

Producing Pathways to Proficient Pronunciation with Learner–Designed Pronunciation Stations

James M. Perren

Eastern Michigan University in Ypsilanti, USA

EXECUTIVE SUMMARY

The chapter reports on a study examining learning stations designed by English as a second language students in order to improve pronunciation. This on-going Design-Based Research study focuses on promoting, sustaining, and understanding an educational innovation (Bell, 2004). The longitudinal study identifies favorable and unfavorable aspects of learner-designed pronunciation station teaching. Results extend previous iterations of data collection and analysis of student assignments with reference to technology resources and online survey results as part of strategic (re) designing of the activity. This pedagogy fosters student responsibility for learning and utilizing learning opportunities they create. Discussion is provided about how poststructural theory corresponds with design-based research as data collection and analysis methodology to illuminate discourses of autonomy as agency, motivation and investment, and resistance. Design-based research frames the postmodern and action oriented design based research goals of “examining the assumptions underlying contemporary educational programs and practices” (Reeves, McKenney, & Herrington, 2011, pp. 60-61).

ORGANIZATION BACKGROUND

The intensive English program at this university is an academic preparation program for incoming international students who have a total score lower than the required entry level proficiency for undergraduate and graduate programs. The intensive English program is part of a university serving students from a city on the East Coast of the United States. It is attended by a large number of students from across the region, throughout the nation, and around the world. It maintains an international presence with campuses in other locations worldwide. A long-time leader in professional education, it is among the nation's largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law. In addition, this university offers more than four dozen doctoral and more than 100 Master's degree programs that contribute to research and scholarship. This institution seeks to create new knowledge that improves the human condition and uplifts the human spirit achieving this goal through a commitment to recruiting, retaining, and supporting outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.

The intensive English program provides English as a second language instruction in a multiple proficiency level area and multiple skill frame work. This specific intensive English language program offers courses in all proficiency levels from elementary level to advanced level. Classes are given in writing, reading, speaking and listening; all classes include instruction in pronunciation, vocabulary and grammar. Students also choose an elective class and a cultural education class based on the student's needs and learning styles. These smaller classes are offered throughout the year so students can make progress on a continual basis. Admission requirements to the intensive English program include availability to students who have completed high school studies.

New students are tested in all the skill areas and placed in the appropriate level at the beginning of the program. During the term students are evaluated through activities, examinations and homework, and they receive a final grade at the end. If the students have done well, then he/she will be moved to the next level. A student's progress depends entirely upon participation in class, good study habits and hard work. The intensive English language program offers classes in reading class (to improve reading speed and comprehension), writing class (to gain practice in academic writing), listening/speaking class (with a focus on fluency, pronunciation and vocabulary development), elective classes (learning English in a class of their choice), and Cultural Education Program classes (opportunities to use the English language in an informal setting).

30 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/producing-pathways-proficient-pronunciation-learner/82579

Related Content

Mining Chat Discussions

Stanley Loh Daniel Lichnowand Thyago Borges Tiago Primo (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1243-1247).

www.irma-international.org/chapter/mining-chat-discussions/10981

Offline Signature Recognition

Indrani Chakravarty (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1431-1438).

www.irma-international.org/chapter/offline-signature-recognition/11009

Evolutionary Development of ANNs for Data Mining

Daniel Rivero (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 829-835).

www.irma-international.org/chapter/evolutionary-development-anns-data-mining/10916

Order Preserving Data Mining

Ioannis N. Kouris (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1470-1475).

www.irma-international.org/chapter/order-preserving-data-mining/11014

Constrained Data Mining

Brad Morantz (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 301-306).

www.irma-international.org/chapter/constrained-data-mining/10836