

Digital Audio Journals

Innovative ways of promoting autonomy, reflection, and self-assessment

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Why Audio Journals?

- Extra academic speaking practice
- Critical listening opportunities of self and peers
- Individualized feedback from instructor and peers
- Increase awareness of strengths and weaknesses as a speaker and listener
- Feel more confident in assessing speaking ability
- Feel comfortable speaking about academic topics and communicating with an academic audience

Context 1: EAP

- Summer Intensive Course
- 8 weeks
- 13 students (1 instructor)
- Graduate students (MIB, IPS, NPS, TESOL, and T&I)
- Korean, Ukrainian, Taiwanese, Chinese, and Japanese
- Multi-level, multi-need

Context 2: EATP

- 1 semester course
- 16 weeks
- 28 participants (1 instructor)
- Professors and doctoral students
- Range of disciplines: Folklore, CS, Linguistics, Law, Microbiology, etc.
- Multi-level

Required Materials



- Computer Access
- Software: Audacity, LameLib, Odeo, other
- Email account
- Microphone or other hardware

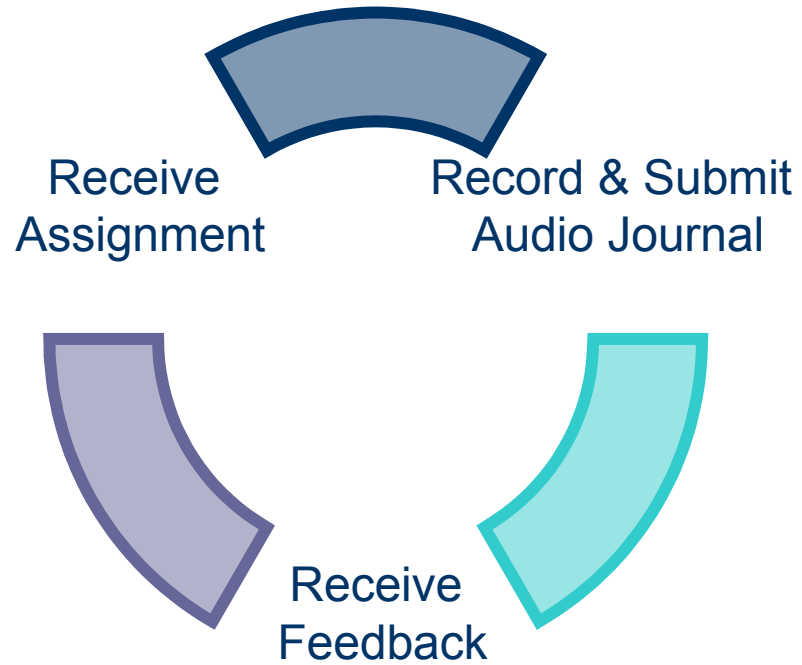
Timeline: EAP

Week	AudioJournal Assignment
1	Language Learning History
2	Response to Peer LLH
3	News Broadcast Entry
4	Critical Reflection
5	Analysis of Entry #4
6	Discussion of Hot Topic in Pairs
7	Analysis and Transcription of Entry 6
8	Self Critique & Future Plans and Goals

Timeline: EATP

	AudioJournal Assignment
Semester 1	Diagnostic passage (Pronunciation Semester1)
Semester 2.1	What is teaching?
2.2	Educational Practice
2.3	News Broadcast Entry and response
2.4	Analysis of entry 3
2.5	Self Critique & Future Plans and Goals

Cycle



Week #1: Language Learning History

- What languages have you learned?
- How long did you learn them? Where? With whom? Why?
- In what contexts have you learned languages? (at home, in school, tutoring, at work)
- Were those language learning experiences successful?
- If you feel your experiences were successful, why do you think that is so? What helped you to be successful?
- Have you had any language learning experiences you feel were unsuccessful? If so, why do you feel that way? What prevented you from succeeding?
- In light of your past experiences, what is currently your most important goal in language learning?


Week #2: Response to Peer's LLH



- What did you find most interesting about your peer's language learning history?
- Was there anything in common between your language learning history and your peer's?
- Was there anything surprising about your peer's experience?
- What did you learn about your peer's experiences that could be helpful for your future language learning?

Week #3: News Broadcast Entry

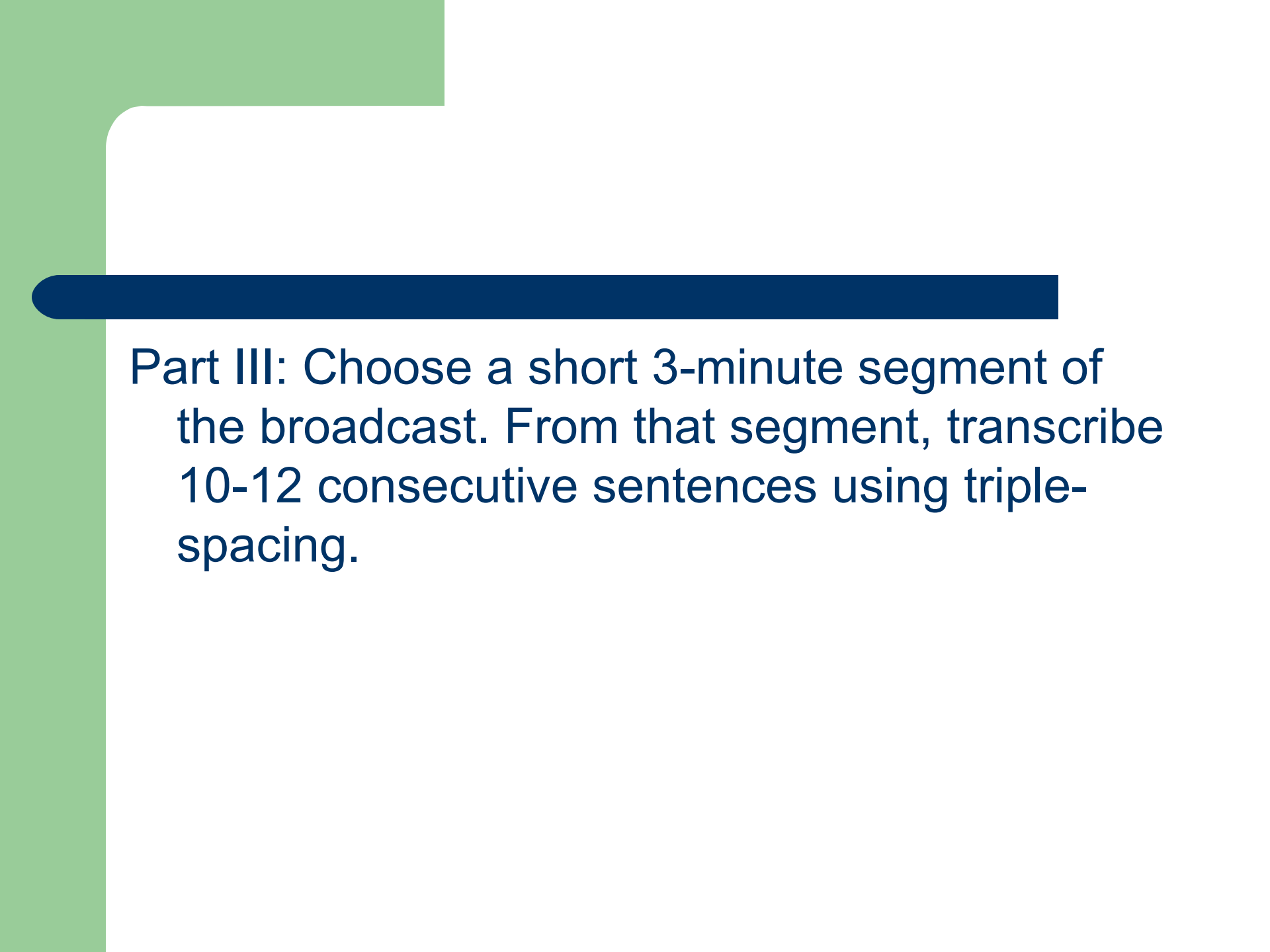




Part I: Record part of a radio broadcast from the radio or internet. Select something related to your area of academic interest.

Part II: Listen to your segment several times.

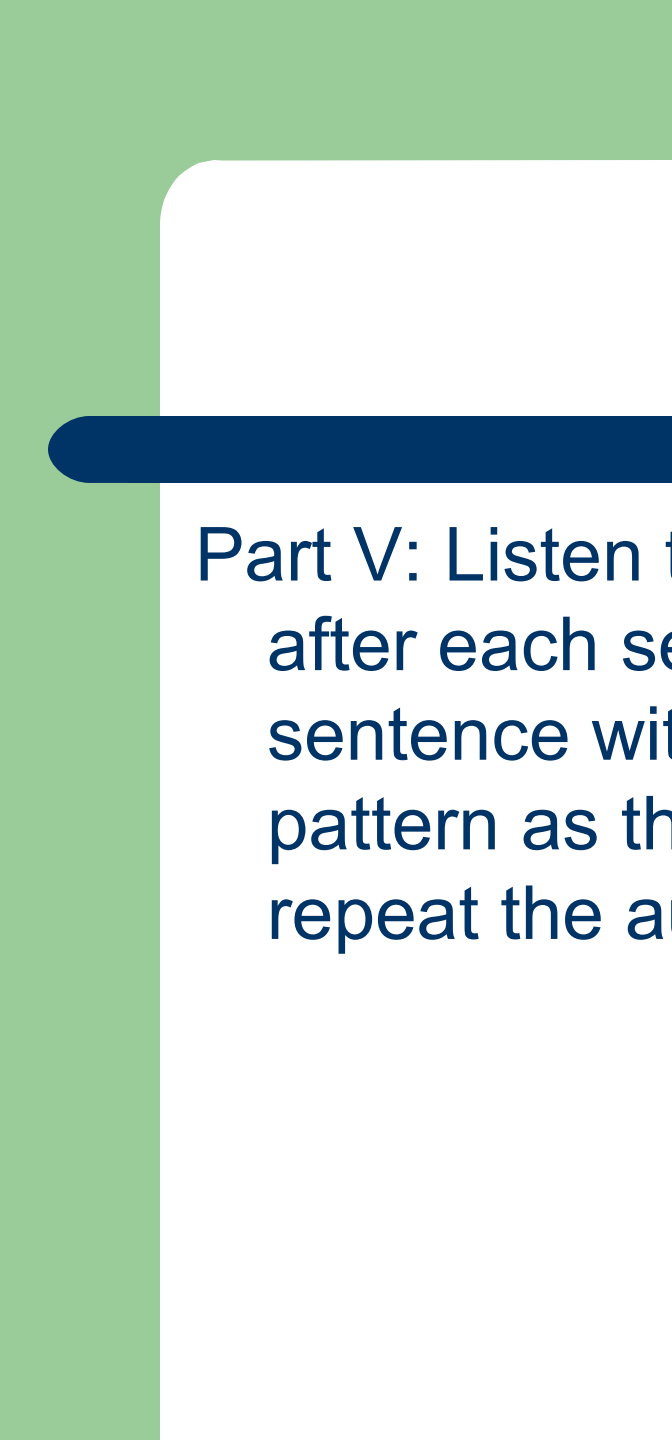
1. Enjoyment
2. Overall meaning
3. Details; new words or phrases



Part III: Choose a short 3-minute segment of the broadcast. From that segment, transcribe 10-12 consecutive sentences using triple-spacing.

Part IV:

2. Mark thought groups with backslashes (/);
3. Underline stressed syllables and circle focus words;
4. Mark intonation with rising or falling lines
5. Mark troublesome consonant clusters or vowel blends above the word(s).

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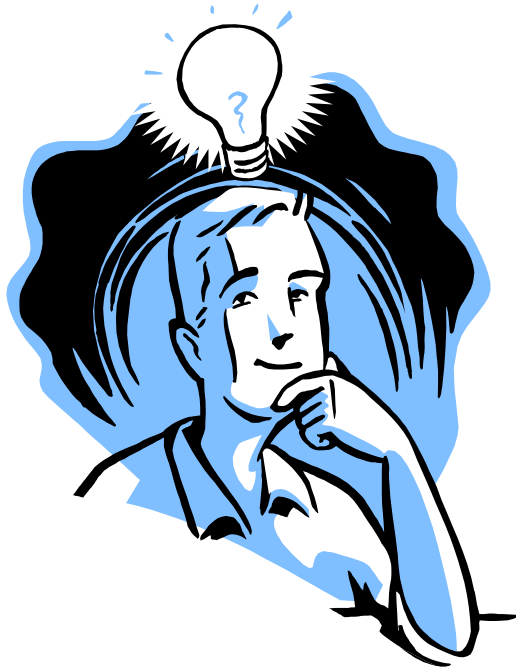
Part V: Listen to those lines, stopping the audio after each sentence or phrase. Repeat the sentence with the same sentence stress pattern as the speaker. You may have to repeat the audio several times.



Part VI: Record yourself.

Part VII: Use the remaining portion of this audio journal entry to reflect on what you learned from this activity.

Week #4: Critical Reflection



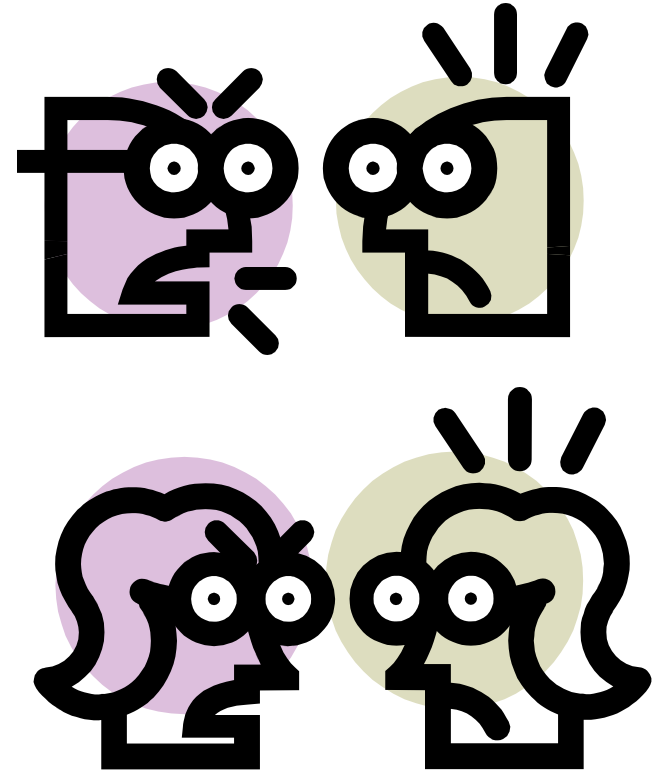
- Did the event/activity/assignment surprise you in any way?
- Was your reaction similar to or different than your peers'?
- What did you learn from the experience?
- What did you like or dislike about it? Why?
- Is there something that could be done to improve upon the activity/event/assignment? If so, what?
- Can you relate your topic to something else you have experienced or something in your home country? How is it the same or different?

Week #5: Peer Review and Analysis of Entry 4

1. Trade files with a classmate
2. Listen carefully 1-2 times to the entry
3. Use peer response form to make specific comments
4. Record your generally impressions and comments
5. Return the completed audiojournal to your peer

Week 6: Discussion of “Hot Topic” in Pairs

2. Choose a partner and relevant topic
3. Prepare your topic and record your discussion (no more than 5-10 minutes)



Week 7: Analysis of Entry 6

1. Listen and choose a 3 minute segment
2. Transcribe the segment with your partner
3. Take careful note of number of turn bids, length of utterances, language used to make a bid for the floor, and total talk time for each participant.
4. Fill out self-assessment form
5. Record general impressions of the speech event

Week 8: Self Critique & Future Plans and Goals

Before recording:

2. Listen to first entry and consider your progress
3. Review course content and activities
4. Consider your academic listening and speaking goals
5. Record an entry about 1-3.

Giving and getting feedback

- Oral feedback from instructor or peer
- Feedback form used to structure feedback listening
- Feedback form used for listener to record their feedback

Outcomes

- Reflection;
- Increased awareness of speech—pronunciation, delivery, organization, etc.;
- Self-assessment of speaking events
- Autonomy
- More comfort with academic speaking/listening
- Regular individual practice
- Individualized feedback
- Fun

Resources

On-line Resources

- **Audacity**: <http://audacity.sourceforge.net/>
- **iTunes**: <http://www.apple.com/itunes/download/>.
- **LameLib** (to convert files to MP3s): <http://audacity.sourceforge.net/help/faq?s=install&item=lame-mp3>.
- **Odeo** online player and recorder: www.odeo.com
- Hotlist for other online audio materials by Jen MacArthur: <http://www.kn.att.com/wired/fil/pages/listinternetel.html>