

# A Corpus-aided English Pronunciation Training Programme

(Workshop 1)





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# This Training Programme...

Broadcast Live

Topic	Date	Time	Venue
<b>Workshop I -</b> Introduction of spoken corpus, phonetics and phonology, and pronunciation features; Exploitation of corpus data to do phonological analysis of segmental features	23-Oct-2019 (Wed)	 <p><b>A Corpus-aided English Pronunciation Training Programme</b></p> <p><b>Chief Investigator:</b> Dr Chen Hsueh Chu, Rebecca (LML)  <b>Co-Chief Investigator:</b> Ms Chan, Ka Yin, Clairine (ELE)</p> <p>In this programme, training sessions (<i>workshop series + online lessons + presentation + competition*</i>) will be provided to help participants learn about an innovative corpus-aided approach and support their English pronunciation learning with a variety of pronunciation assessment tools.</p> <p>Upon completion of the study in the programme, participants will be able to:</p> <ol style="list-style-type: none"> <li>1) discover common pronunciation features produced by non-Chinese (e.g., Southeast Asian speakers), mainland Chinese and Cantonese speakers of English and reflect on their own pronunciation;</li> <li>2) identify recurrent segmental and suprasegmental difficulties in learners' English pronunciation with different language backgrounds; and</li> <li>3) understand possible remedies that may reduce or eliminate English pronunciation difficulties and raise awareness of the issues on achieving a native-like pronunciation or a comfortable, intelligible accent.</li> </ol> <p><b>*WIN HK\$804</b>            Outstanding teams will receive AWARDS!            Champion (1 pair): award equivalent of HK\$804            Runner up (1 pair): award equivalent of HK\$603            Merit (2 pairs): award equivalent of HK\$402</p> <p><b>Registration:</b> Scan the QR code or visit <a href="https://forms.gle/8yIzH1bS6ensYgN28">https://forms.gle/8yIzH1bS6ensYgN28</a>  <b>Enquiries:</b> Ms Zhou (xzhou@eduhk.hk &amp; 67653010)</p>   	
<b>Online Lesson I -</b> Basic concepts of spoken corpus, segmental system of English and pronunciation features; Phonological analysis of segmental features	25-Oct-2019 (Fri)		
<b>Workshop II -</b> Exploitation of corpus data to do phonological analysis of suprasegmental features (word stress, intonation); Introduction of speech rhythm, linking, pause, and speech rate	30-Oct-2019 (Wed)		
<b>Workshop III -</b> Discussion of the benefits of doing corpus-based analysis through speech corpus and how we can use the findings in the language classroom	6-Nov-2019 (Wed)		
<b>Online Lesson II -</b> Basic concepts of suprasegmental system of English, and pronunciation features; Phonological analysis of suprasegmental features	8-Nov-2019 (Fri)		
<b>Workshop IV -</b> Development of teaching materials for primary and secondary students; <b>Competition</b>	20-Nov-2019 (Wed)	15:30pm-17:30pm	B4-LP-03

# This Workshop



- Definition of Corpus;
- Spoken Corpora ;
- Overview of Phonetics and Phonology;



- Pronunciation features;
- Our corpus;
- Selected findings from corpus-based research;



- Hands-on practice:  
Phonological analyses  
through our corpus.



**Part 01 – Introduction**  
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**Part 02 – Exploitation**

**Part 03 – Exploitation**

# Pronunciation Test

- you teach English  
you enjoy teaching  
what teaching method  
pronunciation?



# Way to Enhance Subject Knowledge

- Textbooks
- Dictionary
- Internet
- Corpus Tools



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Dr Chen Hsueh Chu

# Corpus Linguistics & Teacher Education



# language



# What is a corpus?

- A corpus is a large, principled collection of **naturally occurring texts** (written or spoken) stored electronically.

(Rappen, 2010)

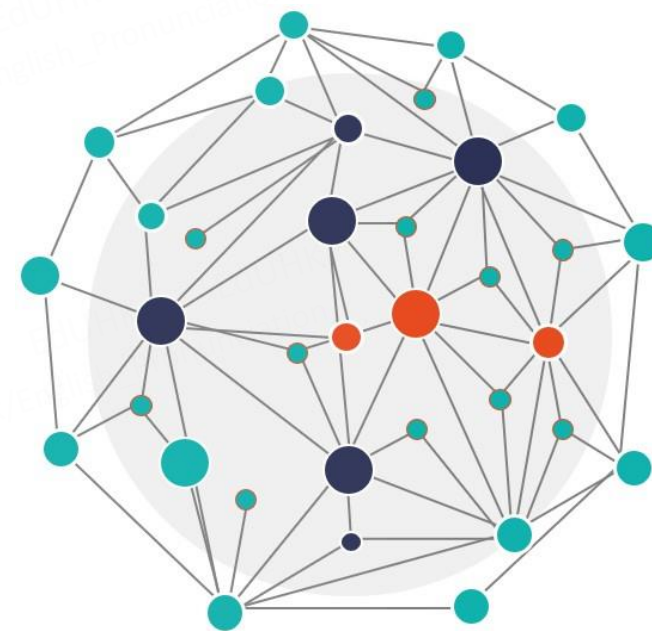


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# CALL & DDL

- Recent research on *Computer-Assisted Language Learning (CALL)* and *Data Driven Learning (DDL)* has yielded a common understanding that the use of language corpora in the second-language classroom is of great pedagogical value because it can facilitate students' input of authentic language and motivate students to **analyse the language by themselves.**



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# CALL & DDL

- Gut (2005) claimed that the corpus-based “data-driven learning” could motivate students to speculate about language structures and develop the ability to **discover language patterns** using authentic language data.



# Corpus & Teachers

- The vigorous development of language corpora has greatly influenced language teachers, because the corpus-based approach not only **provides teachers with various teaching materials and resources** that can be used in their daily teaching, but more importantly, it also helps **shift teachers' role from the knowledge transmitter to a facilitator** in a **student-centered** learning environment.



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# Corpus & Teachers

Language teachers must self-access the corpora or corpus-based reference materials to develop their ability to use corpora for teaching.

(McCarthy, 2008; O’Keeffe, McCarthy, & Carter, 2007)



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# Spoken Corpora

- ***Spoken corpus*** is a database which incorporates speech audio files with text transcriptions and different levels of annotations for various purposes.
- ***Two types of spoken corpora:***
  1. reading speech (e.g., broadcast news and passage reading);
  2. spontaneous speech (e.g., dialogues and conversations)



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# Learner Corpora

- The majority of current data driven learning studies have focused on **native speakers' corpora**.
- Relatively fewer studies have investigated how **learner corpora**, which consist of language produced by language learners, can be integrated into classroom teaching.



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# Learner Corpora

- Gut (2005) argued that **a comparison between native and non-native data is beneficial to language learners** because it can enable them to **notice the typical errors of learning English and develop their ability in identifying the differences** between native and non-native speakers.
- “By observing the **most frequent and typical errors** of learners, students might become more aware of the features of **their own interlanguage** and possibly stimulate a **restructuring of their own language use and knowledge**” (Gut, 2005, p. 1).



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# Four Corpora

## 1. The Speech Accent Archive

<http://accent.gmu.edu/>



## 2. International Dialects of English Archive (IDEA)

<https://www.dialectsarchive.com/dialects-accents>

The traditional listening tests or learning tasks include only **standard American accents**. We believe that varying the accents used in the listening tasks would be very helpful for students because English is an international language, and we are likely to need to communicate with a variety of English speakers. **With different English accents** represented in the learning tasks, students can learn the varieties of English that listeners would likely be exposed to both **in learning English and in hearing it spoken in the international workplace.**

## 3. EdUHK Corpus 1

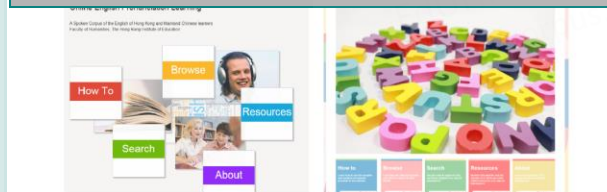
## 4. EdUHK Corpus 2

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[http://ec-lib.eduhk.hk/phonetics\\_and\\_phonology/wordpress/?page\\_id=2149](http://ec-lib.eduhk.hk/phonetics_and_phonology/wordpress/?page_id=2149)

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Dr Chen Hsueh Chu



Dr Chen Hsueh Chu

# Four Corpora

- The Speech Accent Archive



**Speech Accent Archive** provides a large set of speech samples from a variety of language backgrounds. Native and non-native speakers of English read the same paragraph and were carefully transcribed with International Phonetic Alphabet (IPA).



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# Four Corpora

- International Dialects of English Archive (IDEA)



**The International Dialects of English Archive** was created in 1998 as the internet's first archive of primary-source recordings of English-language dialects and accents as heard around the world. With roughly 1,500 samples from 120 countries and territories, and more than 170 hours of recordings, IDEA is now the largest archive of its kind.

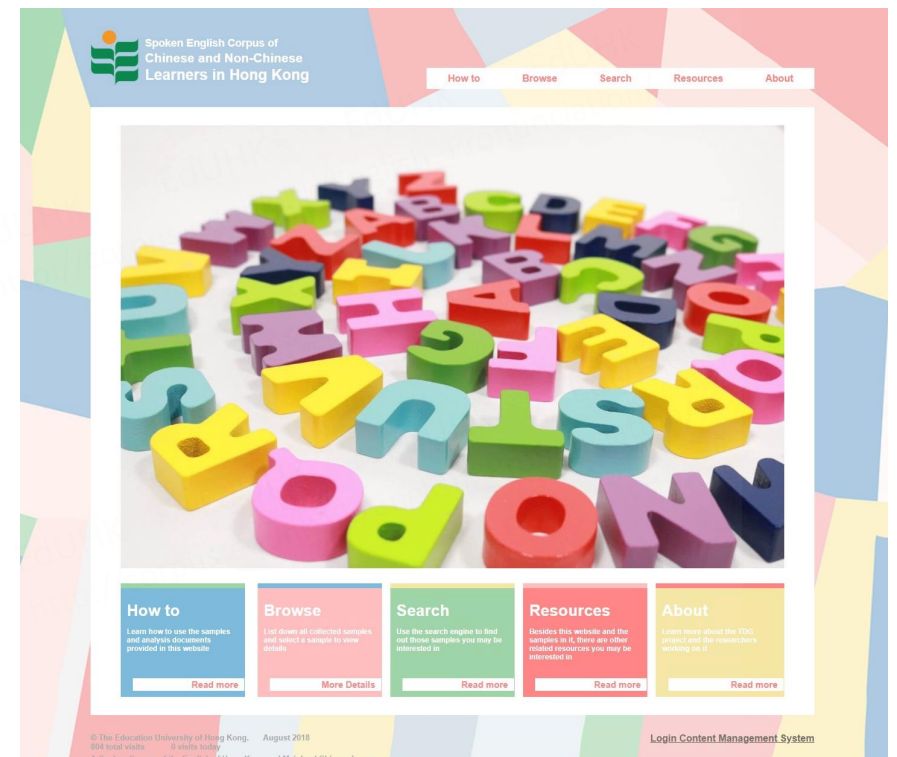
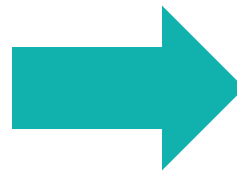


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# Our Corpora

- EdUHK Corpus 1
- EdUHK Corpus 2 – *Our New Corpus*



# Our New Corpus



- over **140** sets of high-quality recordings, including reading of sentences, passages, and individual interviews;
- identifies segmental and suprasegmental difficulties in learning English pronunciation by learners from **Hong Kong, different dialectal regions of mainland China, and South Asia.**

# Principles and Issues about PRON Teaching and Learning

**1. What is the goal of pronunciation teaching and learning?**

**2. Which pronunciation features are important to teach?**



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# Overview of Phonics, Phonetics & Phonology

- **phone** = *sound*
- **phoneme** = *the smallest unit of sound*



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# Overview of Phonics, Phonetics & Phonology

- **phonics** = decoding and encoding of sounds into graphemes (letters);

letter-sound relationship

- **phonetics** = the study of ways human make, transmit, and receive speech sounds;

description of how speech sounds are made  
(of any language)

- **phonology** = the study of the sound systems of languages, and of the general properties displayed by these systems.

how speech sounds of a language pattern together  
according to regular rules (of a particular language)



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Dr Chen Hsueh-Chi

# The English SOUND System



## The Segmental System

phonemes  
→ consonants & vowels  
(including diphthongs)



## The Suprasegmental System

linking the segments /  
phonemes  
→ syllables, stress and  
rhythm, intonation ...



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# The English SOUND System

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# e International

© 2005 IPA

ɾ									
ʒ	ç	j	x	ɣ	χ	ʁ	ħ	ʕ	h
ɻ		j		ɰ					
l	ʎ		ʟ						

Consonant. Shaded areas denote articulations judged impossible.

## VOWELS

Where symbols appear in pairs, the one to the right represents a rounded vowel.

## OTHER SYMBOLS

<b>ʌ</b>	Voiceless labial-velar fricative	<b>ʑ</b>	Alveolo-palatal fricatives
<b>ʋ</b>	Voiced labial-velar approximant	<b>ɺ</b>	Voiced alveolar lateral flap
<b>ɸ</b>	Voiced labial-palatal approximant	<b>ɹ̥</b>	Simultaneous <b>ɹ</b> and <b>x</b>
<b>ħ</b>	Voiceless epiglottal fricative		
<b>ʕ</b>	Voiced epiglottal fricative		Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
<b>ʡ</b>	Epiglottal plosive		

Voiced epiglottal fricative

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

Voiced epiglottal fricative

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

kp ts

**DIACRITICS** Diacritics may be placed above a symbol with a descender, e.g.  $\dot{\eta}$

◌	Voiceless	<span>ᵿ</span> <span>ᵿ</span>	◌	Breathy voiced	<span>ᵿ</span> <span>ᵿ</span>	◌	Dental	<span>ᵿ</span> <span>ᵿ</span>
◌	Voiced	<span>ᵿ</span> <span>ᵿ</span>	◌	Creaky voiced	<span>ᵿ</span> <span>ᵿ</span>	◌	Apical	<span>ᵿ</span> <span>ᵿ</span>
◌	Aspirated	<span>ᵿ</span> <span>ᵿ</span>	◌	Linguolabial	<span>ᵿ</span> <span>ᵿ</span>	◌	Laminal	<span>ᵿ</span> <span>ᵿ</span>
◌	More rounded	<span>ᵿ</span>	◌	Labialized	<span>ᵿ</span> <sup>w</sup> <span>ᵿ</span> <sup>w</sup>	◌	Nasalized	<span>ᵿ</span> <sup>̃</sup>
◌	Less rounded	<span>ᵿ</span>	◌	Palatalized	<span>ᵿ</span> <sup>j</sup> <span>ᵿ</span> <sup>j</sup>	◌	Nasal release	<span>ᵿ</span> <sup>ᵿ</sup>
◌	Advanced	<span>ᵿ</span>	◌	Velarized	<span>ᵿ</span> <sup>ʷ</sup> <span>ᵿ</span> <sup>ʷ</sup>	◌	Lateral release	<span>ᵿ</span> <sup>ᵿ</sup>
◌	Retracted	<span>ᵿ</span>	◌	Pharyngealized	<span>ᵿ</span> <sup>ˤ</sup> <span>ᵿ</span> <sup>ˤ</sup>	◌	No audible release	<span>ᵿ</span> <sup>ᵿ</sup>
◌	Centralized	<span>ᵿ</span>	◌	Velarized or pharyngealized	<span>ᵿ</span>			
◌	Mid-centralized	<span>ᵿ</span>	◌	Raised	<span>ᵿ</span> ( <span>ᵿ</span> = voiced alveolar fricative)			
◌	Syllabic	<span>ᵿ</span>	◌	Lowered	<span>ᵿ</span> ( <span>ᵿ</span> = voiced bilabial approximant)			
◌	Non-syllabic	<span>ᵿ</span>	◌	Advanced Tongue Root	<span>ᵿ</span>			
◌	Rhoticity	<span>ᵿ</span> <span>ᵿ</span>	◌	Retracted Tongue Root	<span>ᵿ</span>			

## SUPRASEGMENTALS

	Primary stress
	Secondary stress
	fəʊnə'tɪʃən
ː	Long
ˑ	Half-long
˘	Extra-short
	Minor (foot) group
	Major (intonation) group
.	Syllable break
)	Linking (absence of a break)

TONES AND WORD ACCENTS  
LEVEL                      CONTOUR

ě or ě	↗	Extra high	ě or ě	↗	Rising
é	↗	High	ê	↘	Falling
ē	↖	Mid	ẽ	↗	High rising
è	↘	Low	ẽ	↘	Low rising
ě	↘	Extra low	ẽ	↗	Rising-falling
↓		Downstep	↗		Global rise
↑		Upstep	↘		Global fall

# The International Phonetic Alphabet (IPA)

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

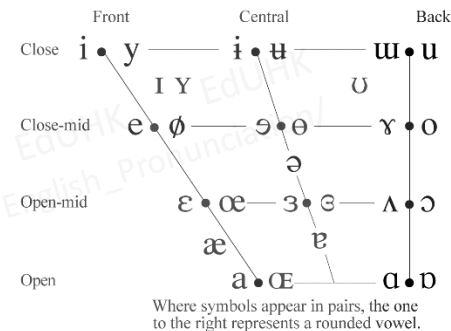
CONSONANTS (PULMONIC) © 2005 IPA												
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal	
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ	
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ			
Trill	ʙ			r					ʀ			
Tap or Flap		ⱱ		ɾ		ɽ						
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ	
Lateral fricative				ɬ ɮ								
Approximant		ʋ		ɹ		ɻ	j	ɰ				
Lateral approximant				l		ɭ	ʎ	ʟ				

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ ʘ Bilabial	ɓ Bilabial	ʼ Examples:
◌ ǀ Dental	ɗ Dental/alveolar	pʼ Bilabial
◌ ǃ (Post)alveolar	ɟ Palatal	tʼ Dental/alveolar
◌ ǂ Palatoalveolar	ɡ Velar	kʼ Velar
◌ ǁ Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative

VOWELS



OTHER SYMBOLS

ɱ	Voiceless labial-velar fricative	ɕ ʑ	Alveolo-palatal fricatives
w	Voiced labial-velar approximant	ɭ	Voiced alveolar lateral flap
ɥ	Voiced labial-palatal approximant	ɥ	Simultaneous ɟ and ɰ
ħ	Voiceless epiglottal fricative		
ʕ	Voiced epiglottal fricative		
ʡ	Epiglottal plosive		

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.   
kp ts

DIACRITICS Diacritics may be placed above a symbol with a descender, e.g. ɲ̥

◌ ɔ	Voiceless	◌ ɲ̥ ɲ̥	◌ ɲ̥	Breathy voiced	◌ ɲ̥ ɲ̥	◌ ɲ̥	Dental	◌ ɲ̥ ɲ̥
◌ ɲ̥	Voiced	◌ ɲ̥ ɲ̥	◌ ɲ̥	Creaky voiced	◌ ɲ̥ ɲ̥	◌ ɲ̥	Apical	◌ ɲ̥ ɲ̥
◌ ɲ̥	Aspirated	◌ ɲ̥ ɲ̥	◌ ɲ̥	Linguolabial	◌ ɲ̥ ɲ̥	◌ ɲ̥	Laminal	◌ ɲ̥ ɲ̥
◌ ɲ̥	More rounded	◌ ɲ̥ ɲ̥	◌ ɲ̥	Labialized	◌ ɲ̥ ɲ̥	◌ ɲ̥	Nasalized	◌ ɲ̥ ɲ̥
◌ ɲ̥	Less rounded	◌ ɲ̥ ɲ̥	◌ ɲ̥	Palatalized	◌ ɲ̥ ɲ̥	◌ ɲ̥	Nasal release	◌ ɲ̥ ɲ̥
◌ ɲ̥	Advanced	◌ ɲ̥ ɲ̥	◌ ɲ̥	Velarized	◌ ɲ̥ ɲ̥	◌ ɲ̥	Lateral release	◌ ɲ̥ ɲ̥
◌ ɲ̥	Retracted	◌ ɲ̥ ɲ̥	◌ ɲ̥	Pharyngealized	◌ ɲ̥ ɲ̥	◌ ɲ̥	No audible release	◌ ɲ̥ ɲ̥
◌ ɲ̥	Centralized	◌ ɲ̥ ɲ̥	◌ ɲ̥	Velarized or pharyngealized	◌ ɲ̥ ɲ̥	◌ ɲ̥		◌ ɲ̥ ɲ̥
◌ ɲ̥	Mid-centralized	◌ ɲ̥ ɲ̥	◌ ɲ̥	Raised	◌ ɲ̥ ɲ̥	◌ ɲ̥	(ɲ̥ = voiced alveolar fricative)	◌ ɲ̥ ɲ̥
◌ ɲ̥	Syllabic	◌ ɲ̥ ɲ̥	◌ ɲ̥	Lowered	◌ ɲ̥ ɲ̥	◌ ɲ̥	(ɲ̥ = voiced bilabial approximant)	◌ ɲ̥ ɲ̥
◌ ɲ̥	Non-syllabic	◌ ɲ̥ ɲ̥	◌ ɲ̥	Advanced Tongue Root	◌ ɲ̥ ɲ̥	◌ ɲ̥		◌ ɲ̥ ɲ̥
◌ ɲ̥	Rhoticity	◌ ɲ̥ ɲ̥	◌ ɲ̥	Retracted Tongue Root	◌ ɲ̥ ɲ̥	◌ ɲ̥		◌ ɲ̥ ɲ̥

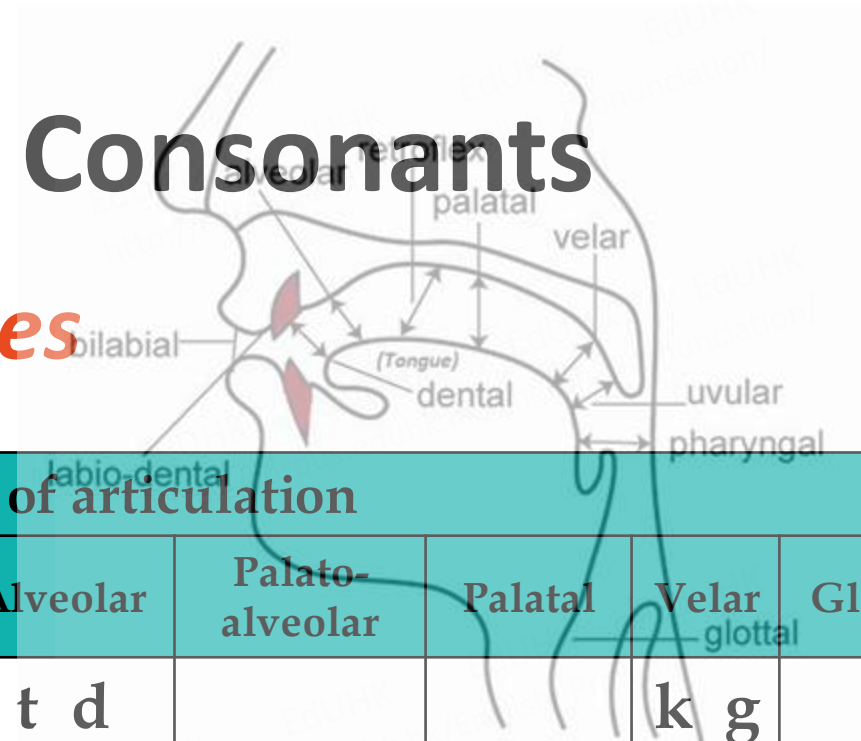
SUPRASEGMENTALS

ˈ	Primary stress
ˌ	Secondary stress
ː	Long
ˑ	Half-long
◌̥	Extra-short
◌̥	Minor (foot) group
◌̥	Major (intonation) group
◌̥	Syllable break
◌̥	Linking (absence of a break)

TONES AND WORD ACCENTS	
LEVEL	CONTOUR
◌̥	Extra high
◌̥	High
◌̥	Mid
◌̥	Low
◌̥	Extra low
◌̥	Downstep
◌̥	Upstep
◌̥	Rising
◌̥	Falling
◌̥	High rising
◌̥	Low rising
◌̥	Rising-falling
◌̥	Global rise
◌̥	Global fall

# The Segmental System – Consonants

## Consonant Chart : 24 phonemes



		Place of articulation							
		Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Manner of articulation	Plosive	p b			t d			k g	
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral				l				
Approximant		w				r	j		

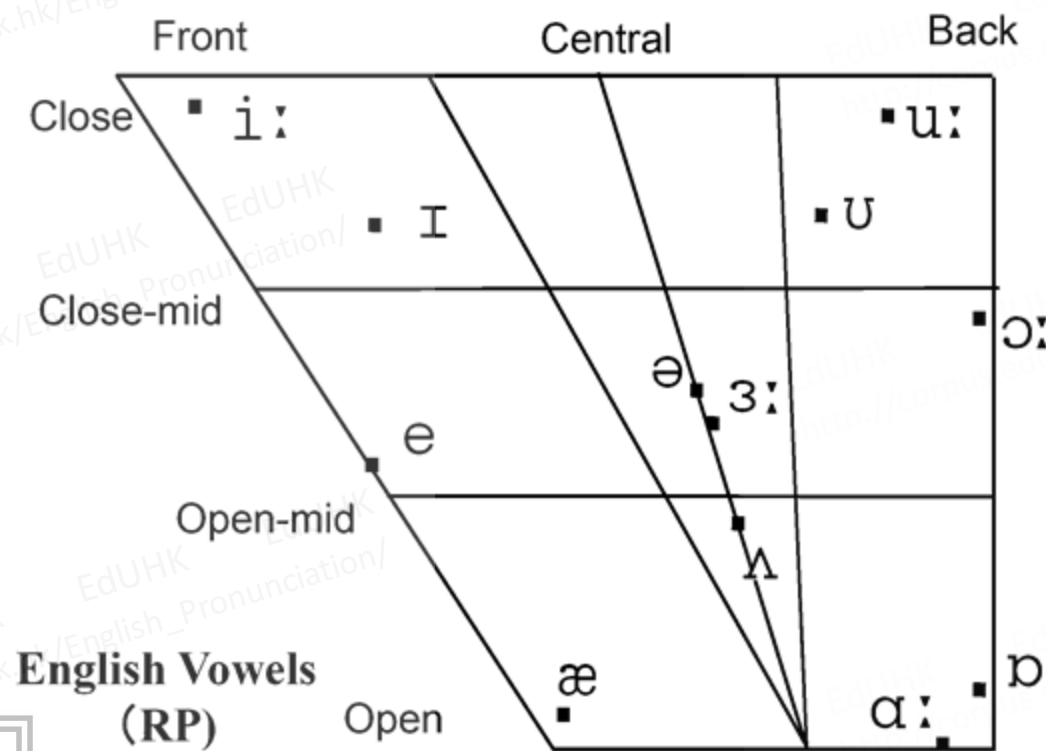


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# The Segmental System – Vowels

## *Articulation of vowels*



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?????

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# The Segmental System

## English Phonemic Chart

*Vowels*

*Diphthongs*

i:	ɪ	ʊ	u:	ɪə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

*Consonants*



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# Principles and Issues about PRON Teaching and Learning

**1. What is the goal of pronunciation teaching and learning?**

**2. Which pronunciation features are important to teach?**



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# Goal of PRON Teaching/Learning



to achieve  
a '**comfortably intelligible**'  
accent

(Kenworthy1991; Pennington 1996; Ur 2000; Hewing 2004)



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# What features are important?

## Task A

Please fill in the blanks to complete IPA transcription of the English words.

No.	English	IPA	No.	English	IPA
1	even	_ vn	2	feast	f _ st
3	fist	f _ st	4	convinced	k _ nv _ ns _
5	pleasure	pl _ _ ə	6	successful	s _ ks _ sf _ _
7	exactly	ɪ _ _ _ ktli	8	actually	_ k _ u _ li
9	company	k _ mp _ ni	10	fun	f _ n
11	duck	d _ k	12	dark	d _ k
13	cousins	k _ _ ən _	14	flocks	fl _ k _
15	thought	_ _ t	16	unfortunately	_ _ f _ tʃən _ tli
17	foot	f _ t	18	fool	f _ _
19	concern	k _ ns _ n	20	bother	b _ _ ə



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# What features are important?

## Task A

No.	English	IPA	No.	English	IPA
1	even	/ˈiː.vən/	2	feast	/fiːst/
3	fist	/fɪst/	4	convinced	/kənˈvɪnst/
5	pleasure	/ˈpleɪ.ər/	6	successful	/səkˈses.fəl/
7	exactly	/ɪɡˈzækt.li/	8	actually	/ˈæk.tʃu.ə.li/
9	company	/ˈkʌm.pə.ni/	10	fun	/fʌn/
11	duck	/dʌk/	12	dark	/dɑːk/
13	cousins	/ˈkʌz.ənz/	14	flocks	/flɒks/
15	thought	/θɔːt/	16	unfortunately	/ʌnˈfɔː.tʃən.ət.li/
17	foot	/fʊt/	18	fool	/fuːl/
19	concern	/kənˈsɜːn/	20	bother	/ˈbɒð.ər/



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# What features are important?

Errors that are most likely to interfere with communication

(Hewing 2004, p.15)

## 01 Consonants

Replacing one consonant with another often leads to misunderstanding  
e.g. **th**ink → **s**ink, **l**ight → **n**ight, **p**leasure → **p**ressure

## 02 Consonant clusters – 2 major problems

a. Deleting consonants from an initial cluster

e.g. **f**loor → **f**our, **pl**an → **p**an

b. Adding vowels within a cluster

e.g. **tip**s → **tip**si, **Stella** → **Sit**ella



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# Some Important Segmental Features..

Errors that are most likely to interfere with communication  
(Hewing 2004, p.15)

## Vowel length

03

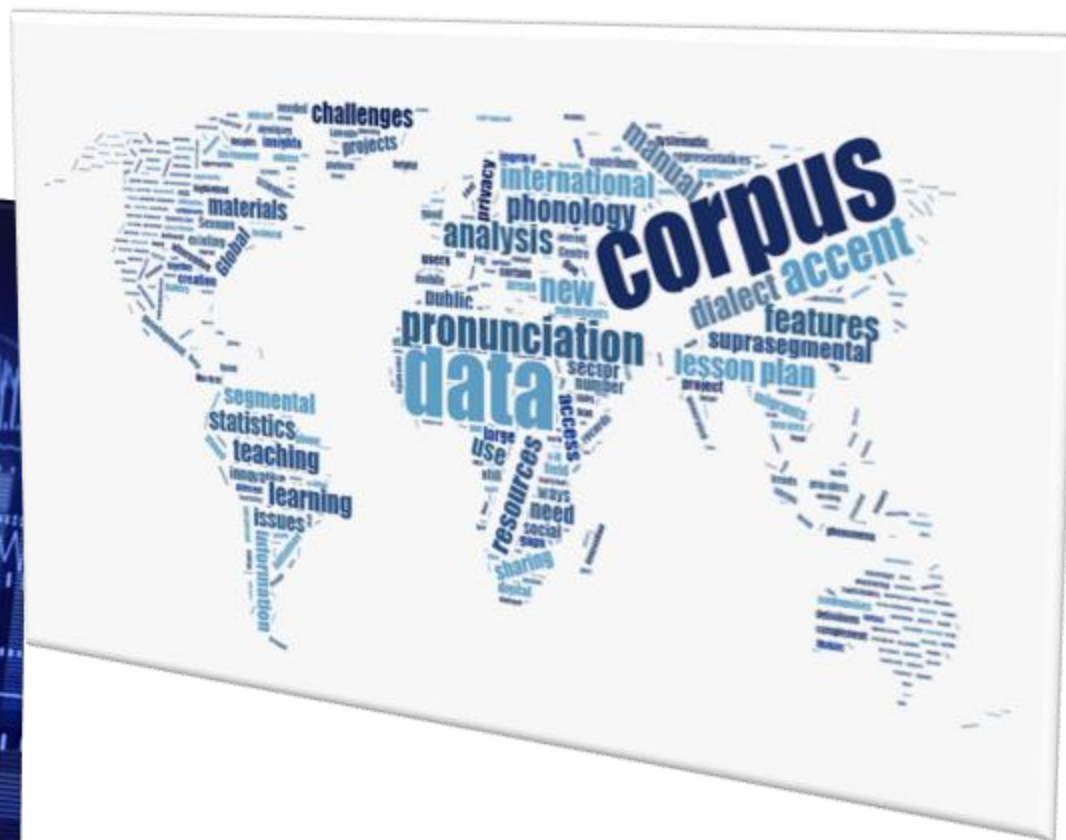
The most common problem is confusion between vowels,  
e.g. **beat** vs **bit**, **short** vs **shot**



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# Exploitation of our new corpus...



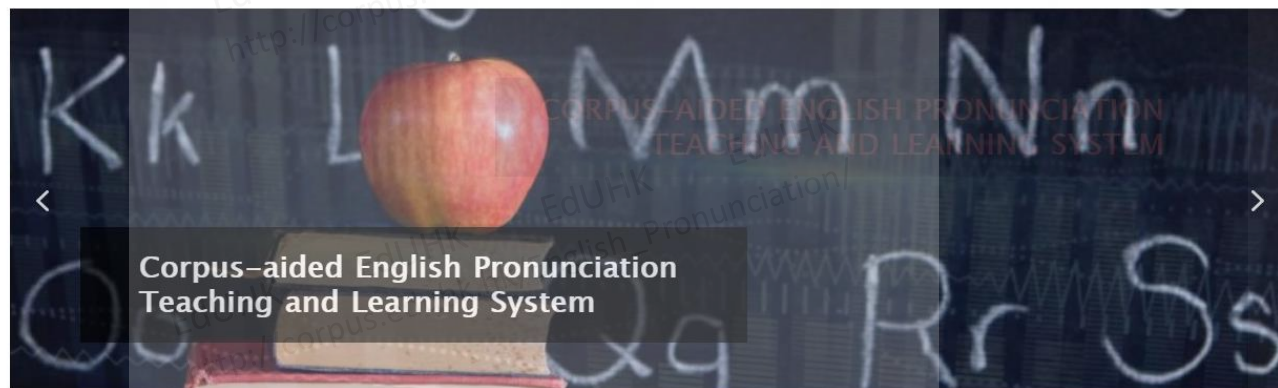
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# Our Corpus-aided English Pronunciation Teaching and Learning System



[Home](#) [Our Spoken Corpus](#) [Learning Resources](#) [For Learners](#) [For Teachers](#) [Our Praat Manual](#)



## About the Project



This project aims to develop a corpus-based training program to help teachers, learners and researchers have a better understanding of the major problems in learning English pronunciation by Hong Kong, Mainland and Southeast Asian learners in Hong Kong.

A spoken corpus of Chinese and non-Chinese students has been established and analyzed in order to

- Identify Chinese and non-Chinese students' recurrent difficulties in English pronunciation learning; and
- suggest possible remedies that may reduce or eliminate such difficulties.

Dr Chen Hsueh Chu

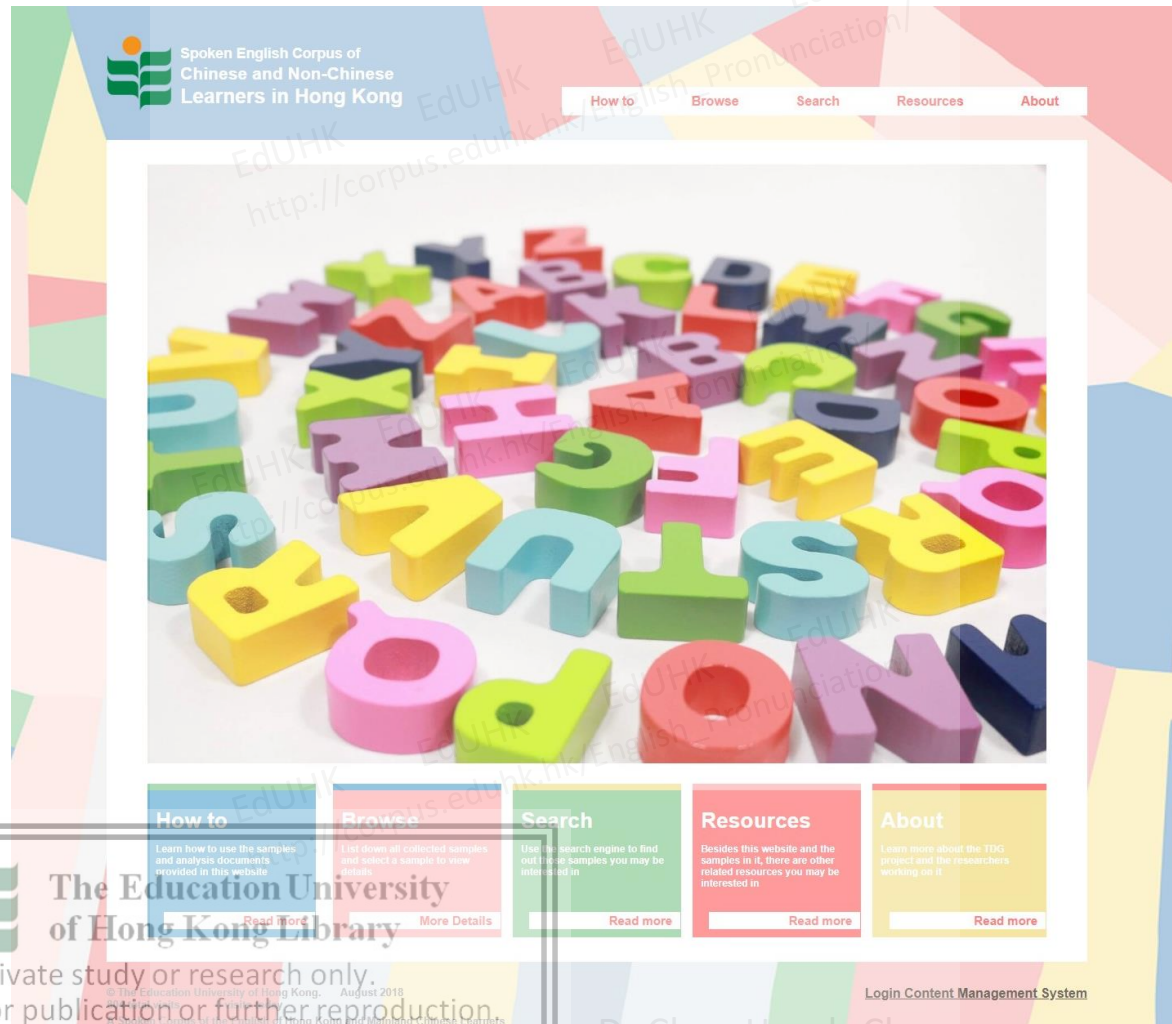


Dr Chen Hsueh Chu

# Our Corpus-aided English Pronunciation Teaching and Learning System



# Exploitation of our new corpus...



- This corpus provides both *authentic speech data* and *annotation of frequently-occurred English pronunciation features*.
- You can use the corpus to *discover and generalize the rules and patterns of English pronunciation* by observing the large amount of authentic speech data with scientific description of the features in the corpus.

# Exploitation of our new corpus...

Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

*Search function*

*Browse function*

How to  
Learn how to use the samples and analysis documents provided in this website  
[Read more](#)

Browse  
List down all collected samples and select a sample to view details  
[More Details](#)

Search  
Use the search engine to find out those samples you may be interested in  
[Read more](#)

Resources  
Besides this website and the samples in it, there are other related resources you may be interested in  
[Read more](#)

About  
Learn more about the TDG project and the researchers working on it  
[Read more](#)

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August 2018

Login Content Management System



# Our Spoken English Corpus



*Browse function*

Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

### Browse Speakers

Language/Dialect Background: [Any] Gender: [Either] Age: [Any] L1: [Any] L2: [Any] L3: [Any] Filter Speaker

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data.

**Our Corpus-based  
Online English Pronunciation  
Learning System**

0:00 / 1:36

View Raw Records



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# Our Spoken English Corpus



**Browse function**

- sentence reading with graphic illustration for **suprasegmental features**
- the reading of the passage 'the boy who cried wolf' with **segmental annotation**
- interview questions and answers

with **audio recordings and transcripts**



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Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

### Browse Speakers

Language/Dialect Background: [Any] Gender: [Either] Age: [Any] L1: [Any] L2: [Any] L3: [Any] Filter Speaker

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data.

HK01	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK02	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK03	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK04	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK05	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK06	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK07	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK08	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK09	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK10	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK11	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK12	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK13	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK14	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK15	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>
HK16	<a href="#">Passage One</a>	<a href="#">Passage Two</a>	<a href="#">Interview Question</a>	<a href="#">Interview Answer</a>

# Our Spoken English Corpus – *Browse Function*

## Passage One

Speaker: HK01

Hometown: Hong Kong    Gender: female    Age: 21    Education Level: Bachelor    Major: Chinese  
English Level: HKAL Level D    Year of Learning English: 15    L1: Cantonese    L2: Mandarin    L3: English

Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

### Remarks:

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. Please tick the boxes to show features.

- ☐ Inappropriate pausing(IP)
- ☐ Absence of CV linking(AL)
- ☐ Inappropriate lexical stress(LS)
- ☐ Inappropriate intonation(II)

Full Passage Recording:

Marking Scheme of Passage 1

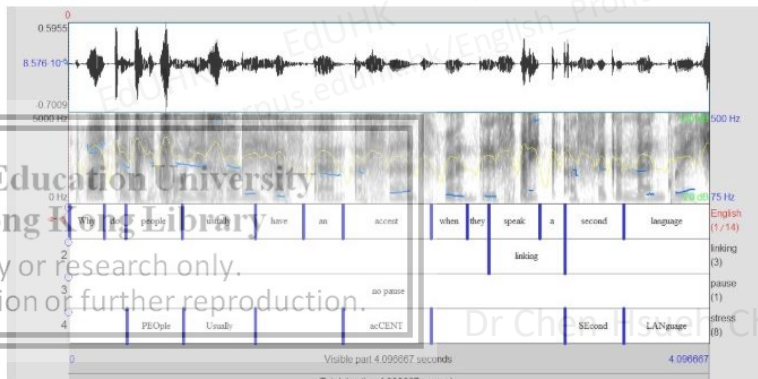
### Sentence 1:

Speaker's Recording:

US Sample:

UK Sample:

Why do PEople Usually have an acCENT when they speak a SEcond LANguage?



## Passage Two

Speaker: HK01

Hometown: Hong Kong    Gender: female    Age: 21    Education Level: Bachelor    Major: Chinese  
English Level: HKAL Level D    Year of Learning English: 15    L1: Cantonese    L2: Mandarin    L3: English

Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

### Marking Scheme of Passage 2

#### Speaker's Record:

Speaker's Recording:

US Sample:

UK Sample:

#### Segment 1:

Speaker's Recording:

US Sample:

UK Sample:

The (/ð-/>/d/) Boy who Cried Wolf (omission of /l/) There(/ð-/>/d/) was once a poor shepherd (mispronunciation) boy who used to watch (insertion of /d/) his flocks in the fields (mispronunciation) next to a dark (omission of /k/) forest near the foot of a mountain (/aʊ-/>/ɑ:/). One hot afternoon, he thought (/θ-/>/t/) up a good plan to get some company for himself(omission of /l/) and also(omission of /l/) have a little (/l-/>/aʊ/) fun.

#### Segment 2:

Speaker's Recording:

US Sample:

UK Sample:

Raising (/r-/>/w/) his fist in the (/ð-/>/d/) air, he ran down to the (/ð-/>/d/) village shouting (/ʃ-/>/s/) 'Wolf (omission of /l/), wolf (omission of /l/).' As soon as they heard (/d-/>/t/) him, the villagers all (omission of /l/) rushed (/r-/>/w/) from their homes, full (omission of /l/) of concern for his safety, and two of his cousins even stayed (omission of /d/) with(/ð-/>/t/) him for a short(/ʃ-/>/s/) while.



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# Our Spoken English Corpus – *Browse Function*



## Passage Two

### Segment 5:

Speaker's Recording:

0:00 / 0:14

US Sample:

0:00 / 0:14

Unfortunately (mispronunciation), as all (omission of / l /) the (/ ð /->/ d /) villagers (mispronunciation) were convinced that (/ ð /->/ d /) (omission of / t /) he was trying to fool (omission of / l /) them (/ ð /->/ d /) a third (/ θ /->/ f /) time, they told (omission of / l /) (omission of / d /) him, 'Go away and don't bother (/ ð /->/ d /) us again.' And so the wolf (omission of / l /) had (mispronunciation) a feast.

that  
had

3. Words in green contain consonant features
4. Words in blue contain mispronunciation features

#### Syllable structure change

☐ Show Below

- ☐ Omission of consonant(s)
- ☐ Insertion of consonant(s)

#### Consonants

☐ Show Below

- ☐ Dental fricatives / θ / & / ð /
- ☐ Alveolar nasal / n /
- ☐ Alveolar lateral approximant / l /
- ☐ Alveolar plosive / t / & / d /
- ☐ Post-alveolar fricatives / ʃ / & / ʒ /
- ☐ Alveolar fricatives / s / & / z /
- ☐ Post-alveolar approximant / r /
- ☐ Post-alveolar affricates / tʃ / & / dʒ /

#### Vowels

☐ Show Below

- ☐ / æ /
- ☐ / i: /
- ☐ / aɪ /
- ☐ / aʊ /
- ☐ / ɪə /
- ☐ Short vowels

#### Mispronunciations

☐ Show Below

- ☐ Mispronunciations

Show All

Clear

### Segment 5:

Speaker's Recording:

0:00 / 0:14

US Sample:

0:00 / 0:14

1. Words in red contain features with syllable structure change.
2. Words in purple contain consonant features.
3. Words in green contain consonant features
4. Words in blue contain mispronunciation features

#### Syllable structure change

☒ Show Below

- ☒ Omission of consonant(s)
- ☒ Insertion of consonant(s)

#### Consonants

☒ Show Below

- ☒ Dental fricatives / θ / & / ð /
- ☒ Alveolar nasal / n /
- ☒ Alveolar lateral approximant / l /
- ☒ Alveolar plosive / t / & / d /
- ☒ Post-alveolar fricatives / ʃ / & / ʒ /
- ☒ Alveolar fricatives / s / & / z /
- ☒ Post-alveolar approximant / r /
- ☒ Post-alveolar affricates / tʃ / & / dʒ /

#### Vowels

☒ Show Below

- ☒ / æ /
- ☒ / i: /
- ☒ / aɪ /
- ☒ / aʊ /
- ☒ / ɪə /
- ☒ Short vowels

#### Mispronunciations

☒ Show Below

- ☒ Mispronunciations

Show All

Clear



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# Our Spoken English Corpus – *Browse Function*

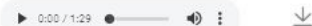
## Interview Question

Speaker: ML96

Hometown: Jiangxi (Shangrao) / Kan Dialect    Gender: female    Age: 19    Education Level: Bachelor    Major: Education Technology  
English Level: CET-6 Overall 490    Year of Learning English: 6    L1: Mandarin    L2: English    L3: (N/A)

Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

Speaker's Recording:



1. So tell me something about your family. How many people are in your family?
2. What's does your mother and your father do? What, what do your mother and your father do?
3. Okay, so what's your favorite activity to do with your family?
4. Um... so how would you, how would your family spend a typi- typical day together?
5. Okay, so what's the most (important) thing you learned from your parents?
6. Okay, so next question, what do to do, er, what do you like to do in your free time?
7. Er... so what type of book do you to do you like most?
8. Er, can you recommend some books you like?
9. OK, what did you do last weekend?
10. OK, do you like travelling?
11. What do you find interesting about travelling?
12. Hmm. So what's the best holiday you have ever had?
13. Have you ever been abroad?
14. Where have you been?
15. Which place do you like most among the place you have been?
16. Do you like travelling with your family or travelling with your friend? Which?

## Interview Answer

Speaker: ML96

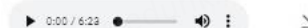
Hometown: Jiangxi (Shangrao) / Kan Dialect    Gender: female    Age: 19    Education Level: Bachelor    Major: Education Technology  
English Level: CET-6 Overall 490    Year of Learning English: 6    L1: Mandarin    L2: English    L3: (N/A)

Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

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 Recording:



[1. Interviewer: Tell me something about your family. First, how many people are there in your family?]  
ML96: Um. There are four people in my family, including my parents, my little brother and I.

[2. Interviewer: What does your mother and your father do?]  
ML96: Um. Both of my parents are teachers.

[3. Interviewer: Er, what do your little brother do?]  
ML96: My little brother is studying in a primary school, he is a student.

[4. Interviewer: Er, what is your favorite activity to do with your family?]  
ML96: I like to take a walk after dinner with my family, in my point of view, it's one of the most healthy and warm way that um connect family member to my family.

[5. Interviewer: Hmm. How would your family spend a typical day together?]  
ML96: Um. Usually we will eat something delicious, er and sometimes we will go to, er we will go to hiking and, or watching a movie.

[6. Interviewer: What's the most important thing you've learnt from your parents?]  
ML96: Um. Insists, and content is... "content is happy". Um, in my parents' points of view, only by persistent can make our dreams become a reality, and, only by learn to be satisfied can we lived happy.



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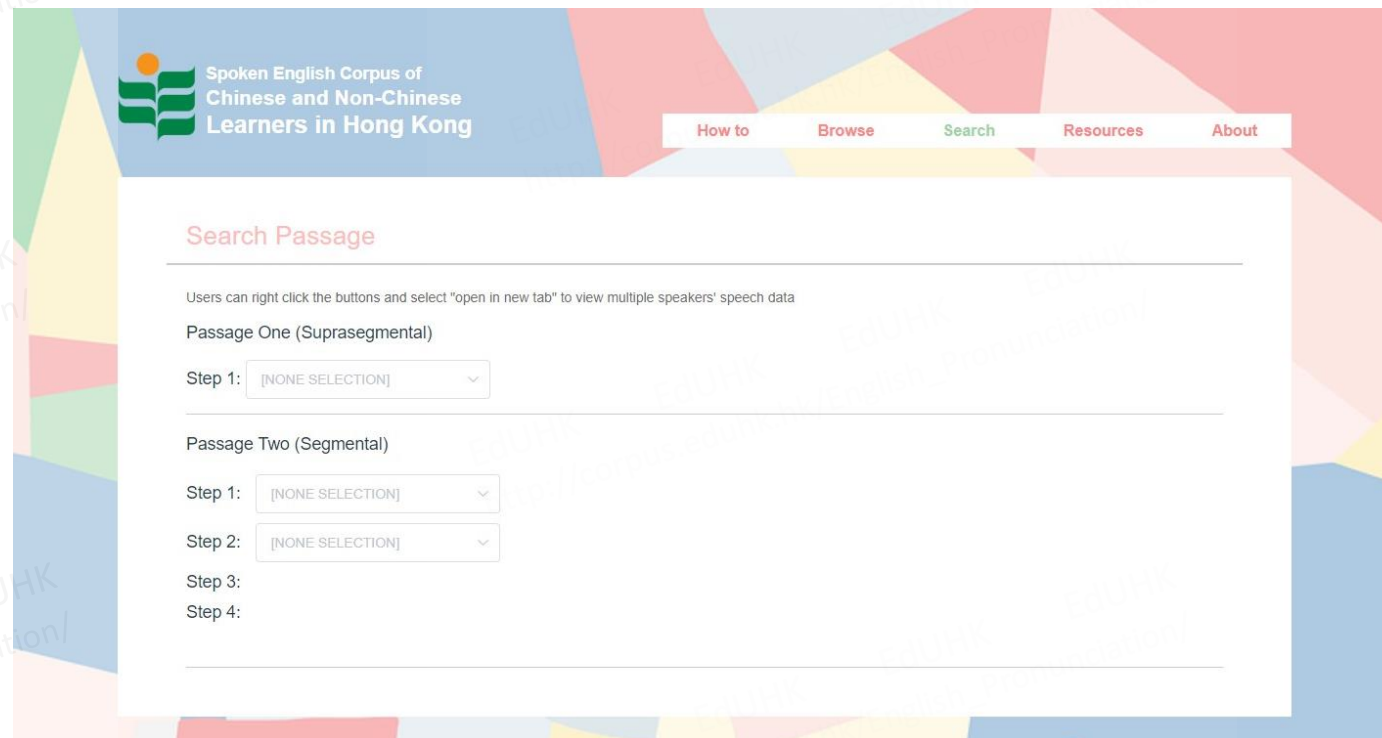
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# Our Spoken English Corpus



*Search function*



The screenshot shows the website's search interface. At the top, there is a navigation bar with links: [How to](#), [Browse](#), [Search](#), [Resources](#), and [About](#). The main heading is "Search Passage". Below this, a note states: "Users can right click the buttons and select 'open in new tab' to view multiple speakers' speech data". The interface is divided into two sections: "Passage One (Suprasegmental)" and "Passage Two (Segmental)". Each section has a "Step 1:" dropdown menu currently set to "[NONE SELECTION]". Below "Passage Two", there are "Step 2:", "Step 3:", and "Step 4:" labels, each followed by a dropdown menu, though only the "Step 2" dropdown is visible with "[NONE SELECTION]" selected.



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# Spoken English



# Our Spoken English Corpus



*Search function*

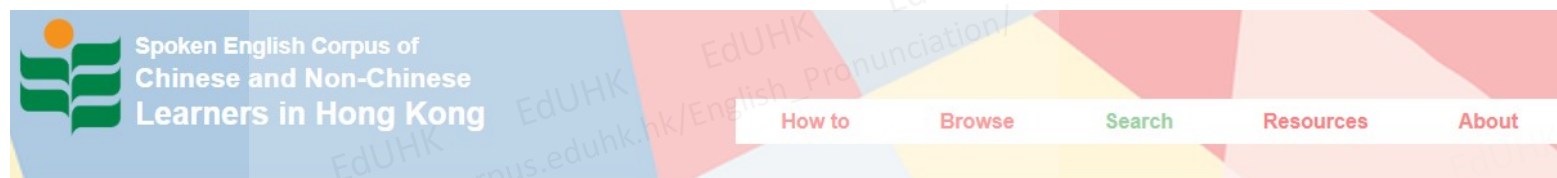
The screenshot shows the website's search interface. At the top, there is a header with the logo and title 'Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong'. Below the header is a navigation bar with links: 'How to', 'Browse', 'Search', 'Resources', and 'About'. The main content area is titled 'Search Passage'. It includes a note: 'Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data'. There are two sections for selecting passages: 'Passage One (Suprasegmental)' and 'Passage Two (Segmental)'. 'Passage One' has a 'Step 1' dropdown menu. 'Passage Two' has 'Step 1' and 'Step 2' dropdown menus, and 'Step 3' and 'Step 4' labels. The 'Step 1' and 'Step 2' dropdowns are highlighted with a dashed teal border.



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# Our Spoken English Corpus – *Search Function*



## Search Passage

Users can right click the buttons and select "open in new window"

### Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

### Passage Two (Segmental)

Step 1: [NONE SELECTION]

Step 2: Syllable structure change

Step 3: Consonants

Step 4: Vowels

Mispronunciations

### Passage Two (Segmental)

Step 1: Consonants

Step 2: [NONE SELECTION]

Step 3: Plosives

Step 4: Fricatives

Affricates

Nasals

Approximants

Unnecessary aspiration

Other replacement

### Passage Two (Segmental)

Step 1: Consonants

Step 2: Plosives

☐ Alveolar plosive / t / & / d /

Step 3: ☐ Bilabial plosive / p / & / b /

☐ Velar plosive / k /

Step 4:

### Passage Two (Segmental)

Step 1: Consonants

Step 2: Plosives

☒ Alveolar plosive / t / & / d /

Step 3: ☐ Bilabial plosive / p / & / b /

☐ Velar plosive / k /

☐ / t /->/ s /

☐ / t /->/ d /

☐ / t /->/ k /

☐ / t /->/ tʃ /

Step 4: ☐ / d /->/ t /

☐ / d /->/ ð /

Welcome our next speaker –  
Ms Tian Jing Xuan

A doctoral student @ EdUHK  
specialized in phonetics, phonology and  
pronunciation teaching and learning



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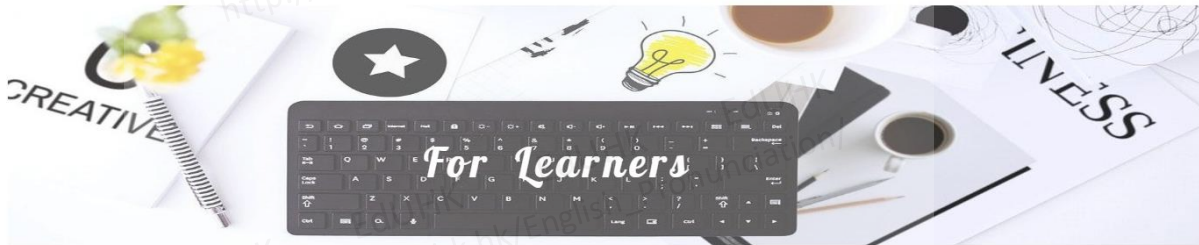
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# Our Corpus-aided English Pronunciation Teaching and Learning System



[Home](#) [Our Spoken Corpus](#) [Learning Resources](#) [For Learners](#) [For Teachers](#) [Our Praat Manual](#)

For Learners



For both Chinese and non-Chinese learners of English, we provide an array of theoretical background of English pronunciation learning, pronunciation practices and a variety of self-access learning activities. A well-designed word stress learning program will also be presented.

For Chinese Learners

For Non-Chinese Learners

[» Background of China English and Hong Kong English](#)

[» Pronunciation of Hong Kong English](#)

[» Pronunciation of China English](#)

[» English Phonological Features of Different Dialect Groups in Mainland China](#)

[» Background of Non-Chinese Speaking Learners of English in Hong Kong](#)

[» Pronunciation of Sou](#)



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Pronunciation Practice, Activities and Training Session

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[» Pronunciation Practice](#)

[» Self-access Learning Activities](#)



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# Exploitation of our new corpus...



For Learners



## Pronunciation Features of Hong Kong English (Cantonese speakers)

### Vowels and Diphthongs

#### 1. Absence of contrasts between long and short vowels

e.g. 'bead' (/bi:d/) → 'bid' (/bɪd/) or vice versa

For both Chinese and non-Chinese learners of English, we provide an array of the pronunciation practices and a variety of self-access learning activities. A well-design

English Pronunciation of Cantonese speakers

For Chinese Learners

» Background of China English and Hong Kong English

» Pronunciation of Hong Kong English

» Pronunciation of China English

» English Phonological Features of Different Dialect Groups in Mainland China



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Pronunciation Practice, Activities and

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» Pronunciation Practice

» Self-access Learning Activities

02



**Pronunciation  
of Hong Kong English**

» Pronunciation Feature List of Cantonese speakers

» Comparison of English and Cantonese (Segmentals)

» Comparison of English and Chinese (Suprasegmentals)

03

# Exploitation of our new corpus...

## Vowel length

The most common problem is confusion between vowels,  
e.g. **beat** vs **bit**, **short** vs **shot**

### Pronunciation Features of Hong Kong English (Cantonese speakers)

#### Vowels and Diphthongs

##### 1. Absence of contrasts between long and short vowels

e.g. 'bead' (/bi:d/) → 'bid' (/bɪd/) or vice versa



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# Exploitation of our new corpus...

## Passage Two

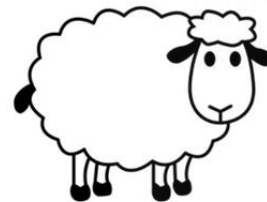
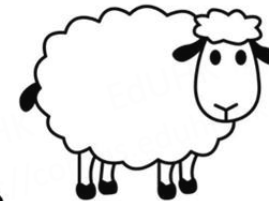
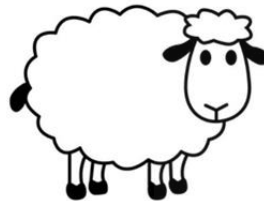
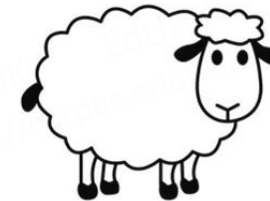
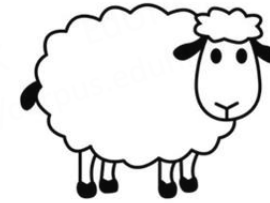
S1: There was a forest near the company for him.

S2: Raising his fist at him, the villager even stayed with him.

S3: This gave them a plan and once more he was looking for a way.

S4: So, overcoming his fear, he threatened the sheep.

S5: Unfortunately, they told him, 'C'



the fields next to a dark good plan to get some

f.' As soon as they heard y, and two of his cousins

tly the same trick again, just escaped from the zoo

the forest and began to even louder than before.

to fool them a third time, ast.

# Exploitation of our new corpus...

## Task B



Please **read** the following paragraph, **predict** 4 words that you think Hong Kong learners may easily make errors ***in absence of contrasts between long and short vowels*** in pronunciation, **underline** the letter or letter combination and **write down** the error respectively (two for long vowel → short vowel, two for short vowel → long vowel), then **scan** QR code to get access to and **fill out** the form.

### The Boy Who Cried Wolf

#### Segment 1

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the 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.



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# Exploitation of our new corpus...

## Task B

There was **as** **once** a **poor** **shepherd** boy who used to  
watch his **flocks** in the **fields** next to a **dark forest**  
near the **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**.

i:	ɪ	ʊ	u:
e	ə	ɜ:	ɔ:
æ	ʌ	ɑ:	ɒ

○ *long vowel*

○ *short vowel*



UK



US

# Exploitation of our new corpus

## Task B

There **was** **once** a **poor** shep**er**to

**wa**tch his **fl**ocks in the **fi**elds next to a **da**rk **fo**rest

near the **fo**ot of a mount**ai**n. **O**ne **ho**t **af**ter**no**on,

**he** **th**ought **u**p a **go**od plan to get **so**me **co**mpany

for **hi**ms**e**lf and **a**lso have a little **fu**n.

long vowel →  
short vowel  
**Top 3**

i:	ɪ	ʊ	u:
e	ə	ɜ:	ɔ:
æ	ʌ	ɑ:	ɒ

○ long vowel

○ short vowel



# Exploitation of our new corpus...

**Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong**

[How to](#) [Browse](#) [Search](#) [Resources](#) [About](#)

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

**Passage One (Suprasegmental)**

Step 1: [NONE SELECTION] ▼

**Passage Two (Segmental)**

Step 1: [NONE SELECTION] ▼

Step 2: [NONE SELECTION] ▼

Step 3: [NONE SELECTION] ▼

Step 4: [NONE SELECTION] ▼



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Dr Chen Hsueh Chu

Dr Chen Hsueh Chu

# Exploitation of our new corpus...

Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

## Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

Passage One (Suprasegmental)

[NONE SELECTION]

Passage Two (Segmental)

Step 1: [NONE SELECTION]

Step 2: Syllable structure change

Step 3: Consonants

Step 4: Vowels

Mispronunciations

Step 1



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# Exploitation of our new corpus...

**Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong**

How to Browse Search Resources About

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

Passage One (Suprasegmental)

1: [NONE SELECTION]

Passage Two (Segmental)

Step 1: Vowels

Step 2: [NONE SELECTION]

Step 3: Short vowels

Step 4: Long vowels

Passage Two

[Search Result]


Speaker: HK01	Speaker: HK02	Speaker: HK03
Speaker: HK04	Speaker: HK05	Speaker: HK06
Speaker: HK07	Speaker: HK09	Speaker: HK10



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# Exploitation of our new corpus...

**Spoken English Corpus of  
Chinese and Non-Chinese  
Learners in Hong Kong**

How toBrowseSearchResourcesAbout

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data.

Passage One (Suprasegmental)

Step 1:

---

Passage Two (Segmental)

Step 1:

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Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

Step 11:

Step 12:

Step 13:

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# Exploitation of our new corpus...

## Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

### Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

### Passage Two (Segmental)

Step 1: Vowels

Step 2: Long vowels

- ☒ /i:/
- ☐ /ɑ:/
- ☐ /ɔ:/
- ☐ /u:/
- ☐ /ɜ:/

- ☒ /i:/ -> /ɪ/
- ☐ /i:/ -> /e/

Step 4:

- ☐ /i:/ -> /æ/
- ☐ /i:/ -> /ə/
- ☐ /i:/ -> /ʌ/

### Passage Two (Segmental)

Step 1: Vowels

Step 2: Long vowels

- ☐ /i:/
- ☒ /ɑ:/
- ☐ /ɔ:/
- ☐ /u:/
- ☐ /ɜ:/

- ☐ /ɑ:/ -> /æ/
- ☒ /ɑ:/ -> /ʌ/

Step 4:

- ☐ /ɑ:/ -> /æ/
- ☒ /ɑ:/ -> /ʌ/

Speaker: ML10

### Passage Two (Segmental)

Step 1: Vowels

Step 2: Long vowels

- ☐ /i:/
- ☐ /ɑ:/
- ☒ /ɔ:/
- ☐ /u:/
- ☐ /ɜ:/

- ☒ /ɔ:/ -> /ɒ/
- ☐ /ɔ:/ -> /ɑ:/

Step 4:

- ☐ /ɔ:/ -> /ʊ/
- ☐ /ɔ:/ -> /ə/
- ☐ /ɔ:/ -> /uə/
- ☐ /ɔ:/ -> /ʊə/
- ☐ /ɔ:/ -> /u:/

### Passage Two

[Search Result]

Speaker: HK05

Speaker: HK06

Speaker: ML05

Speaker: ML06

Speaker: ML07

Speaker: ML15

Speaker: ML21

Speaker: ML22

Speaker: ML24

Speaker: ML25

Speaker: ML27

Speaker: ML28

Speaker: ML30

Speaker: ML33

Speaker: ML34

Step 4



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# Exploitation of our new corpus...

## Task B

1. Words in **red** contain features with syllable structure change.
2. Words in **purple** contain consonant features.
3. Words in **green** contain vowel features.
4. Words in **blue** contain mispronunciation features.

### Syllable structure change

☐ Show Below

☐ Omission of consonant(s)

☐ Insertion of consonant(s)

### Consonants

☐ Show Below

☐ Dental fricatives / θ / & / ð /

☐ Alveolar nasal / n /

☐ Alveolar lateral approximant / l /

### Vowels

☐ Show Below

☐ /æ/

☒ /i:/

☐ /aɪ/

### Mispronunciations

☐ Show Below

☐ Mispronunciations

### Segment 4:

Speaker's Recording:

▶ 0:00 / 0:16



US Sample:

▶ 0:00 / 0:13



UK Sample:

▶ 0:00 / 0:12



So, overcoming its fear of being shot , it actually did come out from the forest and began to threaten the **sheep (/ i: /->/ I / )**. Racing down to the village, the boy of course cried out even louder than before.



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# Exploitation of our new corpus...

**Passage Two**

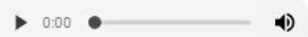


**Speaker: HK01**




<b>Hometown:</b> Hong Kong	<b>Gender:</b> female	<b>Age:</b> 21	<b>Education Level:</b> Bachelor	<b>Major:</b> Chinese
<b>English Level:</b> HKAL Level D	<b>Year of Learning English:</b> 15	<b>L1:</b> Cantonese	<b>L2:</b> Mandarin	<b>L3:</b> English




Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

Marking Scheme of Passage 2




**Speaker's Record:**




Speaker's Recording:  0:00  




US Sample:  0:00 / 1:29  

UK Sample:  0:00 / 1:18  

**Segment 1:**

Speaker's Recording:  0:00 / 0:24  

US Sample:  0:00 / 0:21  

UK Sample:  0:00 / 0:17  

**The Boy who Cried Wolf**

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the 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.



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# Exploitation of our new corpus...

## Task C

### Task C

1. **Predict** the consonants which would be substituted for /θ/ by Hong Kong learners and **fill in** the blanks. (Hint: *think, catholic, breath*)

/θ/→

/θ/→

/θ/→

2. **Check** the feature list provided on the web page 'For learners' and **fill in** the blanks.

/θ/→

/θ/→

/θ/→

3. **Visit** the corpus <http://phonetics2.eduhk.hk/#/home>, and **fill in** the table below using 'search' function noting down the types of substitution for consonant /θ/, the numbers of HK, ML, SA speakers who have each type of these features and calculate percentage of occurrences for each group of speakers who make each type of features.

Type of substitution for /θ/	Group of speakers	Number of occurrences	Percentage of occurrences
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%



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# Exploitation of our new corpus...

- Predict the consonants which would be substituted for /θ/ by Hong Kong learners and fill in the blanks.
- (Hint: *think, catholic, breath*)
- /θ/ → /s/
- /θ/ → /f/
- /θ/ → /t/



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# Exploitation of our new corpus...

- 2. Check the feature list provided on web page 'For learners' and fill in the blanks.

- /θ/→
- /θ/→
- /θ/→



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# Exploitation of our new corpus...



Home Our Spoken Corpus Learning Resources **For Learners** For Teachers Our Praat Manual

For Learners

01



For both Chinese and non-Chinese learners of English, we provide an array of the pronunciation practices and a variety of self-access learning activities. A well-designed

English Pronunciation of Cantonese speakers

For Chinese Learners

» [Background of China English and Hong Kong English](#)

» [Pronunciation of Hong Kong English](#)

» [Pronunciation of China English](#)

» [English Phonological Features of Different Dialect Groups in Mainland China](#)

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» Pr



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Pronunciation Practice, Activities and

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» [Pronunciation Practice](#)

» [Self-access Learning Activities](#)

02



» [Pronunciation Feature List of Cantonese speakers](#)

» [Comparison of English and Cantonese \(Segmentals\)](#)

» [Comparison of English and Chinese \(Suprasegmentals\)](#)

# Exploitation of our new corpus...

2. Check the feature list provided on web page 'For learners' and fill in the blanks.

/θ/ → /f/

/θ/ → /t/

/θ/ → /s/

**7. Substituting /f/ for /θ/**

e.g. 'thanks' (/θæŋks/) → 'fanks' (/fæŋks/)

**8. Substituting /t/ for /θ/**

e.g. 'thin' (/θɪn/) → 'tin' (/tɪn/)

**9. Substituting /s/ for /θ/**

e.g. 'think' (/θɪŋk/) → 'sink' (/sɪŋk/)



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# Exploitation of our new corpus...

## Search Passage

Users can right click the buttons and select "open in new tab" to view

Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

Passage Two (Segmental)

Step 1: Consonants

Step 2: Fricatives

☒ Dental fricatives / θ / & / ð /

☐ Labiodental fricatives / f / & / v /

Step 3: ☐ Post-alveolar fricatives / ʃ / & / ʒ /

☐ Alveolar fricatives / s / & / z /

☐ Glottal fricative / h /

☒ / θ / > / f /

☐ / θ / > / s /

☐ / θ / > / t /

☐ / ð / > / z /

Step 4: ☐ / ð / > / d /

☐ / ð / > / n /

☐ / ð / > / ʃ /

☐ / ð / > / θ /

☐ / ð / > / v /

Table 1 *Chart of English consonant phonemes*

		Place of articulation							
		Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal
Manner of articulation	Plosive	p b			t d			k g	
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral				l				
	Approximant	w				r	j		

Passage

Speaker: HK01

Speaker: HK03

Speaker: HK05

Speaker: HK06

Speaker: HK07

Speaker: HK09

Speaker: HK10

Speaker: HK11

Speaker: HK12

Speaker: HK13

Speaker: HK14

Speaker: HK15

Speaker: HK16

Speaker: HK17

Speaker: HK19

Speaker: HK20

Speaker: ML03

Speaker: ML15

Speaker: ML16

Speaker: ML21


Speaker: ML54



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# Exploitation of our new corpus...

**Spoken English Corpus of  
Chinese and Non-Chinese  
Learners in Hong Kong**

How toBrowseSearchResourcesAbout

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

Passage Two (Segmental)

Step 1: Consonants

Step 2: Fricatives

- ☒ Dental fricatives / θ / & / ð /
- ☐ Labiodental fricatives / f / & / v /

Step 3:

- ☐ Post-alveolar fricatives / ʃ / & / ʒ /
- ☐ Alveolar fricatives / s / & / z /
- ☐ Glottal fricative / h /

☒ / θ / > / f /

☐ / θ / > / s /

☐ / θ / > / t /

☐ / ð / > / z /

Step 4:

- ☐ / ð / > / d /
- ☐ / ð / > / n /
- ☐ / ð / > / s /
- ☐ / ð / > / θ /
- ☐ / ð / > / v /

**Passage Two** [Search Result]

Speaker: HK01	Speaker: HK03	Speaker: HK05
Speaker: HK06	Speaker: HK07	Speaker: HK09
Speaker: HK10	Speaker: HK11	Speaker: HK12
Speaker: HK13	Speaker: HK14	Speaker: HK15
Speaker: HK16	Speaker: HK17	Speaker: HK19
Speaker: HK20	Speaker: ML03	Speaker: ML15
Speaker: ML16	Speaker: ML21	Speaker: ML54



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Dr Chen Hsueh Chu

Dr Chen Hsueh Chu

# Exploitation of our new corpus...

## Task C

3. **Visit** the corpus <http://phonetics2.eduhk.hk/#/home>, and **fill in** the table below using 'search' function noting down the types of substitution for consonant /θ/, the numbers of HK, ML, SA speakers who have each type of these features and calculate percentage of occurrences for each group of speakers who make each type of features.

Type of substitution for /θ/	Group of speakers	Number of occurrences	Percentage of occurrences
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%
/θ/→/ /	HK	/20	%
	ML	/96	%
	SA	/20	%

4. **Discuss** with your partner(s)

According to the results shown in the table above,

- which feature occurs with the highest frequency for the speakers overall?
- for each type, which group of speakers have the higher frequency of occurrence?
- what are the possible causes for such phenomenon?



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# Exploitation of our new corpus...

## Task C

### Task C

Type of substitution for /θ/	Group of speakers	Number of occurrences	Percentage of occurrences
/θ/ → /f/	HK	17/20	85%
	ML	5/96	5.21%
	SA	0/20	0%
/θ/ → /s/	HK	0/20	0%
	ML	68/96	70.83%
	SA	1/20	5%
/θ/ → /t/	HK	1/20	5%
	ML	3/96	3.125%
	SA	8/20	40%



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# Possible remedies that may reduce or eliminate these features...

Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

Passage Two (Segmental)

Step 1: Consonants

Step 2: Fricatives

Step 3:

- ☒ Dental fricatives / θ / ð /
- ☐ Labiodental fricatives / f / v /

Step 3:

- ☐ Post-alveolar fricatives / ʃ / ʒ /
- ☐ Alveolar fricatives / s / z /
- ☐ Glottal fricative / h /

Step 4:

- ☒ / θ / > / f /
- ☐ / θ / > / s /
- ☐ / θ / > / t /
- ☐ / ð / > / z /

Step 4:

- ☐ / ð / > / d /
- ☐ / ð / > / n /
- ☐ / ð / > / s /
- ☐ / ð / > / θ /
- ☐ / ð / > / v /

Passage Two

[Search Result]

Speaker: HK01	Speaker: HK03	Speaker: HK05
Speaker: HK06	Speaker: HK07	Speaker: HK09
Speaker: HK10	Speaker: HK11	Speaker: HK12
Speaker: HK13	Speaker: HK14	Speaker: HK15
Speaker: HK16	Speaker: HK17	Speaker: HK19
Speaker: HK20	Speaker: ML03	Speaker: ML15
Speaker: ML16	Speaker: ML21	Speaker: ML54



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# Exploitation of our new corpus...

## Task D

Try to read

*It's a piece of cake.*

*It's out of this world.*

*I feel a bit off today.*

*I'm off tomorrow.*



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# Exploitation of our new corpus...

## The Boy Who Cried Wolf

### Segment 1

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the 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.



Learner



UK



US



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# Exploitation of our new corpus...



**/ɒv/**



**/ɒf/**



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# Exploitation of our new corpus...



Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong

How to Browse Search Resources About

### Search Passage

Users can right click the buttons and select "open in new tab" to view multiple speakers' speech data

Passage One (Suprasegmental)

Step 1: [NONE SELECTION]

Passage Two (Segmental)

Step 1: Consonants

Step 2: Fricatives

Step 3:

- ☐ Dental fricatives / θ / & / ð /
- ☒ Labiodental fricatives / f / & / v /
- ☐ Post-alveolar fricatives / ʃ / & / ʒ /
- ☐ Alveolar fricatives / s / & / z /
- ☐ Glottal fricative / h /

Step 4:

- ☐ / f / > / v /
- ☐ / f / > / s /
- ☐ / f / > / r /
- ☒ / v / > / f /
- ☐ / v / > / w /
- ☐ / f / > / h /

Passage Two

[Search Result]

Speaker: HK05	Speaker: HK06	Speaker: HK07
Speaker: HK10	Speaker: HK12	Speaker: HK13
Speaker: HK15	Speaker: HK17	
Speaker: HK20	Speaker: ML03	
Speaker: ML09	Speaker: ML11	
Speaker: ML20	Speaker: ML21	



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# Exploitation of our new corpus...

*Try to read AGAIN*

*It's a piece of cake.*

*It's out of this world.*

*I feel a bit off today.*

*I'm off tomorrow.*



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# Scheduled Corpus-aided English Pronunciation Training Workshops and Online Lessons

	Topic	Date	Time	Venue
<b>Workshop I –</b> Introduction of spoken corpus, phonetics and phonology, and pronunciation features; Exploitation of corpus data to do phonological analysis of segmental features		23-Oct-2019 (Wed)	15:30pm-17:30pm	B4-LP-03
<b>Online Lesson I –</b> Basic concepts of spoken corpus, segmental system of English and pronunciation features; Phonological analysis of segmental features		25-Oct-2019 (Fri)	By 23:55pm	-
<b>Workshop II –</b> Exploitation of corpus data to do phonological analysis of suprasegmental features (word stress, intonation); Introduction of speech rhythm, linking, pause, and speech rate		30-Oct-2019 (Wed)	15:30pm-17:30pm	D3-LP-02
<b>Workshop III –</b> Discussion of the benefits of doing corpus-based analysis through speech corpus and how we can use the findings in the language classroom		6-Nov-2019 (Wed)	15:30pm-17:30pm	B4-LP-03
<b>Online Lesson II –</b> Basic concepts of suprasegmental system of English, and pronunciation features; Phonological analysis of suprasegmental features		8-Nov-2019 (Fri)	By 23:55pm	-
<b>Workshop IV –</b> Development of teaching materials for primary and secondary students; Competition		20-Nov-2019 (Wed)	15:30pm-17:30pm	B4-LP-03



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Dr Chen Hsueh Chu

Dr Chen Hsueh Chu

# Evaluation Form



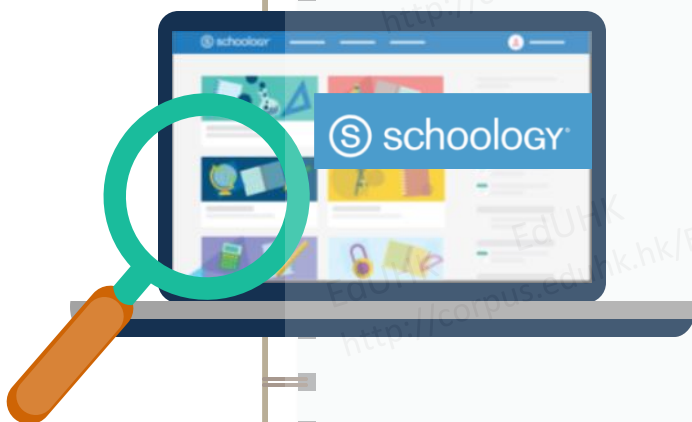
**Procedures of how to sign up** for your free **Schoology** account to get access to our online session next week.



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# Instruction on Schoology Registration



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<https://www.schoology.com/>



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# Instruction on Schoology Registration

2. Please type in the access code 8CJG-2MWC-TQF3H, then click “Continue”.

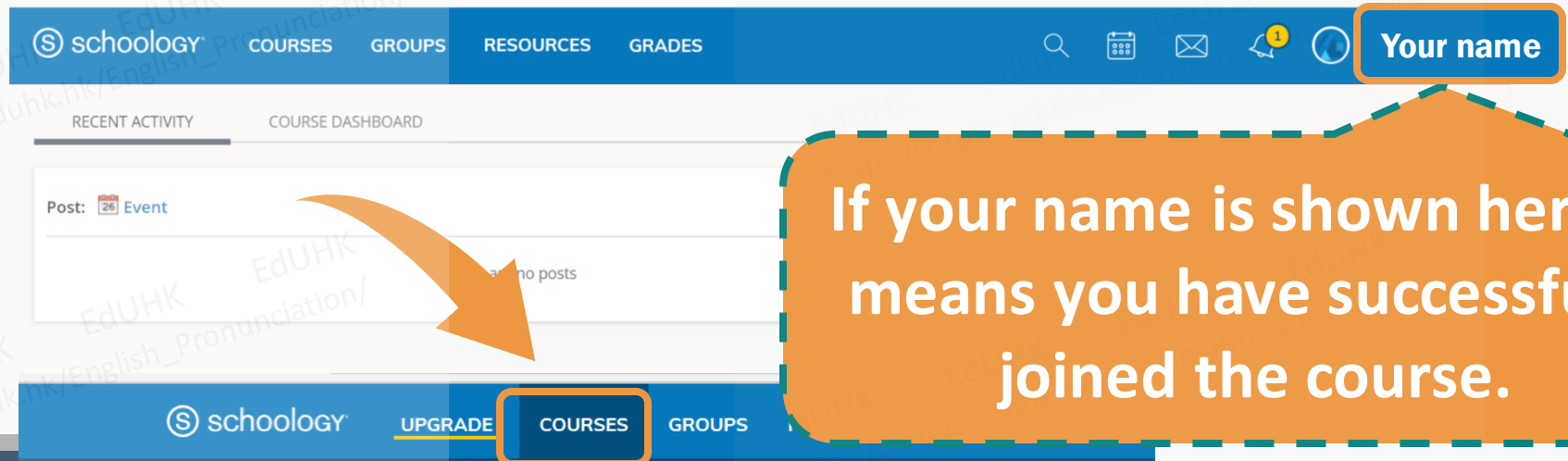
3. Please type in your personal information, then click “Register”.



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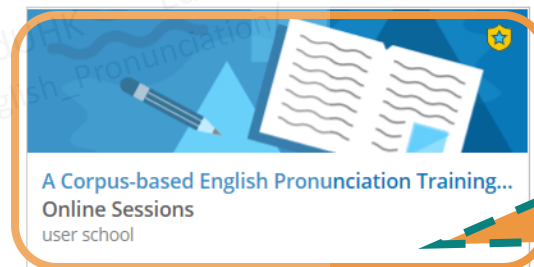
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# Instruction on Schoology Registration



If your name is shown here, it means you have successfully joined the course.

## Courses



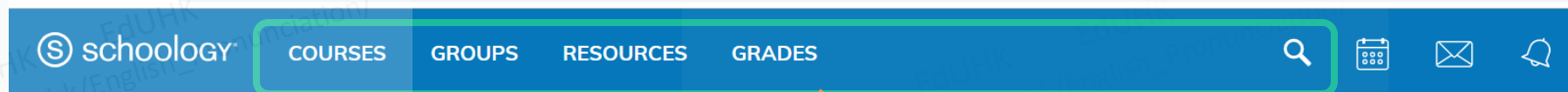
4. Click on the course to access the course content.



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# Instruction on Schoology Registration



## Navigation bar

Here you can find your courses, groups, and resources. You can also receive notifications and requests, as well as update your profile and switch accounts.



- Materials
- Updates
- Grades
- Attendance
- Members

## A Corpus-based English Pronunciation Training Program: Online Sessions

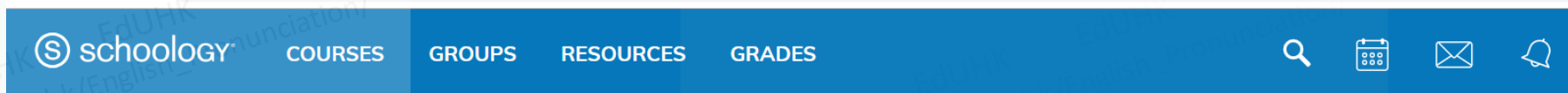
- > **Online Session 1**  
Please finish Task 1 & Task 2 in this folder following the instructions.  
The materials of Workshop 1 have also been uploaded for you.  
Please scan the QR code in the Online Session 1 Evaluation page.  
Thank you~



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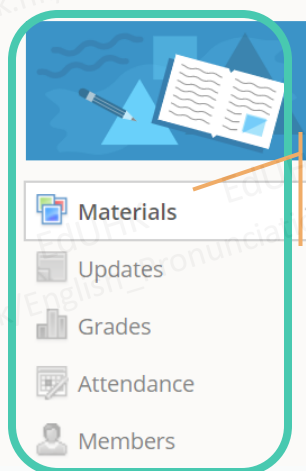
# Instruction on Schoology Registration



A Corpus-based English Pronunciation Training Program: Online Sessions

## Course menu

Your course menu will show your materials, updates, grades, and more.



Upcoming · 18

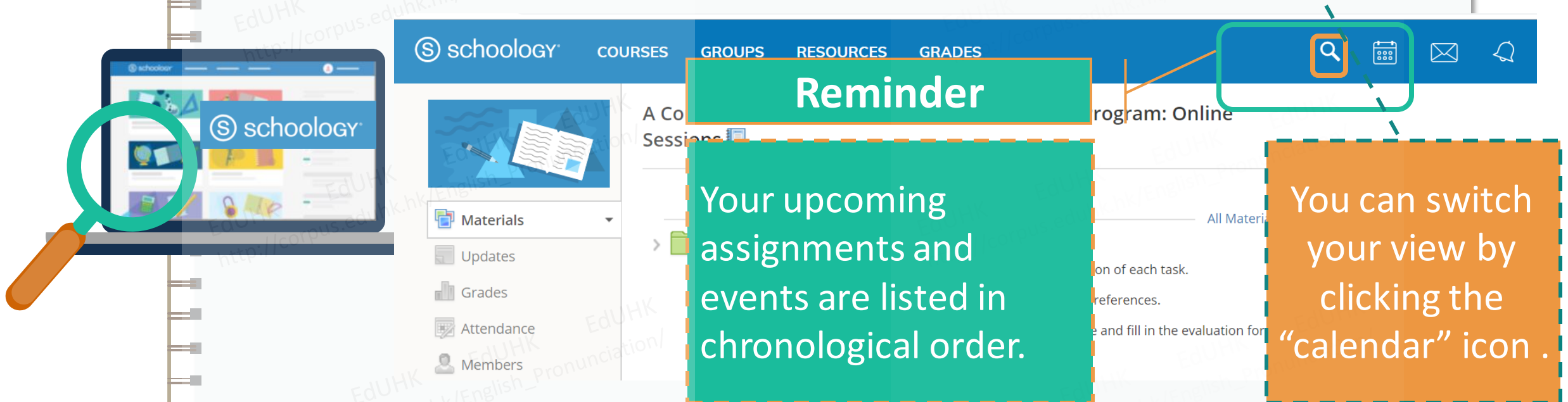
No upcoming assignments or



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# Instruction on Schoology Registration



**Reminder**

Your upcoming assignments and events are listed in chronological order.

You can switch your view by clicking the “calendar” icon .



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# Thanks

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