**Title**: Fun with Sounds

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**Short description:** This activity focuses on improving pronunciation through a short video, practice, and peer feedback. Students watch a video, practice pronunciation, learn keywords then record and share their videos, complete a dialogue using keywords, and act out the dialogues for collaborative learning.

**Language activity is designed for**: German; adaptable to any language.

**Age group:** 6+

**Level:** A1-B2

**Learning outcomes:**
- Recognizing and differentiating basic German sounds: students will be able to identify and distinguish common vowel and consonant sounds in German;
- Improving pronunciation of familiar vocabulary: students will practise pronunciation of key vocabulary words and phrases they have learnt;
- Applying pronunciation in a conversational context: Students will engage in short dialogues or role-playing activities to practise clear pronunciation in communication.

**Skills:** Listening, Speaking, Reading, Interaction, Vocabulary, Pronunciation.

**ICT tools used:** YouTube, Padlet.

**Duration in minutes:** 60-90 minutes.

**Timing:** Over 2 lessons, to be held at any point of the academic year.

**Description of each stage of the activity:**
1. Watching a video on YouTube.
   (https://youtu.be/NcxvQI88JRY?si=cjQW5BPJ8hzE3IBS)

2. Commenting on the video: Did they like it? Was it funny? Which word was the most familiar/ interesting/ the funniest/ the hardest to pronounce to them in German?
3. Practicing the pronunciation of words with students.
4. Handing students out sheets with key words and explanations or pictures of the words.
5. Producing a video of themselves while pronouncing given words.
6. Uploading these videos on Padlet.
7. Then watching the videos, providing peer feedback.
8. Giving students a short dialogue with gaps to be filled by words that were introduced during the activity. These then have to be introduced in the dialogue.
9. Practicing reading by then reading the dialogue in pairs.
10. Acting out the dialogues.

**Potential challenges/problems:** Technical issues, shyness, pronunciation difficulties (struggling with different aspects of pronunciation), disruption during filming (can affect the quality of recordings).

**Suggestions for learner assessment/self-assessment/feedback/peer feedback:**
- Self-assessment
  - After recording their videos, tell students to reflect on:
    Which words were difficult to pronounce?
    What do they think they did well?
    What would they like to improve next time?
  - Pronunciation checklist
    Giving them a simple checklist in which they can evaluate their work:
    "I pronounced the word clearly."
    "I used the correct intonation."
    "I felt confident while speaking."

- Peer assessment:
- Telling them to leave one positive comment on Padlet and one suggestion for improvement on other students' videos. To give them sentence starters:
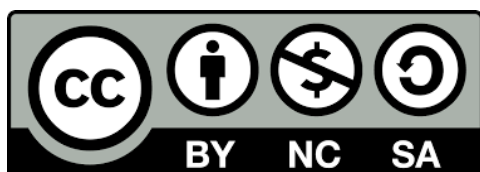    "I liked how you pronounce…"
    "Next time, try to improve…"

**Post-evaluation of the activity** We can consider the activity successful if:

- There is active participation - if all or most learners have been active.
- It boosts confidence – observing if students become more confident and comfortable with the target language.
- Promoting self-assessment and peer assessment - checking if they can see their strengths and areas to improve.

**Personal comments from the authors:** after carrying out this activity with schoolchildren, we observed that while some students were eager to participate, others were a bit reluctant. However, we provided additional support to shier students and tried to make them more comfortable.