn ðə 'meɪnɪ 'bjʊ:tfʊl 'kɒləz.</p>
2	<p>These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it.</p> <p>ði:z teɪk ðə ʃeɪp əv ə lɒŋ raʊnd ɑ:ʃ, wɪð ɪts pɑ:θ haɪ ə'boʊv, and ɪts tu: endz ə'pæərəntli bɪ'jɒnd ðə ha'raɪzən. ðə'ɪz, ə 'kɔ:dn̩ ʃə 'ledʒənd, ə 'bɔɪlɪŋ pɒt əv gəʊld ət wʌn end. 'pi:pəl lʊk, bət nəʊ wʌn 'evə faɪndz ɪt.</p>
3	<p>When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways.</p> <p>wɛn ə mæn lʊks fɔ: 'sʌmθɪŋ bɪ'jɒnd ɪz ri:ʃ, hɪz frendz seɪ hi ɪz 'lʊkɪŋ fɔ: ðə pɒt əv gəʊld ət ðɪ end əv ðə 'reɪnbəʊ. θru: 'aʊt ðə 'sɛntɪ'prɪz 'pi:pəl hæv ɪk'spleɪnd ðə 'reɪnbəʊ ɪn 'vəriəs weɪz.</p>
4	<p>Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain.</p> <p>sʌm hæv ək'septɪd ɪt əz ə 'mɪrəkl̩ wɪð aʊt 'fɪzɪkəl ɛksplə'neɪʃn. fɔ: ðə 'hi:brʊ:z ɪt wəz ə 'tɔ:kən ðət ðe wəd bɪ'neʊ mɔ: 'ju:nɪ vɜ:səl flʌdz. ðə grɪ:kz ju:zd tu ɪ'mædʒɪn ðət ɪt wəz ə saɪn frəm ðə gɒdz fɔ: 'tel wɔ:r o: 'hevi reɪn.</p>

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 3 – Stressed Syllables and Words

Stressed syllables and words are highlighted in PINK. The three most common ways to stress a syllable or a word is 1. Making it **louder**; 2. Making it **longer**; and 3. Making it **higher in pitch**.

- 1 When the sunlight **strikes raindrops** in the air, they **act** as a **prism** and form a rainbow. The **rainbow** is a **division** of white light into many **beautiful colors**.
- 2 These take the shape of a **long round arch**, with its **path high** above, and its two ends **apparently** beyond the horizon. There is, **according to legend**, a **boiling pot of gold** at one end. People look, but no one ever finds it.
- 3 When a man looks for something beyond his **reach**, his friends say he is looking for the **pot of gold** at the end of the rainbow. Throughout the **centuries** people have explained the **rainbow** in various ways.
- 4 Some have accepted it as a **miracle** without **physical explanation**. To the **Hebrews** it was a **token** that there would be no more universal floods. The Greeks used to **imagine** that it was a **sign** from the **gods** to foretell **war** or **heavy rain**.
- 5 The **Norsemen** considered the rainbow as a **bridge** over which the **gods** passed from **earth** to their **home** in the sky. Others have tried to explain the **phenomenon** **physically**.
- 6 Aristotle thought that the rainbow was caused by **reflection** of the sun's rays by the **rain**. Since then **physicists** have found that it is not **reflection**, but **refraction** by the raindrops which causes the rainbows.
- 7 Many complicated ideas about the rainbow have been formed. The **difference** in the rainbow depends considerably upon the **size** of the drops, and the **width** of the colored band **increases** as the **size** of the drops **increases**.
- 8 The **actual primary** rainbow observed is said to be the effect of **super-imposition** of a number of bows.
- 9 If the **red** of the **second** bow falls upon the **green** of the **first**, the result is to give a **bow** with an **abnormally wide yellow** band, since **red** and **green light** when **mixed** form **yellow**.
- 10 This is a very common type of bow, one showing mainly **red** and **yellow**, with little or no **green** or **blue**.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 4 – Long and Short Vowels

Vowel sounds differ in length and quality. They are open sounds made without obstructions.

The **long vowels** are highlighted in **BLUE**.

- 1 When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.

wɛn ðə 'sʌnlʌɪt stri:ks 'reɪndrɒps ɪn ði eə, ðeɪ ækt əz ə 'prɪzəm ænd fɔ:m ə 'reɪnbəʊ. ðə 'reɪnbəʊ ɪz ə dɪ'vɪʒən əv waɪt laɪt 'ɪntə 'meni 'bjʊ:tfʌl 'kɒləz.

- 2 These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it.

ði:z teɪk ðə ʃeɪp əv ə lɒŋ raʊnd ɑ:ʃ, wɪð ɪts pɑ:θ haɪ ə'boʊv, ænd ɪts tu: endz ə'pæʀəntli brɪ'jɒnd ðə hæ'r aɪzən. ðeər ɪz, ə'kɔ:dn̩ tə 'lɛdʒənd, ə 'bɔɪlɪŋ pɒt əv gəʊld ət wʌn end. 'pi:pəl lʊk, bət nəʊ wʌn 'evə faɪndz ɪt.

- 3 When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways.

wɛn ə mæn lʊks fɔ: 'sʌmθɪŋ brɪ'jɒnd ɪz ri:ʃ, hɪz frendz seɪ hi ɪz 'lʊkɪŋ fɔ: ðə pɒt əv gəʊld ət ði end əv ðə 'reɪnbəʊ. θru: aʊt ðə 'sentʃrɪz 'pi:pəl hæv ɪk'spleɪnd ðə 'reɪnbəʊ ɪn 'veəriəs weɪz.

- 4 Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain.

sʌm hæv ək'septɪd ɪt əz ə 'mɪrəkl̩ wɪ'ðəʊt 'fɪzɪkəl ɪkspleɪ'neɪʃən. tə ðə 'hi:brʊ:z ɪt wəz ə 'tɔ:kən ðæt ðə wɒd bi nəʊ mɔ: 'ju:nɪ'vɜ:səl flɪdz. ðə grɪ:kz ju:zd tu: ɪ'mædʒɪn ðæt ɪt wəz ə saɪn frəm ðə godz tə fɔ:'tel wɔ:ɪ ə 'hevi reɪn.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 5 – Voiced and Unvoiced Consonants

★ Note : Only the common mistakes are highlighted.

Voiced and unvoiced consonants can be made with or without vibration (tickling) using the articulators to block the air flow. The **voiced consonants** (With vibration) are highlighted in **YELLOW** and the **unvoiced consonants** (Without vibration) are highlighted in **GREEN**.
 (ð z d g b ʒ) (θ s t k p ʃ)

- 1 When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.

wɛn ðə 'sʌnlʌɪt stri:kɪs 'reɪndrɒps ɪn ði eə, ðeɪ ækt əz ə 'prɪzəm and fɔ:m ə 'reɪnbəʊ. ðə 'reɪnbəʊ ɪz ə dɪ'vɪʒən əv waɪt laɪt ɪntə 'meni 'bjʊ:tɪfl 'kɒləz.

- 2 These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it.

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- 3 When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways.

wɛn ə mæn lʊks fə 'sʌmθɪŋ bɪ'jɒnd ɪz ri:ʃ, hɪz frɛndz seɪ hi ɪz 'lʊkɪŋ fə ðə pɒt əv gəʊld ət ði end əv ðə 'reɪnbəʊ. θru: 'aʊt ðə 'sentʃrɪz 'pi:pəl hæv ɪk'spleɪnd ðə 'reɪnbəʊ ɪn 'veəriəs weɪz.

- 4 Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain.

sʌm hæv ək'septɪd ɪt əz ə 'mɪrəkl wɪð aʊt 'fɪzɪkəl ɛksple'neɪʃn. tə ðə 'hi:brʊ:z ɪt wəz ə 'təʊkən ðæt ðə wəd bi nəʊ mɔ: 'ju:nɪ vs:səl flʌdz. ðə grɪ:kz ʤuzd tu ɪ'mæɪdʒɪn ðæt ɪt wəz ə saɪn frəm ðə godz tə fɔ:'tel wɔ:ɔ: 'hevi reɪn.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 6 - Consonant Clusters

A consonant cluster means a pair or a group of consonants in a word. The cluster can be at the beginning of a word, in the middle and/or at the end of a word. The clusters are highlighted in a character border.

- 1 When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors.
- 2 These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it.
- 3 When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways.
- 4 Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain.
- 5 The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Others have tried to explain the phenomenon physically.
- 6 Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then physicists have found that it is not reflection, but refraction by the raindrops which causes the rainbows.
- 7 Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably upon the size of the drops, and the width of the colored band increases as the size of the drops increases.
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- 10 This is a very common type of bow, one showing mainly red and yellow, with little or no green or blue.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 7 – Diphthongs and Triphthongs

Diphthongs and triphthongs are a combination of vowel sounds. There are closing and centring diphthongs. While triphthongs are combined with a diphthong and a schwa. They are indicated and illustrated in **PURPLE**.

- 1 When the sunlight strikes **rain**drops in the **air**, they act as a prism and form a **rainbow**. The rainbow is a division of white **light** into many beautiful colors.

wɛn ðə 'sʌnlʌɪt stri:ks 'reɪndrɒps ɪn ði 'eə, ðeɪ ækt əz ə 'prɪzəm ænd fɔ:m ə 'reɪnbəʊ. ðə 'reɪnbəʊ ɪz ə dɪ'vɪʒən əv waɪt laɪt 'ɪntə 'meni 'bjʊ:tfɪl 'kɒləz.

- 2 These **take** the shape of a long **round** arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a **boiling** pot of **gold** at one end. People look, but **no** one ever **finds** it.

ði:z teɪk ðə 'ʃeɪp əv ə lɒŋ raʊnd ɑ:ʃ, wɪð ɪts pɑ:θ haɪ ə'boʊv, ænd ɪts tu: endz ə'pærəntli bɪ'jɒnd ðə hæ'r aɪzən. ðeər ɪz, ə'kɔ:dn̩ tə 'lɛʒənd, ə 'bɔɪlɪŋ pɒt əv ɡəʊld et wʌn end. 'pi:pəl lʊk, bət nəʊ wʌn 'evə faɪndz ɪt.

- 3 When a man looks for something beyond his reach, his friends **say** he is looking for the pot of **gold** at the end of the **rainbow**. Throughout the centuries people have explained the **rainbow** in various ways.

wɛn ə mæn lʊks fɔ: 'sʌmθɪŋ bɪ'jɒnd ɪz ri:ʃ, hɪz frendz seɪ hi ɪz 'lʊkɪŋ fɔ: ðə pɒt əv ɡəʊld et ði end əv ðə 'reɪnbəʊ. θru: 'aʊt ðə 'sentʃrɪz 'pi:pəl hæv ɪk'spleɪnd ðə 'reɪnbəʊ ɪn 'veəriəs weɪz.

- 4 Some have accepted it as a miracle **without** physical explanation. To the Hebrews it was a token that there would be **no** more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy **rain**.

sʌm hæv ək'septɪd ɪt əz ə 'mɪrəkl̩ wɪ'ðaʊt 'fɪzɪkəl 'eksplə'neɪʃn. tə ðə 'hi:brʊ:z ɪt wəz ə 'tɔ:kən ðæt ðə wed bɪ nəʊ mɔ: 'ju:nɪ'vɜ:səl flʌdz. ðə ɡri:kz ju:zd tu: ɪ'mædʒɪn ðæt ɪt wəz ə saɪn frəm ðə ɡɒdz tə fɔ:'tel wɔ:ɔ: 'hevi reɪn.

- 5 The Norsemen considered the **rainbow** as a bridge over which the gods passed from earth to **their** home in the **sky**. Others have **tried** to explain the phenomenon physically.

**Thank you for your participation
in this 7-day plan of reading aloud
to improve your pronunciation.**

For **current students**, please record a **1-minute video** to share with me your reflection and feedback and upload your video on **Moodle (Week 13)**

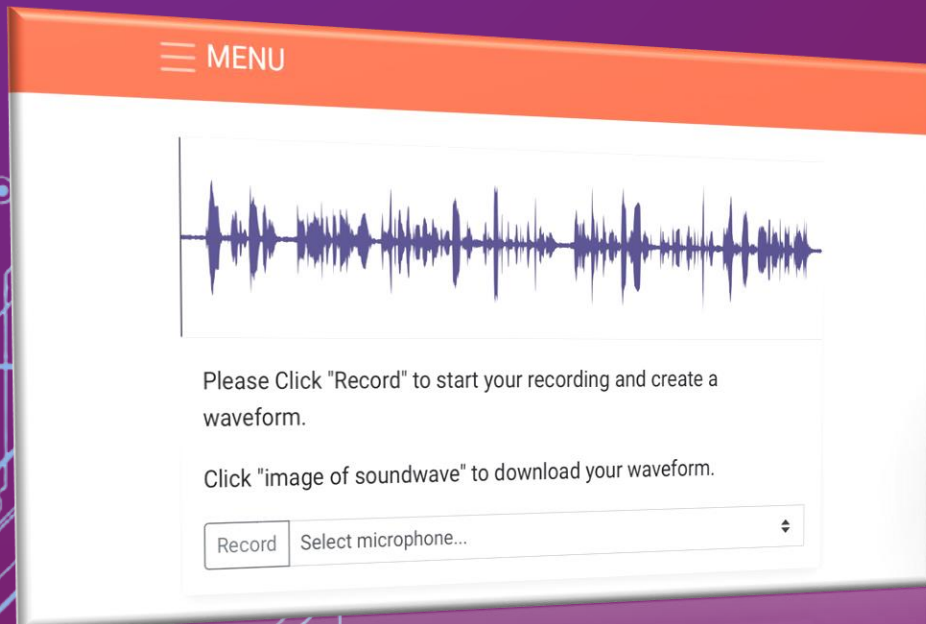
Here are some questions for thoughts :

1. Do you think you have made a lot of improvements ?
2. What pronunciation features are the easiest/hardest to manage ?
3. How useful do you think this plan is ?
4. Will you recommend this plan to your friends ?

With this 7-day Plan with instructions, students practice by themselves following the guidelines, refer to the visualization chart to locate the pause, the stressed syllables, and the stressed words.

The **First Pilot Study** (without the 7-day plan nor the videos)

- Trouble shooting
- 20 volunteers
- While the feedback was mostly positive, some volunteers expressed that the reading aloud of the passage was fine but there was not enough guidance



The **Second Pilot Study** (With the 7-day plan and videos on diphthongs)

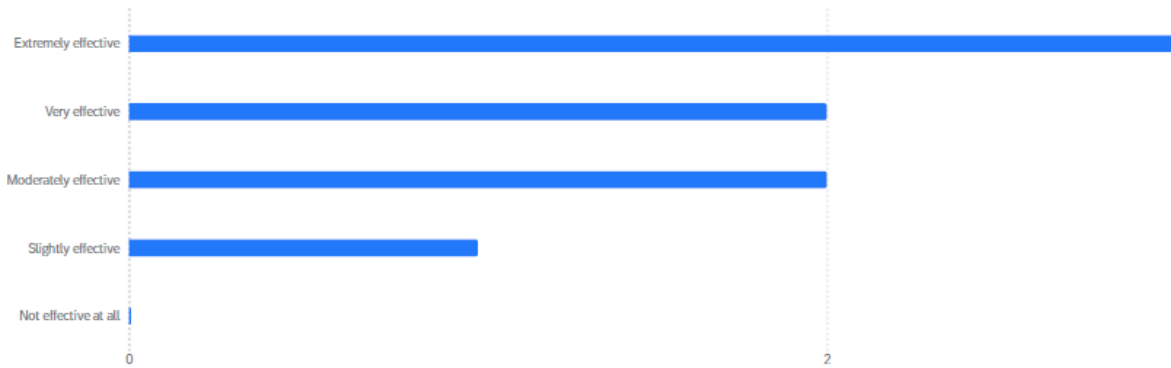
- 9 volunteers
- 2 modes of responses (video reflection and/or survey)
- All volunteers completed the survey
- 7 volunteers gave a video reflection



Second Pilot Reflections from students

Survey result highlights

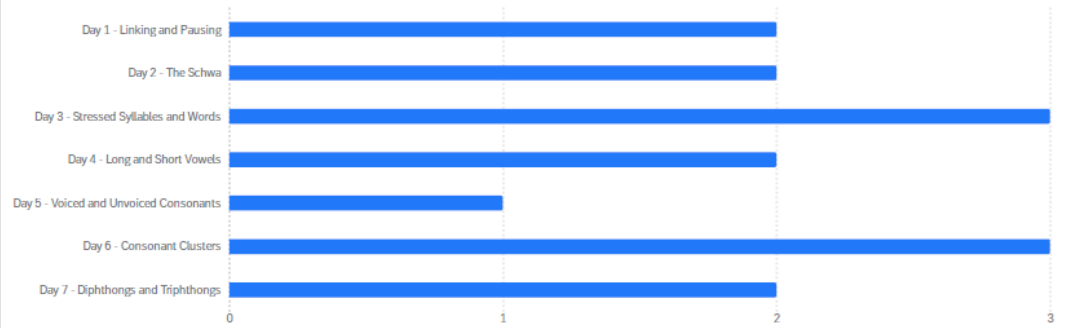
How effective is this 7-day Plan to help you improve your pronunciation? 8 ①



How effective is this 7-day Plan to help you improve your pronunciation? 8 ①

Q2 - How effective is this 7-day Plan to help you improve your pronunciation?	Percentage	Count
Extremely effective	38%	3
Very effective	25%	2
Moderately effective	25%	2
Slightly effective	13%	1
Not effective at all	0%	0

Which day (feature) is the most useful to improve your pronunciation? 8 ①



Which day (feature) is the most useful to improve your pronunciation? 8 ①

Q3 - Which day (feature) is the most useful to improve your pronunciation?	Percentage	Count
Day 1 - Linking and Pausing	25%	2
Day 2 - The Schwa	25%	2
Day 3 - Stressed Syllables and Words	38%	3
Day 4 - Long and Short Vowels	25%	2
Day 5 - Voiced and Unvoiced Consonants	13%	1
Day 6 - Consonant Clusters	38%	3
Day 7 - Diphthongs and Triphthongs	25%	2

Conclusion





Digitalization and blended learning as two key elements to enhance teaching and learning in Higher Education are proven to be beneficial to the students.

- A full pilot study will be implemented in the coming semester
(Term 1 2024-25)
- The course assessment will be updated by including the 7-day plan self practice as part of the course evaluation
- Mode of assessment – by completion and submission of a reflection video



About Virtual Voice Lab



About me



Thank you