

Developing a Corpus-Based Online Pronunciation Learning System for Cantonese Learners of English and Mandarin

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Presented at E-Learning in Higher Education
Emerging Practices in Faculties (FHM)



Pronunciation Learning

Spoken Corpora of Chinese Learners in Hong Kong

Department of Linguistics and Modern Languages

The Hong Kong Institute of Education



Cantonese Learners of
English

Visit



Cantonese Learners of
Mandarin

Visit



Cantonese Learners of
Japanese

Visit



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<http://pronunciationlearning.my-free.website/>

A Corpus-Based Online **English** Pronunciation Learning Website



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Our spoken corpus

A spoken corpus of the English of Hong Kong and Mainland Chinese learners has been established and analyzed in order to

- (a) identify Hong Kong and Mainland university students' recurrent difficulties in English pronunciation learning
- (b) suggest possible remedies that may reduce or eliminate such difficulties



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Our spoken corpus

This corpus contains roughly 12-hour recording data from two speech tasks

- 4 hours of reading-aloud
- 8 hours of interview
 - 32 Mainland students
 - 50 Hong Kong students



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The spoken corpus is to identify Hong Kong and mainland university students' pronunciation features in...

➤ **Three** areas of segmental features

➤ *Vowels, consonants and syllable structures*

➤ **Four** areas of suprasegmental features

➤ *word-level stress, pausing, linking and intonation*



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Users can

- browse the recordings by speakers' biographic information (e.g., birthplace, gender, age)
- search the recordings by the pronunciation features they are interested in



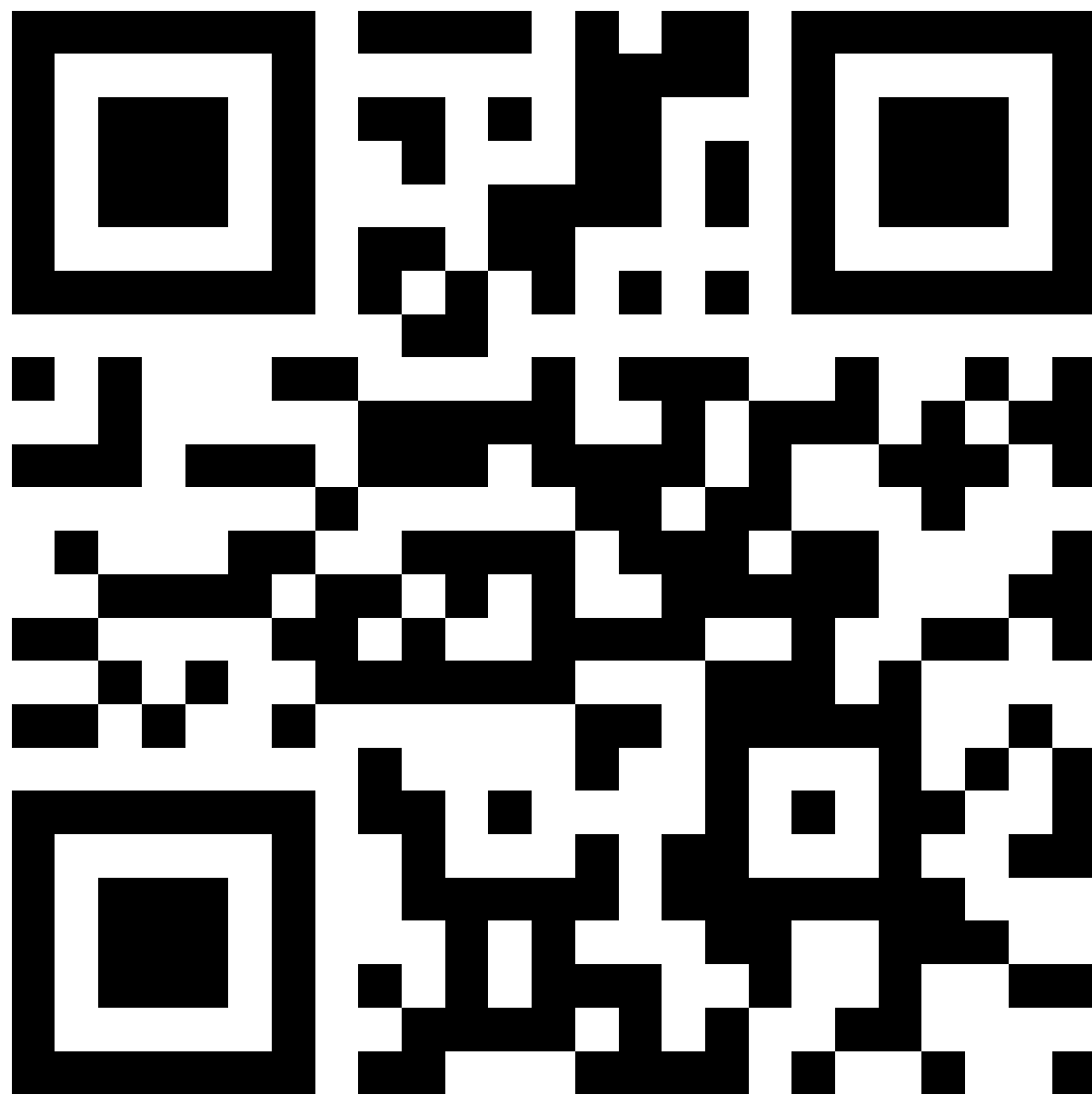
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A Corpus-Based Pronunciation Learning Website

The screenshot shows a web browser window with the URL http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/. The page features the logo of The Hong Kong Institute of Education (香港教育學院) and the title "A Corpus-Based Pronunciation Learning Website". A navigation bar includes links for Home, About the Project, Our Spoken Corpus, Learning Resources, Chinese English, Our Praat Manual, and Contact Us. The main content area has a "Welcome!" message, a sub-header "Improve your English pronunciation here...", and a paragraph describing the website's purpose: "This website provides a spoken corpus of the English of college students from Hong Kong and Mainland China, a wide range of resources and practice for pronunciation learning and teaching, and a Praat manual for beginners." A blue "Get started!" button is prominently displayed. To the right of the text is a black and white image of a person's profile, focusing on the mouth and ear, with left and right navigation arrows. Below the main content, there are three sections: "Learning Resources" with a briefcase icon and text "You can find useful pronunciation learning resources here.", "Chinese English" with a pencil icon and text "You can find the pronunciation of China English and Hong Kong English in detail.", and "Praat Learning Manual" with a briefcase icon and text "You can find a step-by-step Praat learning manual for beginners." A QR code is located on the right side of the page.





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Please use the Mozilla Firefox Web Browser to view the website.

(http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/

Main page of corpus website

The screenshot shows a web browser window with the address bar displaying '99/Learning_20131213/Index.aspx'. The page features a logo on the left and a navigation menu on the right with links: 'HOW TO', 'BROWSE', 'SEARCH', 'RESOURCES', and 'ABOUT'. The main heading is 'Online English Pronunciation Learning', followed by the subtitle 'A Spoken Corpus of the English of Hong Kong and Mainland Chinese Learners' and the affiliation 'Faculty of Humanities, The Hong Kong Institute of Education'. Below this, there are five large, overlapping buttons labeled 'How To', 'Browse', 'Search', 'Resources', and 'About', each with a corresponding background image: a person with headphones, an open book, a word cloud, two students studying, and a person at a computer.

99/Learning_20131213/Index.aspx

Online English Pronunciation Learning

HOW TO BROWSE SEARCH RESOURCES ABOUT

Online English Pronunciation Learning

A Spoken Corpus of the English of Hong Kong and Mainland Chinese Learners
Faculty of Humanities, The Hong Kong Institute of Education

How To

Browse

Search

Resources

About



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<http://corpus.ied.edu.hk/phonetics/>



Browse Raw Records

Hometown: [ANY] Gender: [Either] Age: [ANY] Filter Speaker

HK21	Passage One	Passage Two	Interview Question	Interview Answer
HK22	Passage One	Passage Two	Interview Question	Interview Answer
HK23	Passage One	Passage Two	Interview Question	Interview Answer
HK24	Passage One	Passage Two	Interview Question	Interview Answer
HK25	Passage One	Passage Two	Interview Question	Interview Answer
HK26	Passage One	Passage Two	Interview Question	Interview Answer
HK27	Passage One	Passage Two	Interview Question	Interview Answer
HK28	Passage One	Passage Two	Interview Question	Interview Answer
HK29	Passage One	Passage Two	Interview Question	Interview Answer
HK30	Passage One	Passage Two	Interview Question	Interview Answer
HK31	Passage One	Passage Two	Interview Question	Interview Answer
HK32	Passage One	Passage Two	Interview Question	Interview Answer
HK33	Passage One	Passage Two	Interview Question	Interview Answer
HK34	Passage One	Passage Two	Interview Question	Interview Answer
HK35	Passage One	Passage Two	Interview Question	Interview Answer
HK36	Passage One	Passage Two	Interview Question	Interview Answer
HK37	Passage One	Passage Two	Interview Question	Interview Answer
HK38	Passage One	Passage Two	Interview Question	Interview Answer



Search Passage

Suprasegmental (Passage One):

Step 1: [NONE SELECTION]

Segmental (Passage Two):

Step 1: Consonants

Step 2: Fricatives

Step 3:

- [NONE SELECTION]
- * Dental fricatives /θ/ & /ð/
- * Labiodental fricatives /v/ & /f/
- * Post-alveolar fricatives /ʒ/ & /ʃ/
- * Alveolar fricatives /s/ & /z/
- * Glottal fricative /h/

Step 4:

- * [NONE SELECTION]
- * /θ/->/f/
- * /θ/->/s/
- * /θ/->/t/
- * /ð/->/n/

Passage Two

[Search Result]

[Speaker: ML1](#) [Speaker: ML2](#) [Speaker: ML3](#)
[Speaker: ML4](#) [Speaker: ML5](#) [Speaker: HK1](#)
[Speaker: HK2](#) [Speaker: HK3](#) [Speaker: HK6](#)
[Speaker: HK7](#) [Speaker: HK9](#) [Speaker: ML7](#)
[Speaker: ML8](#) [Speaker: ML10](#) [Speaker: ML11](#)
[Speaker: HK4](#) [Speaker: HK5](#)



Passage Two

Speaker: HK2

Hometown: Hong Kong

Gender: Female

Age: 20

English Level: (N/A)

The First Language:

Cantonese

The Second Language:

Mandarin

The Third Language:

English

Year of Learning English:

13 year(s)

Education Level: Bachelor

Major: Liberal Studies

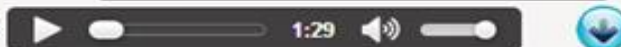
Education

Notes: "HK" and "ML" in the speaker's name stand for "Hong Kong" and "Mainland" respectively.

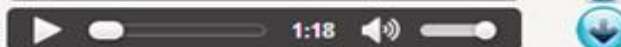
Speaker's Record:



US Sample:



UK Sample:



Marking Notes of Passage 2

The Boy Who Cried Wolf

There was once a poor shepherd boy who used to watch his flocks in **the** (/ð / → / d /) fields next to a dark forest near **the** (/ð / → / d /) foot of a mountain. One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun. Raising his fist in the air, he ran down to the village shouting 'Wolf, Wolf.' As soon as **they** (/ð / → / z /) heard him, the villagers all rushed from their homes, full of concern for his safety, and two of his cousins even stayed **with** (/θ / → / f /) him for a short while. This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. However not long after, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck. So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep. Racing down to the village, the boy of course cried out even louder than before. Unfortunately, as all **the** (/ð / → / d /) villagers were convinced **that** (/ð / → / z /) he was trying to fool **them** (/ð / → / d /) a **third** (/θ / → / f /) time, they told him, 'Go away and don't **bother** (/ð / → / d /) us again.' And so the wolf had a feast.

Notes

1. The words marked in **red** are those specific features spotted.
2. The words marked in **blue** are those mispronounced words which are different from the featured ones.

Feature List

Syllable structure change

Omission of consonant(s)

Omission of vowel(s)

Insertion of consonant(s)

Show Above

Consonants

Dental fricatives /θ / & /ð / ✓

Labiodental fricatives /v / & /f /

Post-alveolar fricatives /ʒ / & /ʃ /

Alveolar fricatives /s / & /z /

Vowels

/ɒ /

/ɪ /

/æ /

/aɪ /



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Hometown: Hong Kong

Gender: Male

Age: 18

English Level: (N/A)

The First Language:
Cantonese

The Second Language:
English

The Third Language: (N/A)

Year of Learning English:
10 year(s)

Education Level: Bachelor

Major: Liberal Studies
Education





Notes: "HK" and "ML" in the
speaker's name stand for "Hong
Kong" and "Mainland" respectively.




1. The blue contour in pictures is pitch contour to indicate the **intonation (pitch)**.
2. The yellow contour in pictures is intensity contour to indicate the **intensity** of the speech.
3. The suprasegmental features that have been spotted
 - ☒ Inappropriate pausing (IP)
 - ☒ Absence of CV linking (AL)
 - ☒ Inappropriate intonation (II)


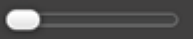



Full Passage Recording: 

Marking Criterion of Passage 1

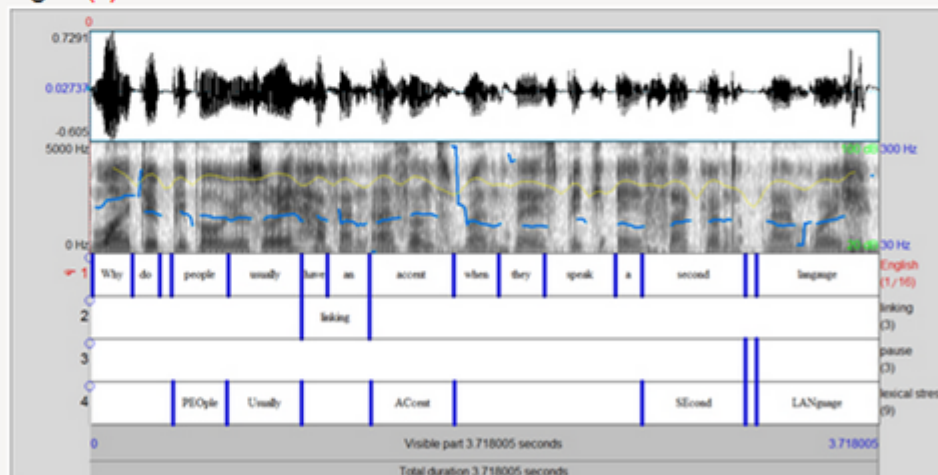
Sentence 1:

Speaker's Record:   0:04  

US Sample:   0:03   

UK Sample:   0:04   

Why do PEOPle Usually have an ACCent (AL) when they speak a (AL) Second
LANGUAGE ? (II)?



Sentence 2:



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Interview Answer

Speaker: HK2

Hometown: Hong Kong

Gender: Female

Age: 20

English Level: (N/A)

The First Language:

Cantonese

The Second Language:

Mandarin

The Third Language:

English

Year of Learning English:

13 year(s)

Education Level: Bachelor

Major: Liberal Studies

Education

Notes: "HK" and "ML" in the speaker's name stand for "Hong Kong" and "Mainland" respectively.

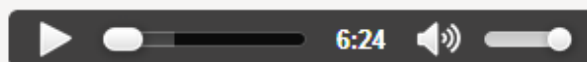
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Remarks:

1. The sentences in black are from interviewee, the sentences in blue are from the interviewer.
2. Use "... " to indicate the fragmented sentences.
3. Use "(. . .)" to signify a word or a phrase that you cannot understand after trying several times.
4. We put the words that are guessed from the context in the brackets ().

Speaker's Record:



[1.Interviewer: What do you think of Singapore?]

HK2: Singapore is like... I think some...it's like Hong Kong, but it has...it has a lot of the rules, the forest, and people need to...need to followed, and so for example, we cannot eat the gums in the Singapore, I think it is not very good for me, because that I...I am the one, I love freedom, and I don't want others controls me and manage me. I think that the Singapore's government do a lot to controls the people's life, but I think that the Singapore is a good place, because that he is a place to Universal (Studio), the place to watch the... I don't know how to explain. Yes, Universal Studio, that place is very beautiful and awesome. I love the Universal Studio very much. Even though I didn't go to Singapores because..., but my friends had went to Singapore, they posted a lot of the photos about the Universal Studio, then I really really want to go there, just take a lot of the photos, yeah.

[2.Interviewer: First, tell me something about your family?]

HK2: My family is a big family; I have one sister...two...I have three sisters, and one brothers and my mother and my father. And in total my family has 7 people in there and that ... yes

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For Chinese Learners

- [Part 1 Background of China English and Hong Kong English](#)
- [Part 2 Pronunciation of Hong Kong English](#)
- [Part 3 Pronunciation of China English](#)
- [Part 4 Pronunciation Practice for Chinese Learners of English](#)

http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/exerciseIndex.html

Our Pages

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- [Comparison of English and Cantonese \(Segmentals\)](#)
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Learning Resources



- [Phonics full story...](#)
- [Phonetics and Phonology full story...](#)
- [Pronunciation: Useful Websites full story...](#)
- [Pronunciation: Online Videos full story..](#)
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Praat Beginners' Manual



Praat Beginners' Manual



- **Chapter 1. Introduction: Acoustic Phonetics and Praat**
- **Chapter 2. Acoustic Analysis of Vowels**
- **Chapter 3. Acoustic Analysis of Consonants**
- **Chapter 4. Prosodic Analysis with Praat**
- **Chapter 5. Annotating Sound Files with Praat**

Suggested Answers

Online Resources

1. Other recommended Praat manuals
2. Extra exercises, tutorials, and self-tests
3. IPA resources: charts&fonts



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How to make use of this corpus-based learning website?

For Undergraduates:

Students of HKIEd are encouraged to use this system during or after class for self-access to practice.

In my Year One phonology course, for example, students were encouraged to use the online pronunciation website that our team created to conduct their 10-week self-access learning activities and prepare reflective reports with their pronunciation learning portfolios.

How to make use of this corpus-based learning website?

For teaching training program:

In PGDE phonology courses, students were required to collect sound samples, research the first language phonology and its impact on second language, and share their knowledge of specific speech communities with the class. The recommended spoken corpus was one of the resources for them to collect to analyse the authentic data.

How to make use of this corpus-based learning website?

For Graduate students:

A workshop on Praat applications was held at HKIEd campus to help students learn some hands-on techniques in Praat to analyze their speech data.



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[Sample lesson plans and materials in ENG 1326/5212/6212](#)

How to make use of this corpus-based learning website?

For Frontline Teachers:

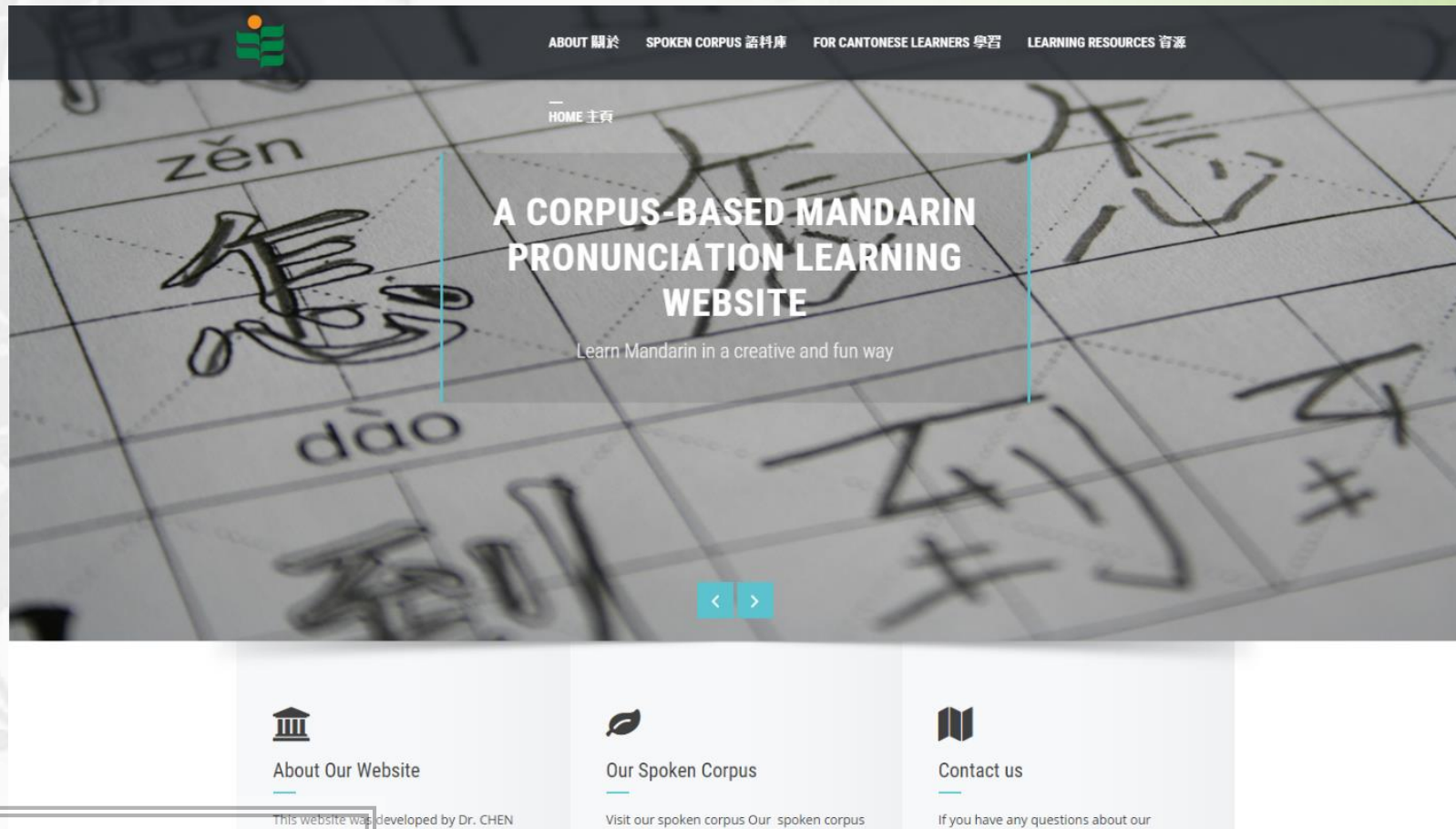
This website provides abundant pronunciation teaching resources and pronunciation practice for teachers to use in their classes.



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A Corpus-Based Online **Mandarin** Pronunciation Learning Website



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http://ec-concord.ied.edu.hk/Mandarin_Pronunciation/



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http://ec-concord.ied.edu.hk/Mandarin_Pronunciation/

Our Spoken Corpus



The spoken corpus contains:

- 8 hours recording data of Mandarin spoken tasks (reading of monosyllabic words, reading of multisyllabic words, reading of passage, and free speech) from Hong Kong university students
- phonological annotations of the recordings mainly focused on segmental features (vowels & consonants) and suprasegmental features (tone & retroflex finals)



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Our Spoken Corpus - Browse



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Our Spoken Corpus - Search



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Our Spoken Corpus –

► Task 1: Reading of monosyllabic words

Tasks 1&2 Word Reading

Speaker : 23

Gender : Female

Age : 21

Education Level :

Bachelor

Major : English

First Language :

Cantonese

Second Language :

English

Third Language :

Mandarin

Year of Mandarin

Learning : 10

Feature Color :

Markings in Red: Vowel

Features

Markings in Orange:

Consonant Features

Markings in Purple:

Suprasegmental Features

Markings in Green:

Mispronunciations

Remarks : Please read the below marking note for details.

Speaker's Record:



[Download](#)

Beijing Sample:



[Download](#)

Taiwan Sample:



[Download](#)

Marking Scheme of Reading Task 1

佳	牢	垮	勢	稀	恆
翁	爾	吼	憂	哲	氧
帥	徐	謊	罩	蹲	卓
軒	狼	阻	瀉	矯	吝
淙	胚	恩	凶	屏	慘
寺	竣	宰	嶽	罰	綴
淹	倍	勃	喚		



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Our Spoken Corpus

► Task 1: Reading of monosyllabic words

佳 jiā→jiē	牢	垮 Incomplete Tone 3	勢	稀	恆
翁 wēng→vēng	爾 Incomplete Tone 3	吼 Incomplete Tone 3	憂	哲	氧 Incomplete Tone 3
帥	徐	謊 Incomplete Tone 3	單	蹲	卓
軒 xuān→qiān xuān→qiān	狼 láng→lǎng	阻 zǔ→zhǔ Incomplete Tone 3	瀉 xiè→xiē	矯 Incomplete Tone 3	吝
淙 cóng→zòng	胚 pēi→bēi	恩	凶	屏	慘 Incomplete Tone 3
寺	竣	宰 Incomplete Tone 3	嶽 yuè→yè	罰 fá→fā	綴
淹	倍 bèi→bēi	勃	喚 huàn→hùn		



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Our Spoken Corpus – Spoken Tasks

► Task 2: Reading of multisyllabic words

Speaker's Record:  0:48  [Download](#)

Beijing Sample:  1:05  [Download](#)

Taiwan Sample:  0:58  [Download](#)

Marking Scheme of Reading Task 2

不用	包括	徘徊	狹窄	狹窄	反省
踐踏	汛期	轉臉	瓦房	兒歌	耕耘
炎熱	沉著	提防	提防	圓圈兒	謙讓
遵守	遵守	挑戰	舒服	電影兒	性質
研究	等於	農村	概念	分水嶺	視網膜



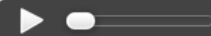

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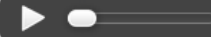
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Our Spoken Corpus

► Task 2: Reading of multisyllabic words

Speaker's Record:  0:48  [Download](#)

Beijing Sample:  1:05  [Download](#)

Taiwan Sample:  0:58  [Download](#)

Marking Scheme of Reading Task 2

不用	包括	徘徊	狹窄 xiá→xié	狹窄 zhǎi→zǎi	反省 Incomplete Tone 3
踐踏	汛期	轉臉 Incomplete Tone 3	瓦房	兒歌	耕耘
炎熱 rè→rì	沉著 zhuó→zuó	提防 dī→tí	提防 fang→fáng	圓圈兒	謙讓 ràng→yàng
遵守 zūn→zhūn	遵守 shǒu→xǒu	挑戰	舒服	電影兒	性質
研究	等於 děng→dēn	農村	概念	分水嶺 Incomplete Tone 3	視網膜



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Our Spoken Corpus

► Task 3: Reading of passage

Speaker's Record:  0:29  [Download](#)

Beijing Sample:  0:28  [Download](#)

Taiwan Sample:  0:33  [Download](#)

Marking Scheme of Reading Task 3

生活對於任何人都非易事。我們必須相信，我們對每一件事情都具有天賦的才能，並且無論付出任何代價，都要把這件事完成。當事情結束的時候，你要能問心無愧地說：“我已經盡我所能了。”

Speaker's Record:  1:03  [Download](#)

Beijing Sample:  0:41  [Download](#)

Taiwan Sample:  0:45  [Download](#)

Marking Scheme of Reading Task 3

有一年的春天，我因病被迫在家裏休息數周。我注視著我的女兒們所養的蠶正在結繭，這使我很感興趣。望著這些蠶執著地、勤奮地工作，我感到我和它們非常相似。像它們一樣，我總是耐心地把自己的努力集中在一個目標上。我之以如此，或許是因為有某種力量在鞭策著我——正如蠶被鞭策著去結繭一般。



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Our Spoken Corpus – Spoken Tasks

► Task 3: Reading of passage

生活對於(yú→yū)任何人都非易事。我們必須相信，我們對每一件事情都具有天賦(fù→fú)的才(cái→chái)能，並且(Incomplete Tone 3)無論付出任何代價(jià→jiè)，都要把這件事完成。當事情結束(shù→sù)的時候(hou→hòu)，你要能問心無愧地說：“我已經盡我所(suǒ→shuǒ)能了。”

有一年的春天，我因病被迫在家裏休息(xi→xī)數周。我注視(shì→shī)著我的女兒們所養的蠶(cán→chán)正在結繭(Incomplete Tone 3)，這(zhe→zhe'r)使我很感興趣(qu→qù)。望著這些蠶(cán→jiǎn)執著地、勤奮地工作，我感到我和它們(men→mēn)非常相似。像它們一樣，我總是耐心(xīn→xīng)地把自己的努力集中(zhōng→zōng)在一個目標上(shang→shàng)。我之(zhī→zī)以如此，或(huò→huà)許是因為有某種力量在鞭策著(zhe→ze)我——正如蠶(cán→chán)被鞭策著去結繭一般。



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Our Spoken Corpus

► Task 4: Free speech

Task 4 Free Speech

Speaker : 23

Gender : Female

Age : 21

Education Level :

Bachelor

Major : English

First Language :

Cantonese

Second Language :

English

Third Language :

Mandarin

Year of Mandarin

Learning : 10

Speaker's Record:



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Topic: 我的學習生活

我的學習生活在小學的時候是非常的煩悶，因為小學的生活很簡單，老師都會為我們安排了一切。所以小時候的生活主要就是唸書，然後應付考試、測驗，等等。父母對我的要求也并不是很高，不像是現在那樣很多的怪獸父母都會要求自己的孩子去上什麼什麼補習班。我當時是非常自由，總是隨自己意願去做的。所以雖然煩悶，但是那些測驗、考試都是能應付得了的。最後就很成功地上了一所挺不錯的第一等級的中學。在中學上面，中學的學習生活比小學的步伐快很多，測驗的次數的...還有那個頻率都比小學來的高好幾倍，所以我在中學的學習生活都是在非常繁忙的考驗和測試中度過。學習生活之中我有遇到過幾個恩師，他們對我的...學科上面，讓某些學科上面的知識增長了不少。尤其是高中最後的一年，我遇上...發現在我身邊的老師其實都是...個寶貝。他們的學歷...他們的能力非常的高，教學的...質素非常的好，在他們的帶領下，我對...我從...我在那個...高中那個公開考試裡面就更好地掌握了。



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Pronunciation Practice



Part 1 Mandarin phonology

Part 2 Cantonese phonology

Part 3 Pronunciation of Hong Kong speakers of Mandarin

Part 4 Pronunciation Practice for Hong Kong speakers of Mandarin

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PRONUNCIATION PRACTICE FOR HONG KONG SPEAKERS OF MANDARIN

1. Tongue Twisters

2. Songs

3. Jokes

4. Games

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Pronunciation Practice – Tongue Twisters



Short Vowels

1. 坡上立著一只鵝(é), 坡下就是一條河(hé)。寬寬的河, 肥肥的鵝, 鵝要過河, 河要渡鵝, 不知是鵝過河, 還是河渡鵝?

Sample Reading

Slow:



Standard:



2. 山上五棵樹(shù), 架上五壺醋(cù), 林中五只鹿(lù), 箱裏五條褲(kù)。伐了山上樹, 搬下架上的醋, 射死林中的鹿, 取出箱中的褲。

Sample Reading

Slow:



Standard:



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Pronunciation Practice - Songs



Artist: 周杰倫

Focused Phoneme: (n, ㄣ)



HK&Overseas: <https://www.youtube.com/watch?v=7CKOG-qQKJY>

Mainland: <http://www.letv.com/ptv/vplay/21820202.html>

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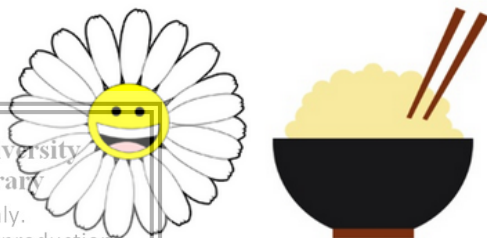
Pronunciation Practice - Jokes



1. 有一天，小明在家中看電視，媽媽說：“等一下你去沖個涼吧，用發(fa)灑，小明不明白，問：“什麼是發灑？”，媽媽想了想說：“哦，我搞錯了，應該是花(hua)灑！”



2. 小明約了朋友見面，遲到了，他和朋友說：“不好意思，剛剛和媽媽吃了瓣！”朋友不解，問：“吃花瓣(bàn)?”小明意識到自己說錯了：“哦不是，是吃飯(fàn)! 不要笑話我了哈哈！”



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Pronunciation Practice - Jokes

Online Exercise

Your Score : \$-

Consonant	Vowel	Tone	Mixed
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500



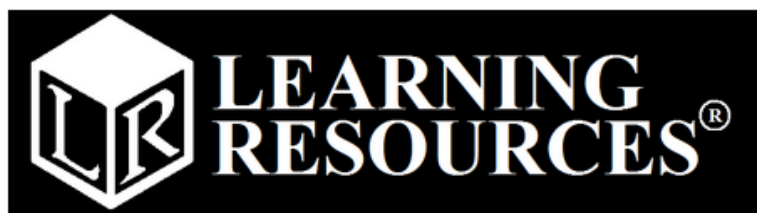
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Useful Resources



Learning Resources



- Chinese phonology [full story...](#)
- Recommended Learning Websites [full story...](#)

• Online Videos [full story...](#)
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• Online Dictionaries [full story...](#)
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Useful Resources



Websites

- 拼音導修室網站[Pinyin Learning Website]

<http://www.cbs.polyu.edu.hk/VTP/mandarin/main.htm>

The website provides systematic introduction of Pinyin system, including syllable structure, correspondence to IPA system and so on. Learners can access a series of exercises whilst learning Pinyin.

- 普通話學習網[Putonghua Learning Website]

<http://pth.linqi.org/yuyin/index.html>

This website compiles useful learning materials of Mandarin, including Pinyin system, place of articulation, segmental and suprasegmental features of Mandarin. Moreover, vocabularies, correspondence of Cantonese and Mandarin, learning exercises and useful Mandarin learning tools are introduced.



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<http://www.putonghuaworld.com/putonghua/index.htm>

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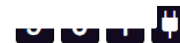
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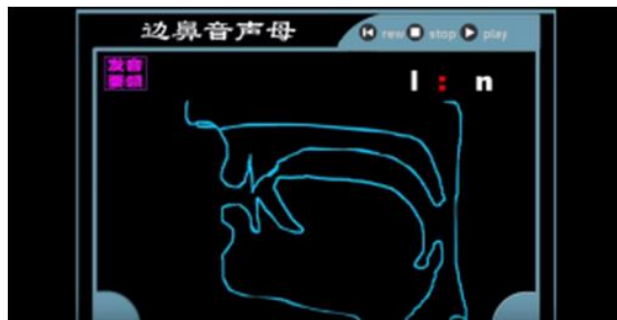


Videos in Chinese

1. Articulation of tones, j, q, x, n, l

<https://www.youtube.com/user/zeq160/videos>

These videos teach in detail how tones, and difficult sounds such as j, q, x, n, and l in Mandarin should be produced with help of model reading.



2. 50 common mistakes in speaking Mandarin

<https://www.youtube.com/watch?v=uKV8ta06Pl4>

The video lists 50 common mistakes for Cantonese speakers in speaking Mandarin, with model reading.

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Putonghua
for Cantonese Speaker



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