

Bring Your Own Mobile Device: Harnessing the Power of Mobile Technology in the Classroom – Speaking, Pronunciation and Listening Apps

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English Accent Coach



Train the brain to recognize new sounds and provide the basis for improved pronunciation of North American vowels and consonants. Research-based. Large database of male and female voices from across North America gives listening discrimination training, helps students learn sound boundaries, an essential foundation for improved pronunciation. Helps learners process English sounds more efficiently. (Other apps feature only one or two voices.)

Browser-based games <http://www.englishaccentcoach.com/>

iPhone/iPad/iPod Touch Apps (Practice, Games, Results)

EAC Vowels 1 Free and 1.99: Listen, identify from large database of sounds, words, speakers

<http://itunes.apple.com/ca/app/eac-vowels-1/id489219203?mt=8>

EAC Echo Free and 1.99: Listen, identify touch a colored vowel button, repeat.

<http://itunes.apple.com/ca/app/eac-echo/id538790741?mt=8>

Anytune

<http://www.anytune.us/>: Slow down, loop, train with music/speech on recorded sound files.

iPhone/iPad/iPod Touch Apps: Free, 1.99, 3.99, 4.99 versions. <https://itunes.apple.com/us/app/anytune-slow-down-music-bpm/id415365180?mt=8>

Music practice app for singers, dancers and musicians of all kinds (language learners)

Overview www.youtube.com/watch?v=oM7XmutLszM

Use Anytune to slow down music/speech on recorded files without changing pitch.

Import songs, i.e., language audio tracks, from media library (e.g., iTunes).

Visualize audio track, find part you want to practice.

Practice at own pace by adjusting tempo.

Mark and loop song sections for repeated practice of selected phrases.

Use Step-It-Up Interval Trainer to increase tempo and develop fluency.



Google Voice

Teacher creates a Google Voice account www.google.com/voice. Students call teacher's Google Voice¹ number and leave voice message. Create a speaking assignment appropriate to the students' level and course objectives.



Students need access to any phone; no app. No special dialing instructions required.

Unlimited message length. Unlimited number of messages.

Messages can be accessed from any device with Internet connection.

Google Voice attempts to transcribe the message².

Google Voice can be set to send messages to your mobile phone.

The transcriptions can be displayed and the voice recordings can be played for students in classroom with an Internet-connected device and data projector.

¹ Google Voice features <http://www.google.com/googlevoice/about.html>

² Quality of Google Voice transcripts varies depending on caller, background noise, and whether caller is using microphone.

Listening Master

Free and 2.99. [Android, iPhone, iPod Touch, and iOS](#) Website: <http://lingual.net/listeningmaster/>



Listening Master is a fun wheel-of-fortune type game for improving your English. Test your listening ability with short passages and tricky questions. Step up and play Listening Master. Spin the wheel, get your topic. Listen to a short extract and answer a tough question. If you're right, you get a good grade. If you're wrong, you get a bad grade...and Miss Grinch scolds you! Listen closely and try to get an A+. Good luck! KEY

FEATURES - 3 levels of difficulty - 12 knowledge categories - Wheel-of-fortune format - Easy navigation - Instant feedback - Standardized test questions - Works on iPhone and iPad More knowledge categories are available in the full Listening Master app.

Idioms in English

Free and 4.99. [iPad, iPhone and iPod Touch](#) Website: <http://amenglish.com/mobile/mobile.html>

Idioms in English, by AmEnglish.com, has been reviewed and approved by ETS®, maker of the TOEFL® and TOEIC® tests. It will help you improve vocabulary, listening comprehension & pronunciation in English. Idioms in English covers 100 idioms with:

- Stories/Dialogues using the idioms in context
- Audio featuring four different native speakers
- Multiple choice quizzes for idiom definitions
- Chapter review games with instant scoring
- Definitions, examples, and pronunciation practices for each idiom
- A final interactive game for all 100 idioms
- Text translations for Korean, Japanese, Chinese (simplified & traditional), Spanish & Brazilian Portuguese



Phonetics Focus HD

iPad \$2.99. Learn and teach the sounds of British English vowels and consonants with the IPA. Winner of The English-Speaking Union President's Award 2011/British Council ELTons Awards 2012 - Digital Innovation nominee. 19 activities and resources. Interactive phonemic charts, phonetic typewriter, native-speaker audio, Listen & Record, scored quizzes, practice tools and printable full-colour audio flashcard sets. Browser-based game:

http://cambridgeenglishonline.com/Phonetics_Focus/



Sounds Right

Free app. ©British Council <http://learnenglish.britishcouncil.org/en/apps/sounds-right>
Phonemic Chart. Simple sound-symbol correspondence for learning vowels and consonants of British English.



Sounds: The Pronunciation App



Free and 5.99 iPhone & iPad. Free version includes interactive phonemic charts for British English and American English. Premium version lets you look up, listen to, and record words in Wordlist, practice pronunciation, use phonemic typewriter, test yourself with quizzes.

Sample assignments

Voice Mail Assignment #1

Due date _____ Call (____)_____ M-F after 8pm or any time Sat-Sun.

Hello, Ms. Chan. My name is _____ (say your name slowly and clearly.) My first name is spelled _____ . My last name is spelled _____. I'm a student in your ESL 930LS class. My telephone number is _____. At home, I speak _____ (what language?) I'm taking your class because I want to improve my listening and pronunciation skills in English. If I study hard and practice using English often, I know I will learn a lot.

(Add your own sentence.) Good-bye. I'll see you in class on _____ (what day?)

In-class speaking assignment

With a partner, record the dialogs. Play the recording and check your pronunciation, stress, and intonation.

1. A: Is San Francisco in the **east** or the **west**?
B: It's in the **west**, on the **Pacific Ocean**
2. A: How **high** is Mount McKinley in **Alaska**?
B: **Very high**. It reaches **20,320 feet** above **sea level**.

Voice Mail Assignment for a low intermediate academic listening-speaking class

Due date _____ Call (____)_____ M-F after 8pm or any time Sat-Sun.

Hello, Ms. Chan. My name is _____ (say your name slowly and clearly.) I'm a student in your ESL 940LS class. I'm going to record the academic vocabulary and two dialogs from College Oral Communication, Chapter 2 Nutrition and Human Health.

- | | | | |
|------------|---------------|-----------------|---------------|
| 1. assume | 5. individual | 8. period | 12. source |
| 2. consume | 6. maintain | 9. principle | 13. structure |
| 3. energy | 7. major | 10. promote | 14. tissue |
| 4. evident | | 11. significant | |

15. A. How many children attend the physical exercise class on Mondays?
B. Fifteen boys and forty girls.
16. A. How much sugar is there in those peanuts?
B. These peanuts? These peanuts contain 2 grams of sugar.

Thank you for listening. I'm _____ (name). I'll see you in class on _____ (what day?)

Voice Mail Assignment for an advanced accent modification class

Due date _____ Call (____)_____ M-F after 8pm or any time Sat-Sun.

Start your recording with an appropriate greeting, identification of who you are, and an introduction to your message. Tell the story " Why I Work" from Phrase by Phrase Chapter 9. At the end of the passage about Wei Wang, add a few additional sentences reflecting on why **you** work (or don't work, or want to work). As you record your voice, pay attention to syllables, stress, phrasing, rhythm, intonation and linking. Lengthen content words and compress function words. Place greater stress on the key word in each phrase. Also implement what we've practiced about other sound focuses. End your message with an appropriate closing

Conference Participants Assignment

With a partner, call 1-408-800-8314. Record a 30-second message, such as...

A: Hello, my name is _____. I teach (____) at _____.

B: Hi, _____. I'm _____. I teach (____) at _____.

A: What did you learn today that you want to use with your students next week?

B: _____

How about you? Did you find anything interesting or useful from this session?

A: _____

B: Well, it's time to get back to our seats and see our recordings!