



mLearning in Practice Lesson Plan



OVERVIEW

TITLE	Speaking exam practice with <i>SonicPics</i> (or similar) and <i>Dragon Dictation</i>
TEACHER NAME	Victoria Boobyer
SUMMARY OF LESSON IDEA	A short (one hour) face-to-face lesson designed primarily to assist the student(s) in preparing students for the long turn speaking paper of the Cambridge English First (FCE) exam. [Can be adapted for any exam's speaking paper where a student has to compare / describe pictures.]
SHORT PROFILE OF CLASS	This lesson works for one-to-one through to full classes. The only amendment for larger classes is that students have to have a quiet place to make their recordings.
LEVEL / AGE	Any age. Prep for Cambridge English First exam [but can be adapted to other exam types or general English].
MAIN LANGUAGE OUTCOMES	-To increase awareness of persistent pronunciation errors: For example, 'swallowing', rather than enunciating, last consonant sounds (especially with contractions); long and short vowel sound confusion and /b/ /v/ confusion and attempt to rectify these. -To discourage word dependency when reading by developing skills to infer meaning before relying on dictionaries/ Google translate.



ICT-RELATED OUTCOMES

-To further practice recording audio and navigating *Sonic Pics* and *Dragon Dictation* apps, taking screen shots

SUBSIDIARY ICT AIM(S)

-To further practice digital organizational skills e.g. storing images, videos, deleting unwanted files, closing apps [Face to face lesson, stage 12]

SITES / TECHNOLOGY

- 2 class iPads [**can be any tablet with *SonicPics* app [or any app which allows students to record their voice over pictures, such as *Voicethread*, *Tellagami* etc.]**]
- iPad Camera and Camera Roll function (plus iPad screenshot facility)
- *Sonic Pics* app
- *Dragon Dictation* app
- A collage of four thematically-linked images created from *ELTpics Flickr sets* <https://www.flickr.com/photos/eltpics/sets/>

OTHER MATERIALS / RESOURCES

- mini whiteboard, pens, eraser
- Student’s own mobile phone

Stage n°	Procedure	Focus Time	Aim
1	Show the S(S) the collage of four different landscapes labelled A,B,C,D [or other related images] on the iPad. Ask the S where does he think the pictures were taken? Ask if he has ever been to an environment like these before?	S > T 5 mins f2f	To introduce the vocabulary of ‘landscapes’ and personalise the topic.
2	Show S the exam-type question related to the images: “ <i>Compare the photos. Which landscape do you think is the least hospitable (talk for 1 minute) and Which do you find the most attractive? (talk for twenty seconds).</i> ” Ask S to recap the type of vocabulary he	S > T T > S 10 minutes f2f	To move to an exam practice focus. Focussing on lexis – without describing the pictures.



	<p>may need to answer these questions e.g. <i>desert, jungle, barren, comparing vocabulary [but, then, however, on the other hand] etc.</i> Check understanding and pronunciation of 'landscape' and 'hospitable'. Allow lots of time for this so that the student is comfortable with the lexis.</p>		
3	<p>Tell student that he is going to record half the task (e.g. compare and answer the questions for two of the four pictures (A and B)). He will use the SonicPics app, so he first needs to enlarge and take a screen shot of two of the four images. The S has taken screenshots and used this app in pervious lessons – so will give the instructions “Enlarge pictures A and B. Take a screenshot”. “Open a new project in SonicPics using this image”. If he has any difficulty inserting the image from the Camera Roll, then will give him further guidance.</p>	<p>T > S 5mins S using app with T supervision</p>	<p>To set up main pronunciation task. To encourage independent use of iPads. Use of app with the image (rather than just audio recording app) is so that he can keep a copy for his own future reference and maybe try to do task again.</p>
4	<p>Tell the student he has 15 minutes to record his best version of the answer to the task that he can (he can make short notes and re-record as many times as he wants). The second iPad (or his phone if he prefers) will have a stopwatch function set up so that he can see how long a minute and then 20 seconds is.</p>	<p>T > S S > iPad 15 mins</p>	<p>To allow S to have control of the technology and not feel pressured by too short a time for the task. To allow for several practices and edits of speaking task and instil an awareness of how long 1 minute and 20 seconds is when speaking.</p>
5	<p>Only when S has finished his final recording, state that we are listening to the recording again to</p>	<p>S > T T > S</p>	<p>To allow student to notice own pronunciation errors</p>



	focus only on any pronunciation errors that he has made. Listen and ask S to note any errors he has made. Then listen again, if necessary, and add errors T notices. Go through errors, if necessary drill do remedial tasks (e.g. formation of sound with mouth etc.), writing on mini whiteboards to show stress etc.	5mins f2f	rather than simply be told that he his making mistakes. This also encourages good techniques practices for the future.
6	Open a new project in SonicPics. This time give more limited instructions: <i>“Open a new project in SonicPics using pictures C and D”. “Compare pictures C and D. Say which landscape you think is least hospitable.[one minute] Then say which of the places you think is most attractive in twenty seconds.” “You have (8) minutes to record your perfect answer.</i>	T > S S > iPad 10 mins	To allow S to have chance to improve on last recording following feedback and further practice of task type. To give S further control of the technology and not feel pressured by too short a time for the task. To allow for several practises and edits of speaking task.
7	Listen to the recording and ask S to note any errors and improvements he has made since the first task. Then listen again, if necessary, and add errors T notices. Go through errors, if necessary drill do remedial tasks (e.g. formation of sound with mouth etc.), writing on mini whiteboards to show stress etc..	S > T T > S 5 mins f2f	To allow student to notice own pronunciation errors and improvements. This should be motivational.
8	Homework: Ask S to find pairs of images and think of FCE type speaking questions for them. He could then record himself on his phone and listen for errors and try to correct them. Email projects to S, if wanted. Ensure all apps are closed and	S > T 5 mins f2f	To remind S of type of questions asked in FCE speaking tasks and keep aware of pronunciation errors and how to fix them. To remind him of his pronunciation errors but also motivate him with



	unwanted recordings / images are deleted.		his improvement. To encourage good practise in digital organisation and 'housekeeping'.
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-Follow up:

- The S will be asked to record his voice in future lessons, especially in mock Cambridge First speaking tests and he will be asked to assess his own speaking based on the various assessment categories – not just focus on pronunciation.
- In later classes, the teacher can take the role of the second student in the speaking exam and the S can practice (and assess) other speaking skills (such as turn taking).

-Variations:

- One of the recordings could be made on S's own phone (depending on suitability). This would familiarise him with the recording function on his phone before doing his homework.
- S could email himself his recordings to further analyse.
- After stages 5 and 7 the S' could write sentences with the lexis he finds difficult to pronounce and speak these into the *Dragon Dictation* voice recognition software until they are perfectly recognised. This is an app on the iPad which the S' has also used before when dictating short passages written by others. It automatically 'translates' speech into text and is very useful as a diagnostic and correction tool for pronunciation errors. It is an excellent form of drilling without the use of another person. This could be done on the school iPads or, even better if possible, the S could download the free *Dragon Dictation* app and do it himself on his own phone (if he has not already done this).

ANTICIPATED ICT PROBLEMS	SUGGESTED ICT SOLUTIONS
If S decides he wants to email himself the SonicPics recording, there may be a problem if the wifi is down.	T can upload the recording to YouTube later but keep the link private and email it to the student.
<i>Dragon Dictation</i> is only accessible if there is an Internet connection. There may be a problem if the wifi is down.	Omit this variation.

ANTICIPATED LANGUAGE PROBLEMS	SUGGESTED LANGUAGE SOLUTIONS
Pronunciation problems with 'hospitable', and 'desert' v 'dessert'	Drill. Back chain drill.