Promoting Active Learning for Japanese Pronunciation through Flipped Learning

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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

- Provided expertise on articulatory phonetics
- Developed ultrasound overlays

Department of Linguistics

- Provided expertise on language teaching
- Implemented new approach in classroom

Japanese Program

- Provided expertise on pedagogically sound technology integration
- Coordinated projects across multiple collaborators.

Centre for Teaching, Learning and Technology (CTLT)

- Provided technology support
- Provided Technology training

Arts ISIT
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
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
## RESULT OF SURVEY

<table>
<thead>
<tr>
<th>About Pre-Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Was eNunciate video resource helpful?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Has your awareness of your Japanese intonation changed as a result of taking JAPN 323?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

😊 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.
<table>
<thead>
<tr>
<th>About In-Class Activity using Pitch Visualizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊 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.</td>
</tr>
<tr>
<td>😊 It was fun and help me to understand why my Japanese sound like &quot;foreigner&quot; compared to local Japanese speakers when I listened to my own voice using pitch</td>
</tr>
<tr>
<td>😞 I think it's pretty fun but too much time was spent on intonation part.</td>
</tr>
<tr>
<td>😞 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.</td>
</tr>
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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.
Please check our website:

http://enunciate.arts.ubc.ca/
http://blogs.ubc.ca/enunciatejapanese

Thank you 😊