



Sounds in European E-Learning - SEEL
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TEACHING SITUATION C

Sounds in European E-Learning - SEEL
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Research paper
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P4 – Colegiul Tehnic Ion I. C. Bratianu – CTI - Romania

Description of a teaching situation

There is considered a teaching situation applicable during an **English** class.

The class is performed on an interval of 50 minutes, in the phonic laboratory.

The theme of the lesson is **Around London**.

The students are 15-16 years old, in the IX-th grade. In his teaching activity, the teacher uses prerequisite information consisting in the student's culture concerning trips and visits in well-known places of the world. These notions consist in listening situations of communication, use of speaking, writing and text understanding in English, while tripping.

The applied didactical methods are: silent work phases, as individual work, group-work and interactive learning. Having a good understanding of podcast files, the communication and the cooperation between parties (teacher and students) as well as getting their creativity on consisted in a good interactivity in the class.

We have used: the logistics of the Phonic Lab, audio materials from the book CD and brought by the teacher, speakers, projector.

The content of the lesson consists in listening, vocabulary, and speaking in a trip context (knowing how to recommend yourself, how to ask for primary information, how to ask a more complex information, how to address in a real life context, with grammar situation attached.

The skills that the students will accomplish at the end of the class:

- acquiring the appropriate way to get set for the best audio understanding;
- understanding the new vocabulary and the tasks of the subsequent speaking request;
- applying the listened audio in order to image a real life situation happening in different contexts;
- imaging a communication task in different cultural or non-cultural tourist-officer/ seller/ policeman/ museum employee/ touristic guide/ passenger, etc. contexts.

Listening menu

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/tour-london>



Group work



Result



Description the way that sounds can facilitate learning in the already described situation

As well as it's usually happening, when the students get into the Phonic Lab they are welcomed by a relaxing track, presenting London, but, meanwhile, expressive for the next situation. At the beginning of the class, the students will have to listen to a 5 minutes audio information, repeated only two times (as it happens in the Cambridge examinations). During the next phases of the lesson, they will hear, on the background, similar English audio inspiring and relaxing tracks. The biggest surprise is that they don't know that each of the 6 teams of 4-5 students talking, in order to solve the main task of the lesson, will be registered in order to provide the next material / the next podcast for other students.

Being used to have a music background, the students are working in a relaxing environment, very appropriate for creating prototypes. The intensity of the sounds is different in many situations; sometimes, the intensity increases in order to facilitate a listening adequate acuity, appropriate for understanding unusual phrases and talking situations and decreasing, when there's only a simple musical environment, but which is also encouraging for both their focusing and their brain activity.

As a final result, the students working in groups are encouraged to find, register and provide **appropriate sounds** (a police siren, a sound of testing a car of an engine on its way to be sold, specific sounds met in a museum, in a guided tour, and so on), for the next class, in order to apply them into their specific dialogue situations about visiting different touristic objectives in London.

The steps of the lesson

Subsequent to providing an adequate musical environment, the teacher asks the students what do they imagine that will happen. He understands from the students that part of them have travelled abroad and are used to different sounds in different foreign locations, involving foreign languages. The teacher makes use of projector and speakers in order to let the students informed

about a 5 minutes film with audio about London, repeated two times as a total, from the airport to the last activity before leaving UK.

As a second step of the lesson, the pupils get set to understand the listening part about the new vocabulary; they understand vocabulary by teacher's help who's providing them synonyms or similar phrases, to allow them to guess the meaning of the new words.

As a third step, they'll have to imagine a communication situation, on cubic method, in 6 teams. Each of the teams is supposed to be represented by 2 or 3 pseudo-tourists and 2 or 3 local people, representing different jobs in development. The speaking part between them will be registered on each team with a cell phone, in order to become, for the next time, a study listening material for the next students in the next lessons. Also, they will have to provide podcast for the next time (and to work, next to the IT teacher next time, to insert the new podcast on specific audio computer software, as inter-disciplinarity).

The students are encouraged to work in progress and they will also be provided with the appropriate grades for their activity. During their role-play, they will have rotating situations (two by two will be, on each one's turn, tourists or locals).

Each correct touristic question/ correct local responsible explanation is rewarded with a appropriate jingle "***Good ooone!***;

To each incorrect touristic question/incorrect local responsible explanation there is rewarded with another jingle, which sounds like "***Oooops!***".

When the group will reach five positive answers, they will get a bell jingle "***Hallelujah!***"!

The use of listening developed their particular setting of attention to all, mechanical and oral sounds. The same type of lessons presented before, without using sounds and neither projector, have been not so well assimilated by the students, which means that both sound and video parts have their own role in increasing teaching quality.

A referee (for each group, the best English speaker) used the sounds for right and wrong speaking situations, in order for students to know when they've finished their tasks.

On a long term, the students will accumulate more knowledge while using sounds within an educative act, which will lead to a qualitative teaching and learning progress.

APPLICATION

Task one:

Listen to the sounds and phrases in and around London and write down the elements, the "actors" and the places where you think that action is happening.

Task two:

In teams, imagine a communication situation, surveyed by a referee, where you have to use elements listened in the audio file listened previously and enrich the elements with new vocabulary, adapted for the situation tourists/local people.

Appendix

Used sounds:



Oops.3gpp



Good oooooone!!!.3gpp



Hallelujah.3gpp