

Lesson Plan

Remarks

Teacher= T

Students = Ss

Background information

Subject: English language

Language focus: English speaking (pronunciation)

Level of students: Key stage 4 (S5 EMI students)

Previous knowledge:

- Ss learnt some basic IPA symbols
- Ss learnt the difference between vowels, consonants & diphthongs
- Ss have a basic understanding of parts of speech.
- Ss learnt how to design their websites, use discussion forums, record their voice, make videos and upload them to Google Drive in their information technology lessons

Learning objectives

By the end of the lesson, students should be able to pronounce:

1. words with different vowel length /ɪ/ & /i:/
2. diphthongs [eɪ] [aʊ] [əʊ]
3. words with reduced vowels (how diphthong or vowels change to /ɪ/ or /ə/)




The reasons why the video is more suitable than classroom teaching




If teachers teach pronunciation in a classroom, the teaching effectiveness may be affected by the background noise like students' laughter; students may not hear the target words clearly. However, students can concentrate and watch my video at home without much disturbance. Meanwhile, with the help of my pronunciation website (<http://engpron.weebly.com>), students can upload and download notes online. They can also submit their assignments online. This can train their information technology skills. Moreover, students can preview what they will learn. Then, there will be more time for practicing and discussion in the classroom. After that, students can revise the target items at home.

1. Pre-viewing

Step	Time	Tasks (students)	Purposes
1.	1 min	Ss finish a survey about their previous knowledge of pronunciation on my website. Please see attachment 1 for my website. (http://engpron.weebly.com)	<ul style="list-style-type: none">• Recall the previous knowledge of students.• Understand Ss' need
2.	2 min	Ss revise relevant concepts by searching information online if they do not remember the concepts.	<ul style="list-style-type: none">• Activate schema of English pronunciation• Encourage independent study

2. While-viewing (presentation stage)

Step	Time	Tasks (T & Ss)	Purposes	Teaching strategies															
3.	00:00-1:04	<ul style="list-style-type: none">T initiates the introduction of outline and revision	<ul style="list-style-type: none">Activate schema of English pronunciation	<ul style="list-style-type: none">Using electronic sound chart															
4.	1:05-1:31	<ul style="list-style-type: none">T initiates guessing game with a videoT asks Ss questions <div><p>Lead-in</p><p>What's wrong with his pronunciation (English only)? There is one word that he pronounced wrongly.</p></div>	<ul style="list-style-type: none">Create intrinsic motivationIntroduce topicAllows anticipationCreate purposes for listening	<ul style="list-style-type: none">Using an authentic video															
Ss pause the video and think about the questions asked by the teacher.																			
5.	1:32-2:46	<ul style="list-style-type: none">T points out the pronunciation mistakes in the video and explains rules of vowel length.T recommends a song for Ss. <div><table><tr><th>Longer vowel /ɪ/</th><th>Shorter /i/</th><th>Example sentences</th></tr><tr><td>Feet</td><td>/fɪ/</td><td>What's your feeling?</td></tr><tr><td>Feet</td><td>/fi/</td><td>They climb up the hill.</td></tr><tr><td>Sleep</td><td>/si/</td><td>I sleep on the street?</td></tr><tr><td>Seat</td><td>/si/</td><td>I sit in the seat.</td></tr></table><p>Other examples: heat vs hit, feat vs fit, etc.</p></div>	Longer vowel /ɪ/	Shorter /i/	Example sentences	Feet	/fɪ/	What's your feeling?	Feet	/fi/	They climb up the hill.	Sleep	/si/	I sleep on the street?	Seat	/si/	I sit in the seat.	<ul style="list-style-type: none">Raise Ss' awareness of vowel length	<ul style="list-style-type: none">Using tables and contrastive sentencesUsing songs in learning pronunciation
Longer vowel /ɪ/	Shorter /i/	Example sentences																	
Feet	/fɪ/	What's your feeling?																	
Feet	/fi/	They climb up the hill.																	
Sleep	/si/	I sleep on the street?																	
Seat	/si/	I sit in the seat.																	
Ss pause the video and think about the questions asked by the teacher.																			
6.	2:52-3:08	<ul style="list-style-type: none">T initiates a guessing gameT asks Ss questions <div><p>Question</p><p>What's wrong with her pronunciation?</p></div>	<ul style="list-style-type: none">Create intrinsic motivationIntroduce topicAllows anticipationCreate purposes for listening	<ul style="list-style-type: none">Using authentic materials: an advertisement															
Ss pause the video and think about the questions asked by the teacher.																			
7.	3:13-4:00	<ul style="list-style-type: none">T introduces diphthongsT recommends a movie for learning diphthongs. <div><p>The rain [reɪn] in Spain stays mainly in the plain -- My fair lady (1964) Vs ring [rɪŋ]</p></div>	<ul style="list-style-type: none">Raise Ss' awareness of vowel and diphthongs	<ul style="list-style-type: none">Using tables, pictures, movies and tongue twister in learning pronunciationContrasting Cantonese and English phonetics															

8.	4:10-4:32	<ul style="list-style-type: none"> T initiates a guessing game with a video 	<ul style="list-style-type: none"> Create intrinsic motivation Introduce topic Allows anticipation Create purposes for listening 	<ul style="list-style-type: none"> Using an authentic advertisement
Ss pause the video and think about the questions asked by the teacher.				
9.	4:33-5:05	<ul style="list-style-type: none"> T points out the pronunciation mistakes in the video and explains rules of vowels reduction 	<ul style="list-style-type: none"> Raise students' awareness of vowels reduction 	<ul style="list-style-type: none"> Using tables, pictures and colours
10.	5:06-5:16	<ul style="list-style-type: none"> T elicits target items by pictures 	<ul style="list-style-type: none"> Raise students' awareness of vowels reduction Let Ss apply what they have learnt Let Ss reflect upon their mistakes 	<ul style="list-style-type: none"> Using tables, pictures and colours
Ss pause the video and think about the questions asked by the teacher.				
11.	5:23-6:55	<ul style="list-style-type: none"> T reveals the answer. T explains more rules of vowels reduction briefly. 	<ul style="list-style-type: none"> Raise students' awareness of vowels reduction 	<ul style="list-style-type: none"> Listen and repeat Using tables, pictures and colours
12.	6:56-7:49	<ul style="list-style-type: none"> T concludes T assigns homework <ul style="list-style-type: none"> Two exercises Uploading recordings Reflective journal (online post blog or) Discussion forum Mini-presentation T recommends useful resources. 	<ul style="list-style-type: none"> Consolidates Ss' knowledge Foster reflective learning 	<ul style="list-style-type: none"> Using rewards to encourage participation

3. Post-viewing

A. Homework (Practice)

Tasks (Ss)	Purposes
Exercise 1: tongue twister	<ul style="list-style-type: none"> Consolidate students' knowledge.
Exercise 2: drilling	<ul style="list-style-type: none"> Consolidate students' knowledge.

B. Homework (production)

1. Reflective journal (online post blog)	<ul style="list-style-type: none"> Students keep a learning journal to improve their long-term English proficiency. Students may find videos about vowels. Then they share their thoughts (in 200 words) after watching the videos. It can form a long-term habit in their English pronunciation learning. The teacher also provides a list of useful resources for students to fill in their pronunciation reflective journal, and the teacher will check the journal frequently. It can develop students' metacognitive and introspective awareness towards their learning. The best reflective journal will be rewarded. 																
2. Uploading recordings of the diagnostic passage	<ul style="list-style-type: none"> Students have to read a diagnostic passage and record their voices. Then, they should upload the recordings to Google Drive and share their recordings with the teacher. The target items are incorporated into the diagnostic passage. The teacher will check their recordings and provide feedback by email instantly within 1 week. They can then correct the mistakes in their pronunciation. 																
3. Mini-presentation	<ul style="list-style-type: none"> Students find learning materials like songs and explain how they can apply their knowledge of vowel length or vowel reduction in the materials. Then, they should film a video and upload it to Google drive. The retention rate of learning by doing is higher than drilling exercises and direct instruction as shown in <i>figure 1</i> (Cohen, Manion, & Morrison, 2004). It facilitates students' learning and lower students' pressure of memorizing facts. <div data-bbox="689 1254 1126 1512" data-label="Figure"> <p>The diagram is an inverted pyramid divided into seven horizontal layers. From top to bottom, the layers and their corresponding average retention rates after 24 hours are:</p> <table border="1"> <thead> <tr> <th>Learning Method</th> <th>Average retention rate after 24 hours</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>5%</td> </tr> <tr> <td>Reading</td> <td>10%</td> </tr> <tr> <td>Audio-visual</td> <td>20%</td> </tr> <tr> <td>Demonstration</td> <td>30%</td> </tr> <tr> <td>Discussion group</td> <td>50%</td> </tr> <tr> <td>Practice by doing</td> <td>75%</td> </tr> <tr> <td>Teach others/immediate use of learning</td> <td>90%</td> </tr> </tbody> </table> </div> <p><i>Figure 1. Learning pyramid (Cohen, Manion, & Morrison, 2004, p.175)</i></p>	Learning Method	Average retention rate after 24 hours	Lecture	5%	Reading	10%	Audio-visual	20%	Demonstration	30%	Discussion group	50%	Practice by doing	75%	Teach others/immediate use of learning	90%
Learning Method	Average retention rate after 24 hours																
Lecture	5%																
Reading	10%																
Audio-visual	20%																
Demonstration	30%																
Discussion group	50%																
Practice by doing	75%																
Teach others/immediate use of learning	90%																
4. Discussion forum	<ul style="list-style-type: none"> Students are able to share resources, ask questions and help each other in the online discussion forum. They should participate in the discussion at least once a week. It can foster peer learning and hone students' problem-solving skills. The forum is easy to use and interactive. Their participation will be rewarded. The link is www.english236.weebly.com. 																

Reference

Cohen, L., Manion, L., & Morrison, K. (2004). *A guide to teaching practice*. London: Psychology Press.