



# Promoting Active Learning for Japanese Pronunciation through Flipped Learning

## **Misuzu Kazama**

Lecturer, Japanese Language  
Dept. of Asian Studies

## **Bosung Kim**

Instructional Designer  
Centre for Teaching, Learning and Technology

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# BACKGROUND

Nowadays, the importance of teaching pronunciation (sound and intonation) has been recognized in the field of language teaching.



## But...

- 1) Limited class time
- 2) Lack of supporting materials
- 3) Lack of effective teaching methods

**However,** pronunciation is an integral part of communication.



# ISSUES AND OUR NEW APPROACH

## For issues

- Students are not sure how to make proper pronunciation.
- Students don't know where some of their weakness lie in their pronunciation.



## Traditionally,

Students repeat after instructor or just listen to the CD came with textbook.

### Problems

- Interference of student's mother tongue
- Focalization of wrong pronunciation and intonation
- Lack of feedback

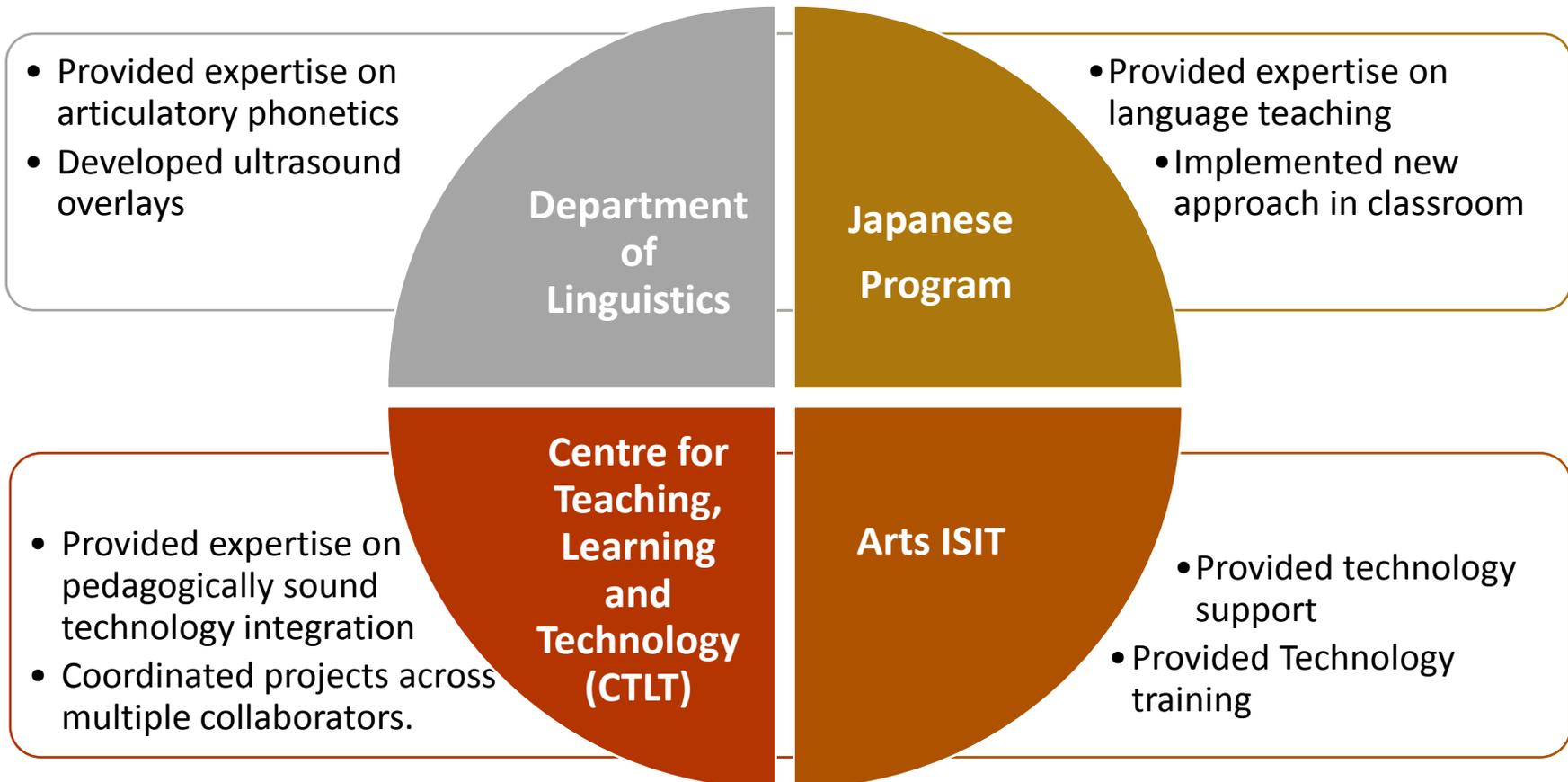


## Our New Method

Visualize

- Tongue movement for pronunciation using ultrasound
- Pitch lines of Intonation using Praat (pitch visualizer)

# COLLABORATIVE WORK THROUGH TLEF IN 2014-2016

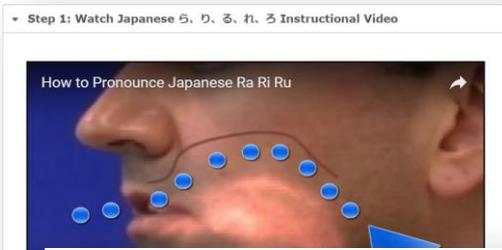


# PRE-CLASS ACTIVITY FOR PRONUNCIATION EDUCATION IN FLIPPED-LEARNING



## Pre-class activity through Japanese Pronunciation Online Tutorial

- Learn how to produce proper sounds and intonation through video tutorials
- Check their understanding through quizzes
- Collect badges for achievement



Which one is the correct pronunciation of the Japanese word for “rain”?

0:00 / 0:01

0:00 / 0:01

This image shows a quiz interface. It contains two audio clips, each with a play button, a progress bar, and a speaker icon. The first clip is labeled '0:00 / 0:01' and the second is also labeled '0:00 / 0:01'. The quiz is presented in a white box with a green border.

### My Earned Badges

Note. When you earn a badge, it will change from a faded to a brightly coloured image. You can also check the details of the badge by clicking on the badge image.

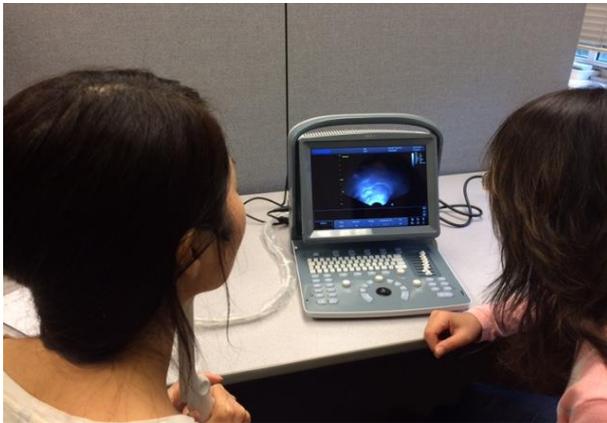
This image shows a section titled 'My Earned Badges'. It contains a note explaining that badges change from faded to brightly colored when earned. Below the note are three badge icons: 'BASICS' (yellow), 'SOUNDS' (orange), and 'INTONATION' (pink). Each badge has a small image of a person's face.

# IN-CLASS ACTIVITY FOR PRONUNCIATION EDUCATION IN FLIPPED-LEARNING

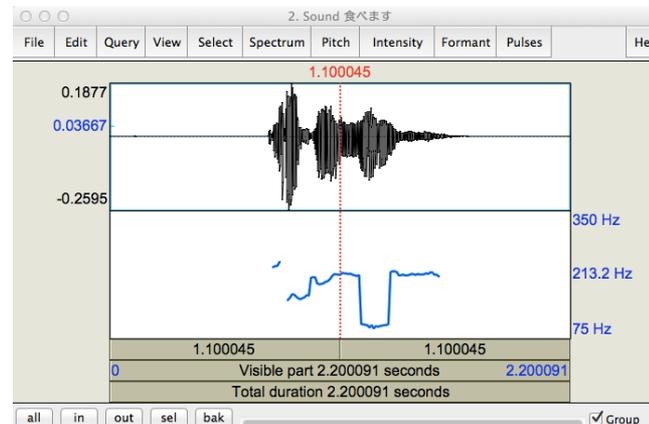


## In-class or Hybrid-space Activity with Ultrasound and Pitch Visualizer

- Compare visual representation of model speech with that of own speech
- Practice correct intonation through evaluating own mistakes.

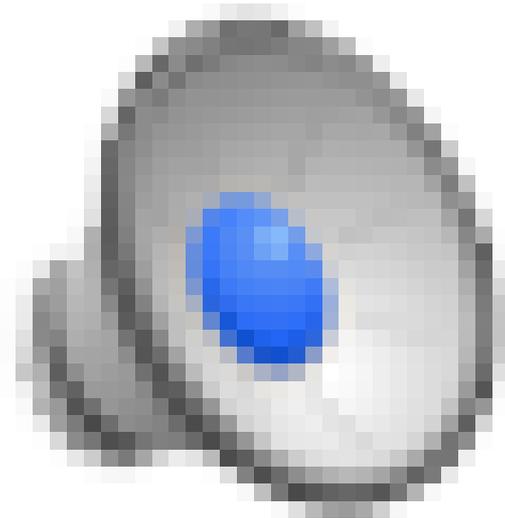


Ultrasound Station



Pitch Visualizer (Praat)

# In-Class or Hybrid Space Activity using Pitch Visualizer (Praat)



# RESULT

Intonation Test (whether they can determine correct sounds or not) before and after the implementation:

➤ **Experimental Group (used Tutorial video and Pitch visualizer)**

**12% improved**

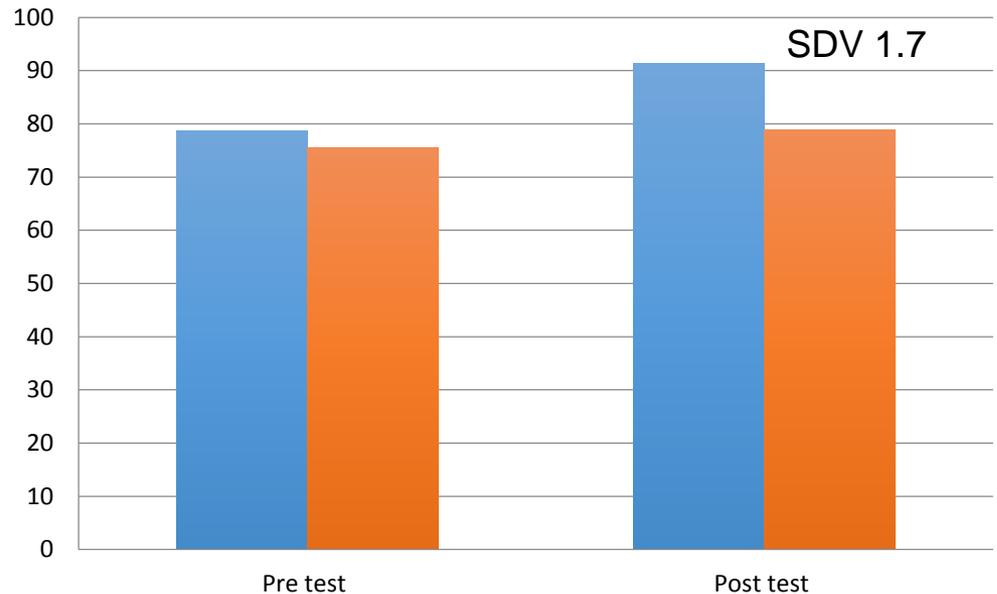
➤ **Control Group (Tutorial Video only)**

**10% improved**

**A little difference was observed**



**Intonation Pre & Post Test Results**



# RESULT OF SURVEY

## About Pre-Class Activity

**Was eNunciate video resource helpful?**

**Yes 11**

**No 0**

Has your awareness of your Japanese intonation changed as a result of taking JAPN 323?

Yes 11

No 0

😊 I thought just being able to speak Japanese is good enough, but now I think being able to speak Japanese with the correct intonation is important.

😊 Now I start to think at which point I have to emphasize my intonation.

😊 The videos point out specific details which I hadn't learned about yet.

😞 **The workload is a bit high.**

## About In-Class Activity using Pitch Visualizer

😊 I really enjoyed it and found it very useful.  
this is really helpful for me to understand the pitch flow  
and the high/low pitch.

😊 It was fun and help me to understand why my  
Japanese sound like "foreigner" compared to local  
Japanese speakers when I listened to my own voice  
using pitch

😞 I think it's pretty fun **but too much time was spent  
on intonation part.**

😞 It was a useful tool to see what my intonation was  
like, **however it was a little hard to read and use  
considering how specific the graph of the intonation is.**

# CHALLENGES & SUGGESTIONS

☹️ “The workload is a bit high.”

→ 😊 Students and Instructor have to know the clear purposes of the assignments.

☹️ “Too much time was spent on intonation part.”

→ 😊 Make a Hybrid space (Ultrasounds/Pitch visualizer at lab) for the future use. (But who manage it...?)

Instructor has to find the teaching moments while observing and facilitating student learning in class.





THE UNIVERSITY OF BRITISH COLUMBIA

Please check our website:

<http://enunciate.arts.ubc.ca/>

<http://blogs.ubc.ca/enunciatejapanese>

Thank you 😊