香港教育大學
The Education University of Hong Kong

A Corpus-aided English Pronunciation Training Programme

(Workshop 3)

Dr Chen Hsueh Chu, Rebecca

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Ms Tian Jing Xuan

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語言學及現代語言系
LINGUISTICS AND MODERN LANGUAGE STUDIES

This Training Programme

Broadcast Live

Topic	Date	Time	Venue
Workshop I – 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)		
Online Lesson I – Basic concepts of spoken corpus, segmental system of English and pronunciation features; Phonological analysis of segmental features	25-Oct-2019 (Fri)		
Workshop II – 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)		
Workshop III – 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)		
Online Lesson II – Basic concepts of suprasegmental system of English, and pronunciation features; Phonological analysis of suprasegmental features	8-Nov-2019 (Fri)		
Workshop IV – 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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This Workshop

Frame work

- Introduce the corpus-aided pronunciation teaching framework.

Explore

- Explore ready-made corpus-aided lesson plans and teaching materials on the learning platform

Design

- Understand expected product, structure, and rubrics for the lesson plan competition
- Identify the key components for your own lesson plan

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Recap

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Recap

- What are the major segmental and suprasegmental components in English?

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The English SOUND System

The Segmental System

phonemes
→consonants & vowels
(including diphthongs)

+

The Suprasegmental System

linking the segments / phonemes
→pausing, intonation, lexical stress, CV linking…

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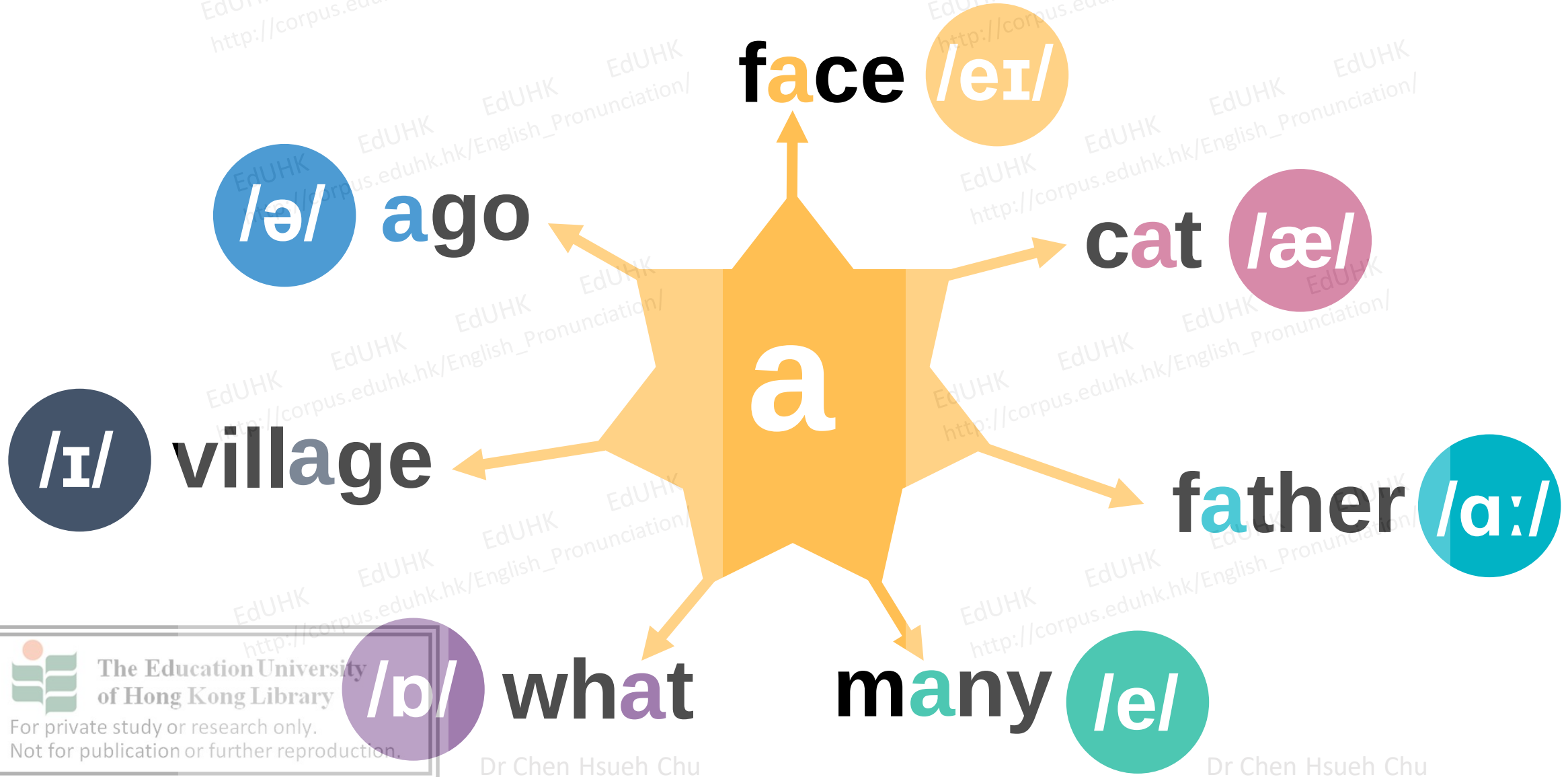
Amazing "a"



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Amazing “a”

+ ?

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Amazing “a”

aim

day

/eɪ/

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Amazing “a”

air

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Amazing “a”

daughter

law

/ɔ:/

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Amazing “a”

talk

ball

half

calm

/ɔ:/

/ɑ:/

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Amazing “a”

star /ɑ:/

war /ɔ:/

sugar /ə/

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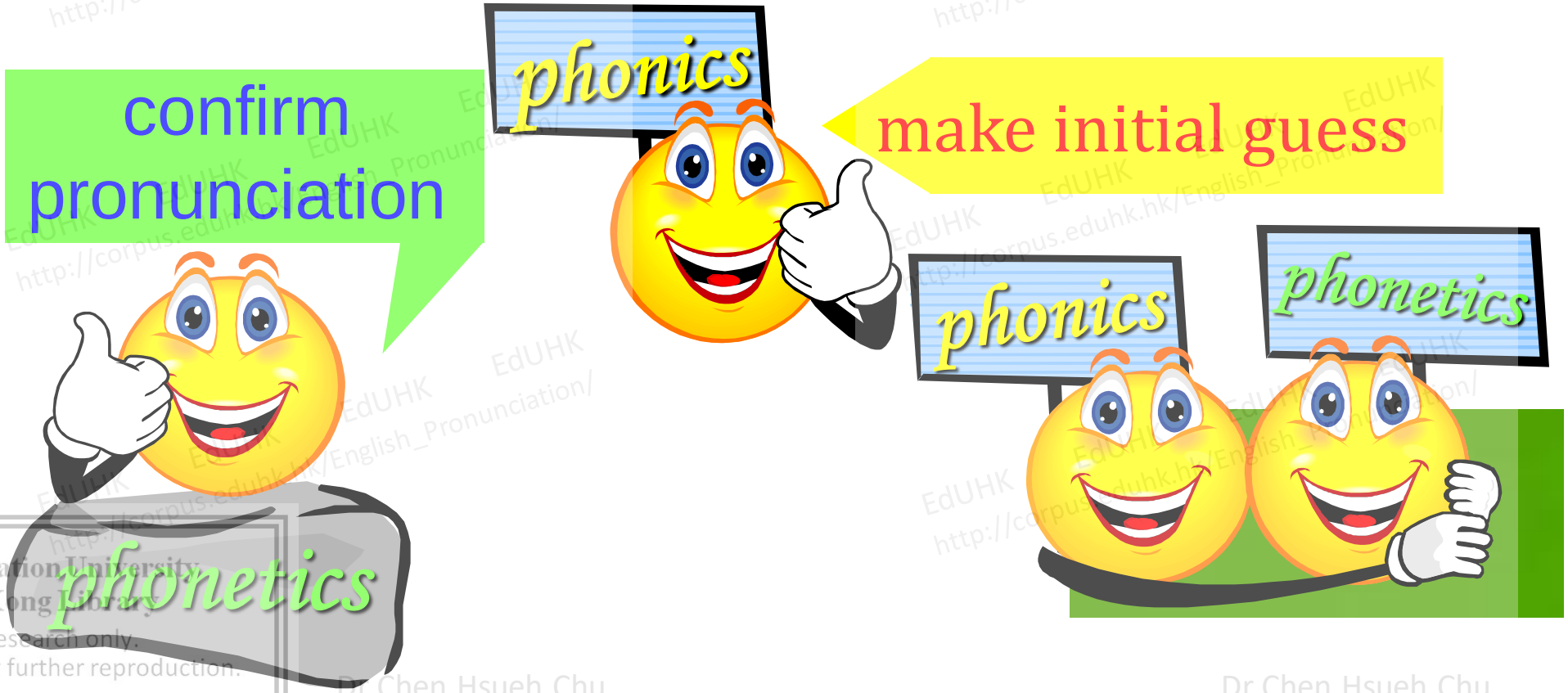
- The association between letters (spelling) & their sound values is not always **fixed /regular**
- Phonics needs to be supplemented by Phonetics

(1 symbol ⇨ 1 sound)



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Recap

- What are the major segmental and suprasegmental components in English?
- Why do teachers need corpus?

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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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Recap

- Why do teachers need corpus?
- What are the major segmental and suprasegmental components in English?
- What are the two useful functions to view pronunciation features in our corpus?

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Exploitation of our new corpus…

Browse function

Search function

http://phonetics2.eduhk.hk/#/home

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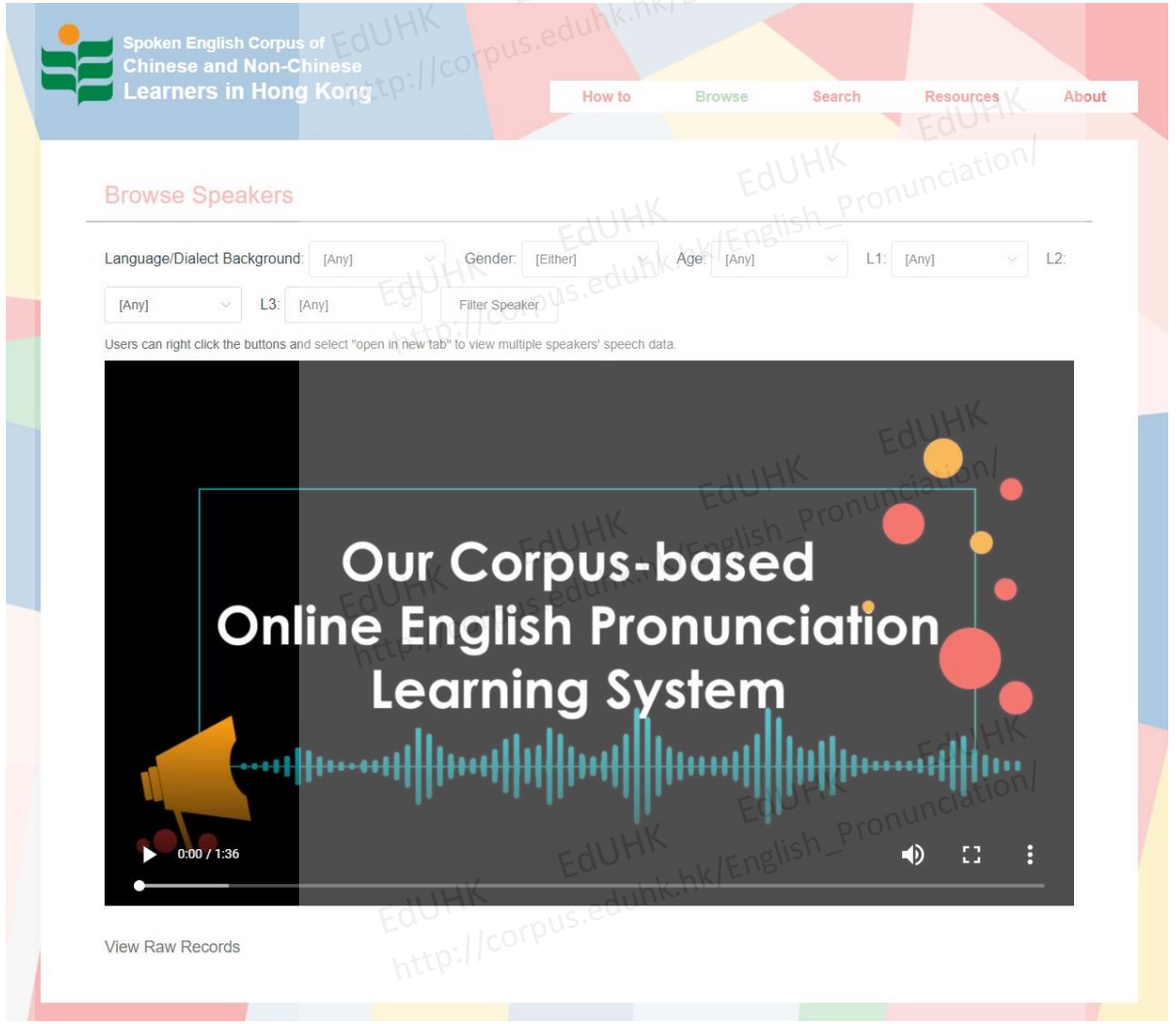
Our Spoken English Corpus

Browse function



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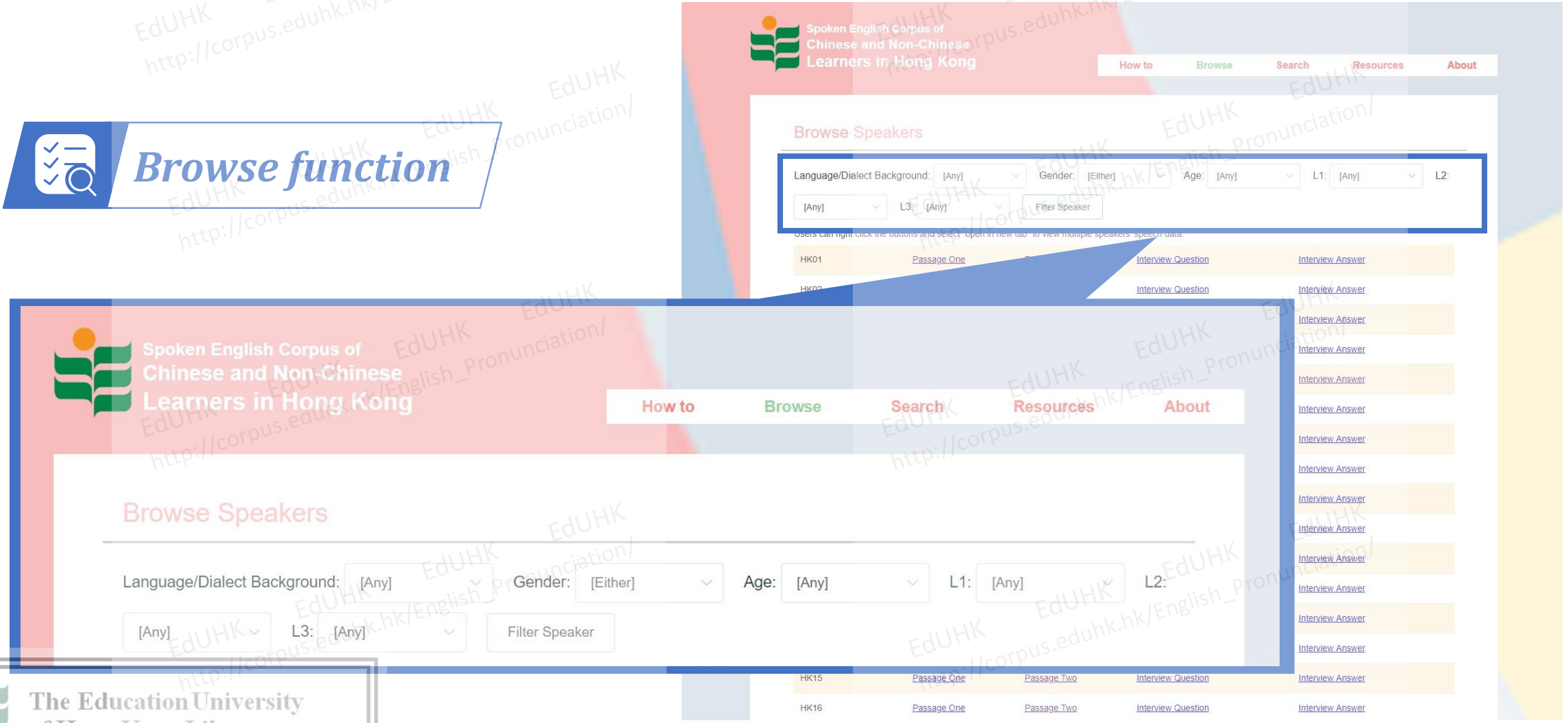

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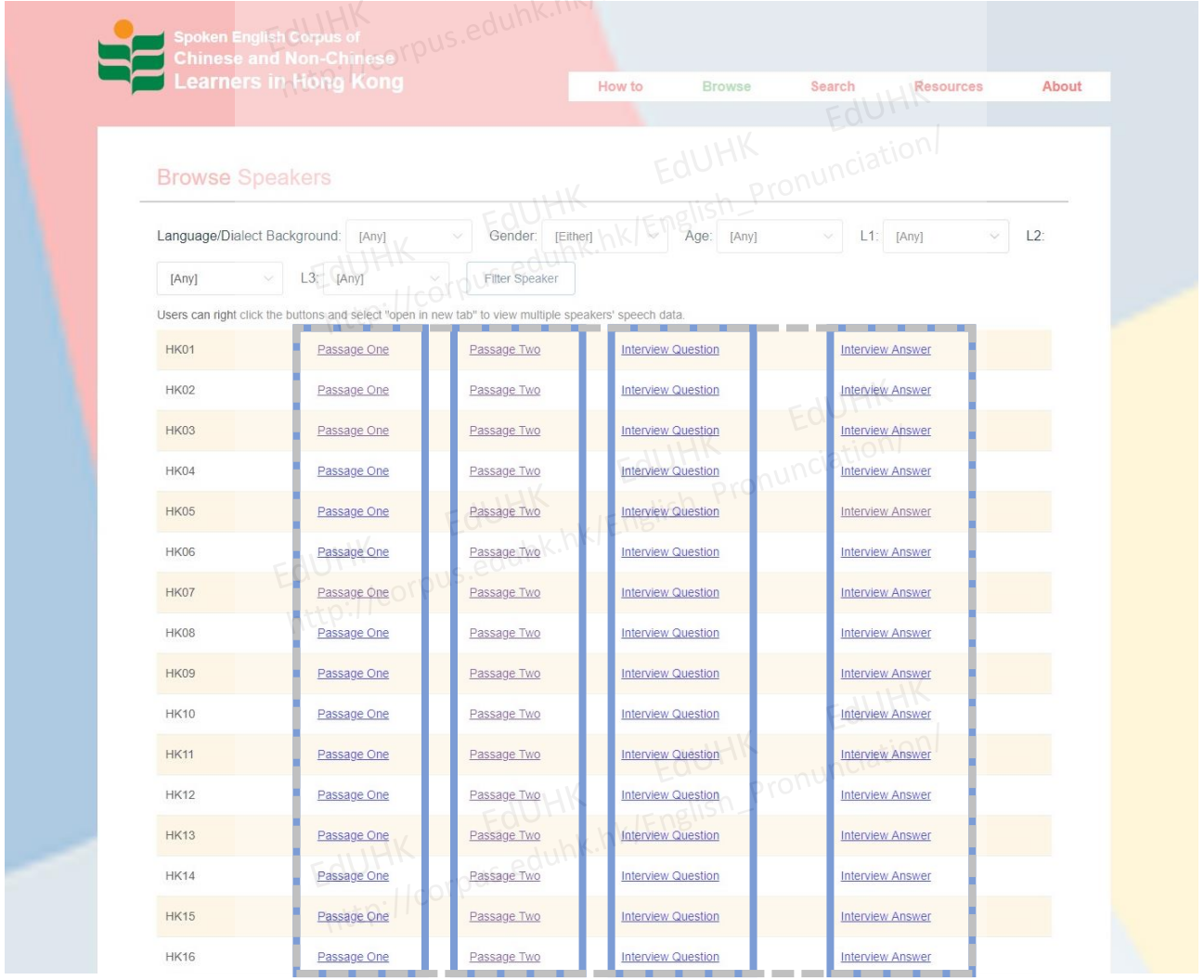
Our Spoken English Corpus

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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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(ILS)
   - ☐ Inappropriate intonation(II)

Full Passage Recording:

Marking Scheme of Passage 1

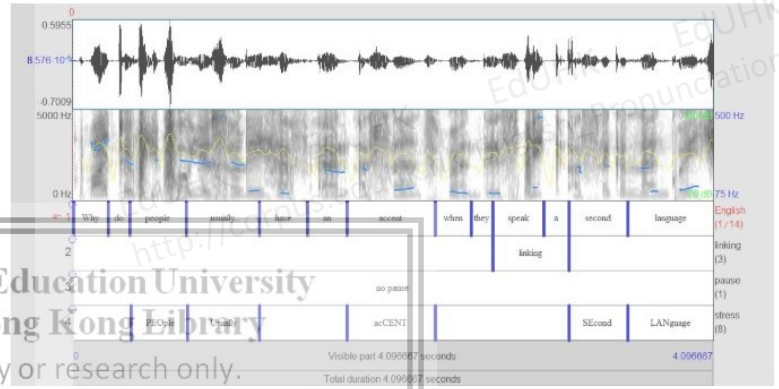
Sentence 1:

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 /->/ ɑː /). One hot afternoon, he thought (/ θ /->/ ʃ /) up a good plan to get some company for himself(omission of / ʃ /) and also(omission of / l /) have a little (/ l /->/ əʊ /) 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 /->/ ʃ /) him for a short(/ ʃ /->/ s /) while.

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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: 0:00 / 1:29

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: 0:00 / 6:23

[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, andcontent 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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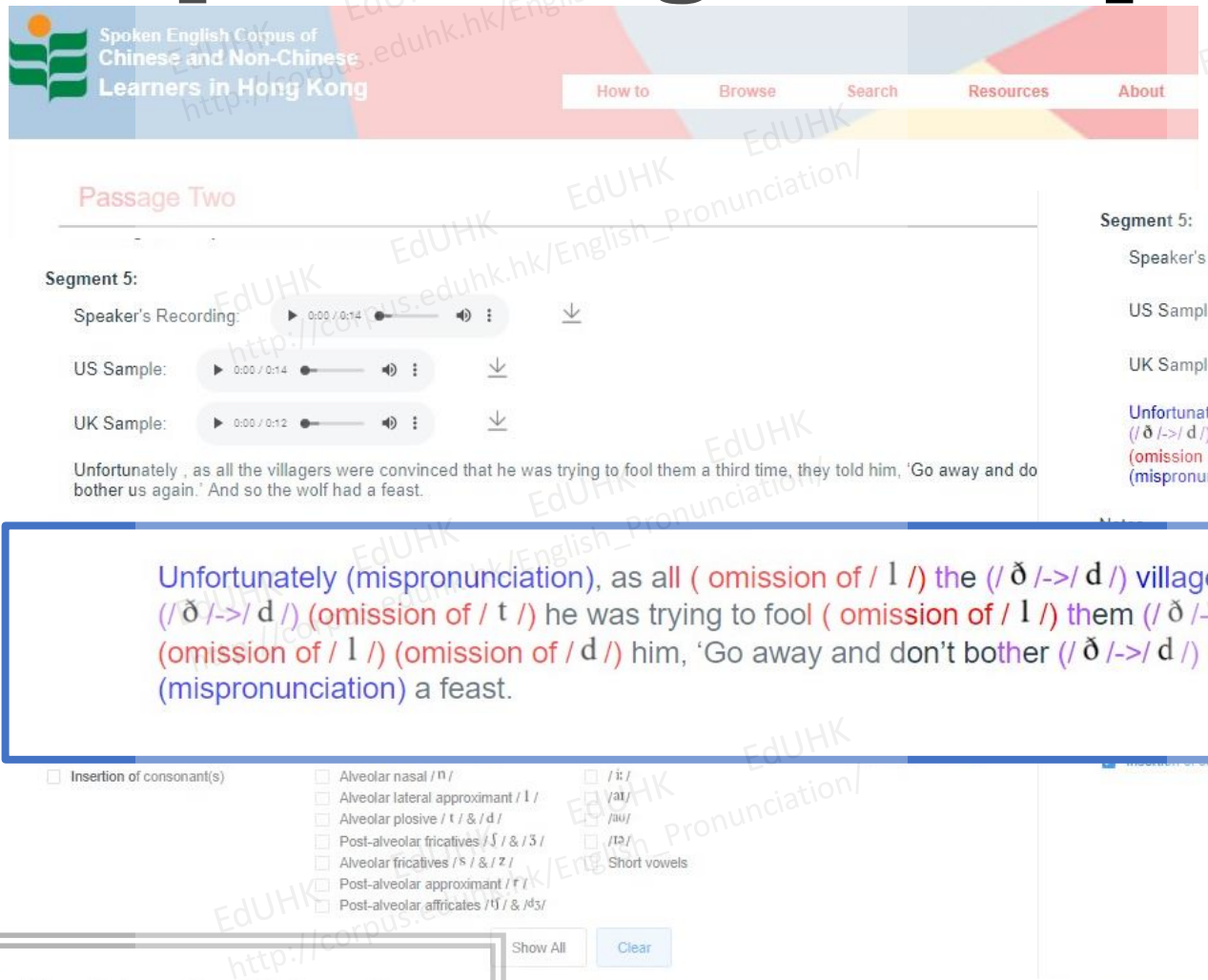
EdUHK http://corpus.eduhk.hk/English_Pronunciation/ Dr Chen Hsueh Chu

Our Spoken English Corpus – *Browse Function*



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.

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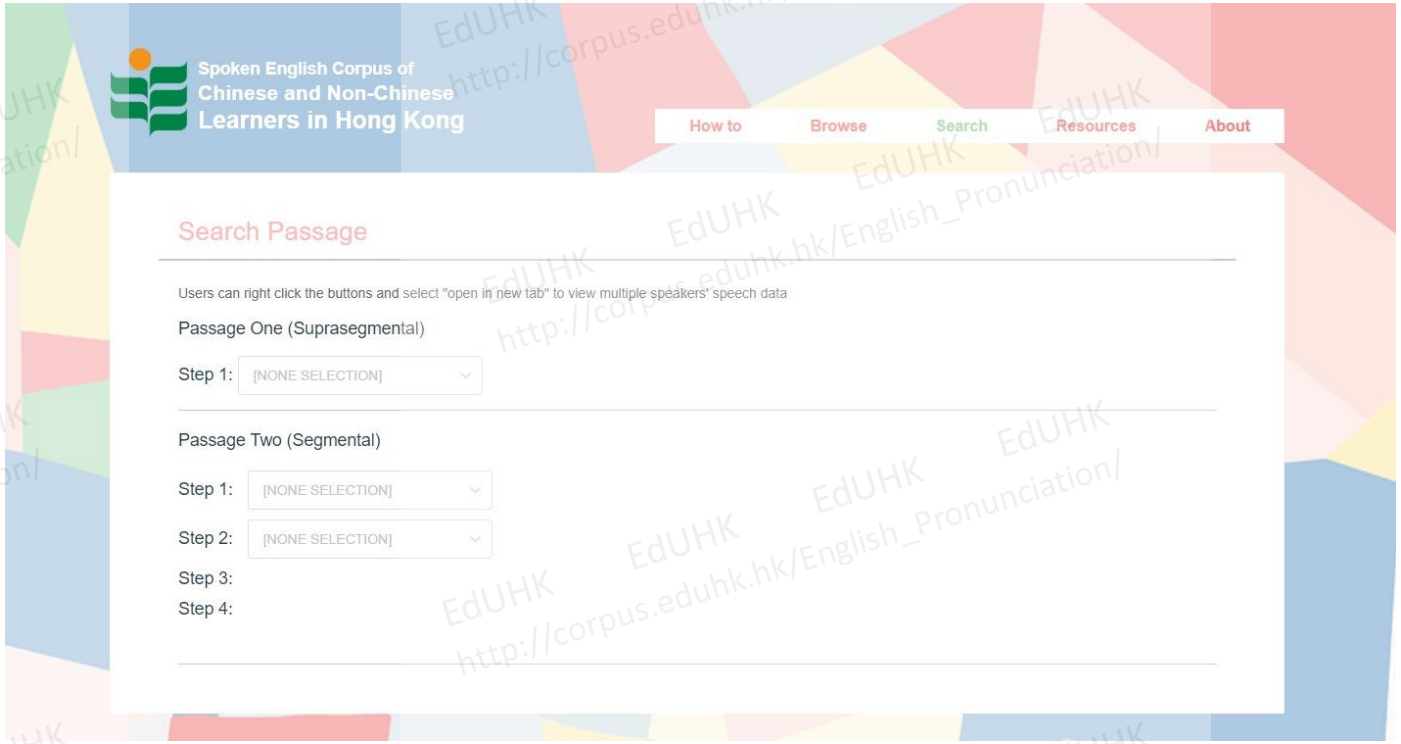
Search function



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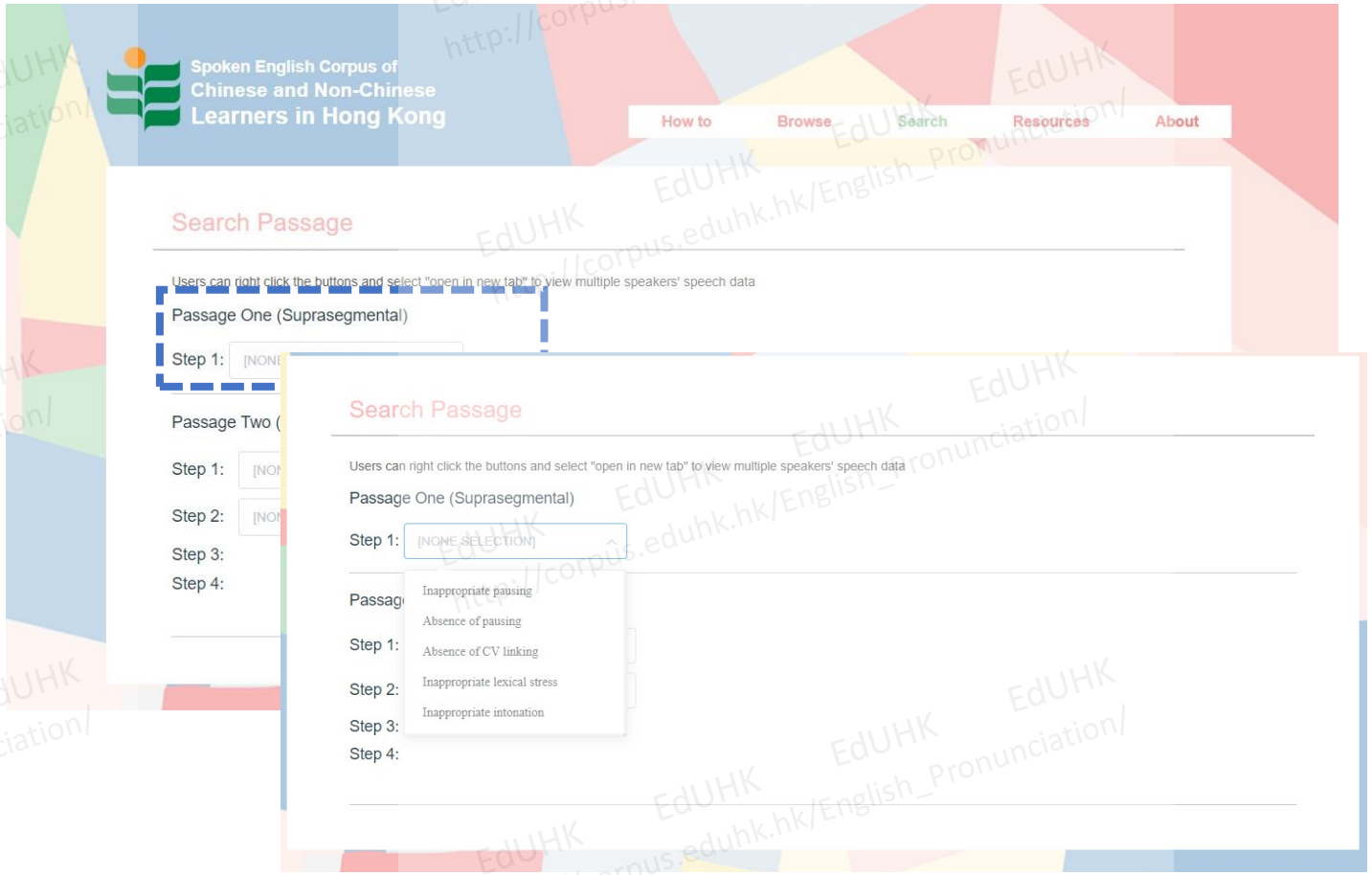

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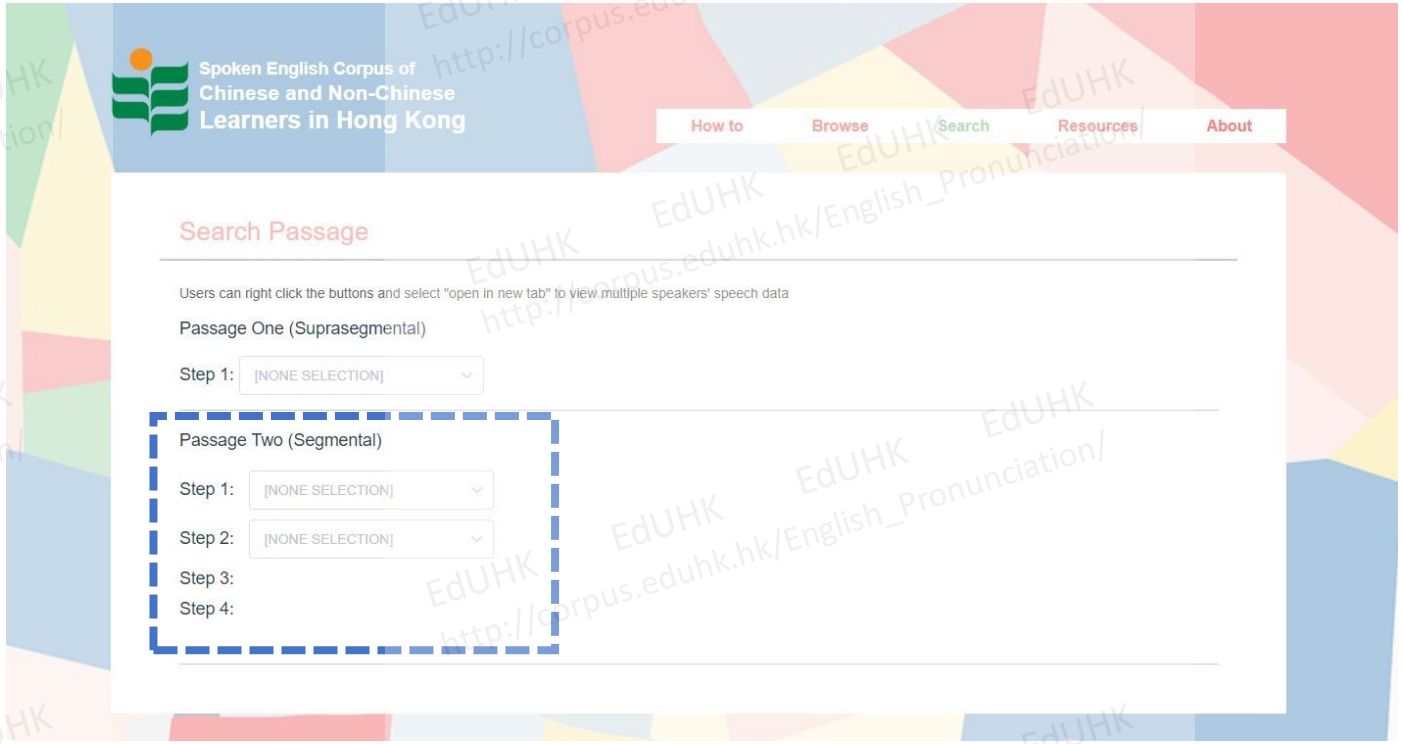

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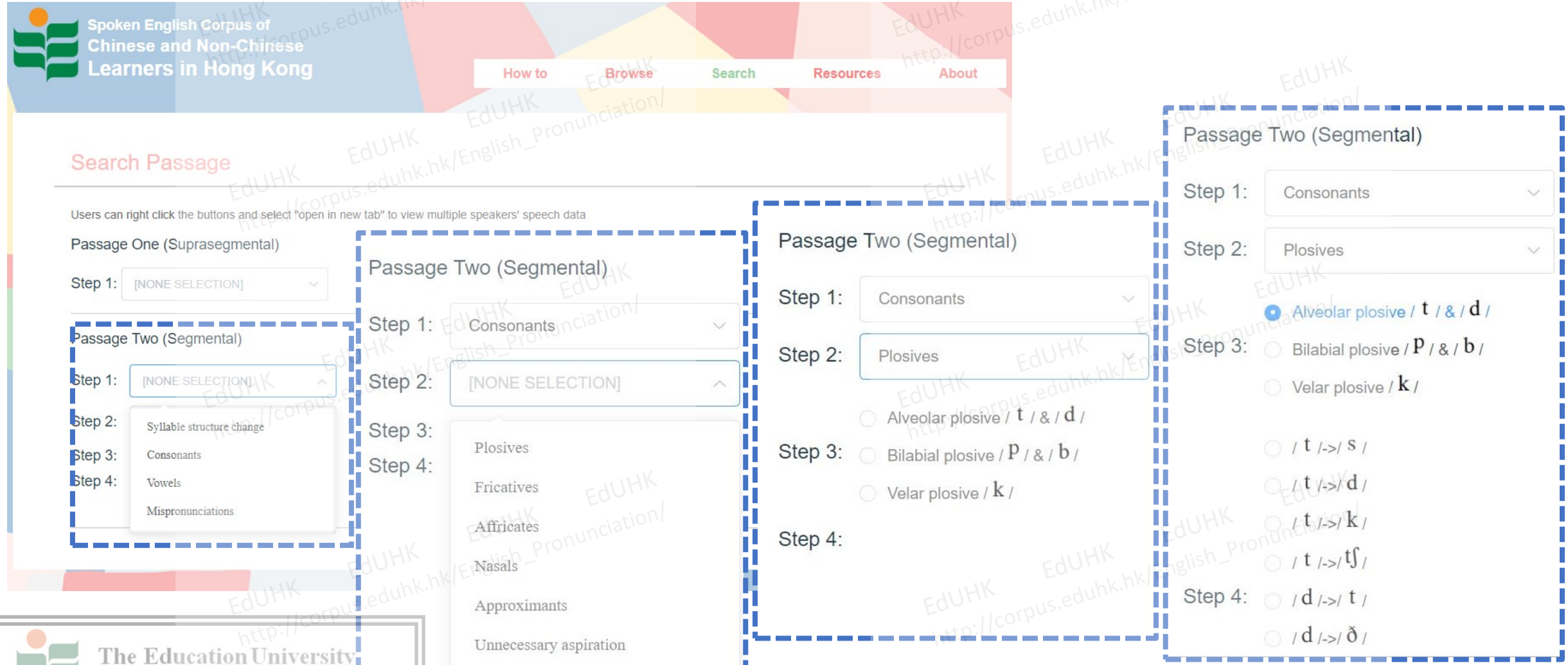
Our Spoken English Corpus – *Search Function*



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Our Corpus-aided English Pronunciation Teaching and Learning System

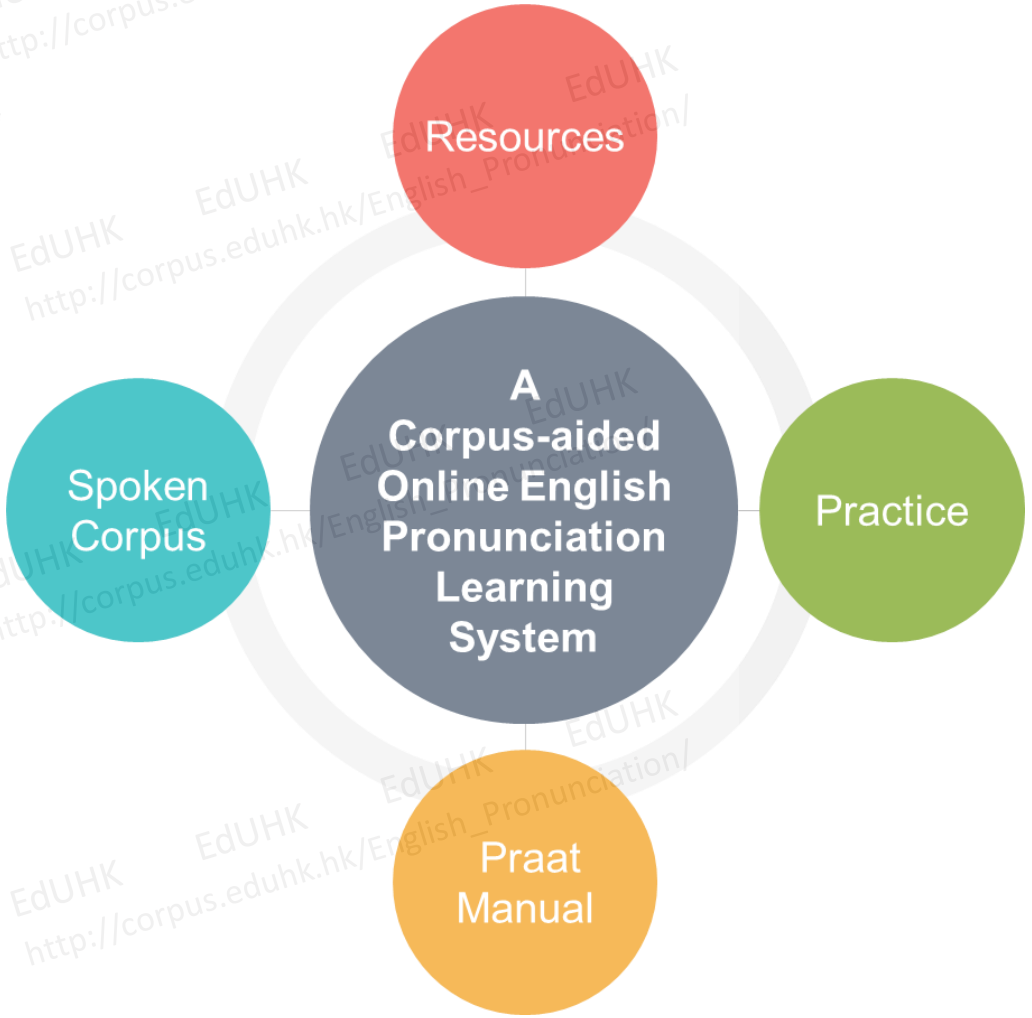
About the Project

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

(a) identify Chinese and non-Chinese students' recurrent difficulties in English pronunciation learning; and

(b) suggest possible remedies that may reduce or eliminate such difficulties.



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For Learners ~

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

For Learners

SCAN ME

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 is also presented.

For Chinese Learners

» Background of China English and Hong Kong English

» Pronunciation of Hong Kong English

» Pronunciation of China English

For Non-Chinese Learners

» Background of Non-Chinese Speaking Learners of English in Hong Kong

» Pronunciation of South and Southeast Asian English

http://corpus.eduhk.hk/English_Pronunciation/?page_id=1781

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Feature Lists~

➢ **Pronunciation Features of Philippine English**

Vowels and Diphthongs
1. Absence of contrast between /æ/ and /ɑ/ e.g. '*cat*' /kæt/ →/kɑt/
2. Diphthong shortening e.g. '*mail*'(/meɪl/) → '*mill*' (/mɪl/)
Consonants
3. Substitution of /f/ for /p/ e.g. '*pin*' (/pɪn/) → '*fin*'(/fɪn/)
4. Substitution of /t/ for /θ/ e.g. '*think*' (/θɪŋk/) → '*Tink*' (/tɪŋk/)
5. Substitution of /d/ for /ð/ e.g. '*there*'(/ðeə/) → '*dare*'(/deə/)
6. Substitution of /ts/ for /tʃ/ e.g. '*chair*'(/tʃeə/) → (/tseə/)
7. Substitution of /dj/ for /dʒ/ e.g. '*jealous*' (/ˈdʒeləs/) → (/ˈdjeləs/)
8. Substitution of /ds/ for /dʒ/ e.g. '*passage*' (/ˈpæsɪdʒ/) → (/ˈpæsɪds/)
9. Unaspirated /p/, /t/ and /k/
10. Prevoiced /b/, /d/, and /g/ in onset position
11. Neutralized /s/ and /z/ coda position

➢ **Pronunciation Features of Indian English**

Vowels and Diphthongs
1. Long vowel shortening e.g. '*seek*' (/si:k/)→'sick'(/sɪk/)
2. diphthong shortening e.g. '*mail*'(/meɪl/) → '*mill*' (/mɪl/)
Consonants
3. Substitution of /t/ for /t/ e.g. '*tidy*' (/ˈtaɪdi/) → (/ˈtaɪdi/)
4. Substitution of /d/ for /d/

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*
2. Absence of contrast between /æ/and/e/ e.g. *'bad'(/bæd/)→'bed'(/bed/) or vice versa*
3. Shorting the diphthongs e.g. '*name*' (/neɪm/)→'*nem*'(/nem/)

Pronunciation Features of China English (Mandarin speakers)

Vowels and Diphthongs
1. **Absence of contrasts between long and short vowels** e.g. 'shot' (/ʃɒt/)→ 'short' (/ʃɔ:t/) *or vice versa*
2. **Absence of reduced vowels /ə/**
3. **Heavy nasalization of vowels, like /æ/** e.g. 'cap'(/kæp/)→/kæ̃p/
4. **Absence of contrast between /æ/and/e/** e.g. *'bad'(/bæd/)→'bed'(/bed/) or vice versa*
5. **Substituting /aʊ/ for /ɒ/** e.g. '*shot*' (/ʃɒt/)→ '*shout*' (/ʃaʊt/)
6. **Shorting the diphthongs** e.g. '*name*' (/neɪm/)→'*nem*'(/nem/)
7. **Substituting Mandarin pinyin compound finals for diphthongs** **e.g. 'I'** (/aɪ/)→ '愛' ([ai])
Consonants
8. **Substituting/s/ for /θ/** e.g. '*think*' (/θɪŋk/)→'sink'(/sɪŋk/)

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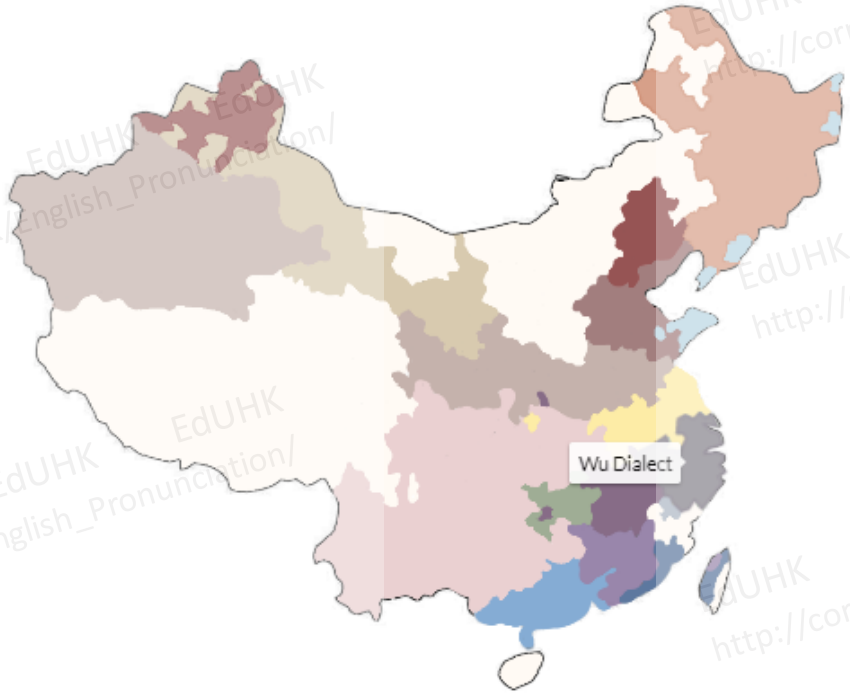
Features from different dialectal backgrounds

Please left click the specific dialect group on the interactive dialectal map to read more about English phonological features of the selected dialect group.

Wu Dialect

Wu Dialect
Speakers who speak Shanghai dialect, which is part of Wu dialect, use /iː/ to replace /ɪ/, for example, 'live /lɪv/' is pronounced as /liːv/. An /e/ usually replaces the final /ɪ/ sound, for example, 'pity /pɪtɪ/' is pronounced as /pɪte/. /æ/ is usually replaced by /ə/ or /e/, but is replaced by /a/ when it occurs before /s/ and /z/. /ɜː/ is replaced by /ɸ/. /ə/ is used to replace the /ʌ/ sound. Speakers from Shanghai also mistake /uː/, /ɔː/, and /ɒ/. /eɪ/, /aɪ/, /ɔɪ/, /aʊ/ and /əʊ/ are replaced by /e/ or /ə/, /a/ or /əə/, /ɒə/ or /ɔːə/, /ɔː/, and /o/ respectively.



Mandarin (including 8 sub-Mandarin groups)

Beijing Mandarin | Northeastern Mandarin | Jiaoliao Mandarin | Jilu Mandarin
Lanyin Mandarin | Central Plains Mandarin | Jianghuai Mandarin | Southwestern Mandarin

Other Dialects

Wu Dialect | Kan Dialect | Hsiang Dialect | Hakka
Northern Min | Southern Min | Yueh Dialect (Cantonese)

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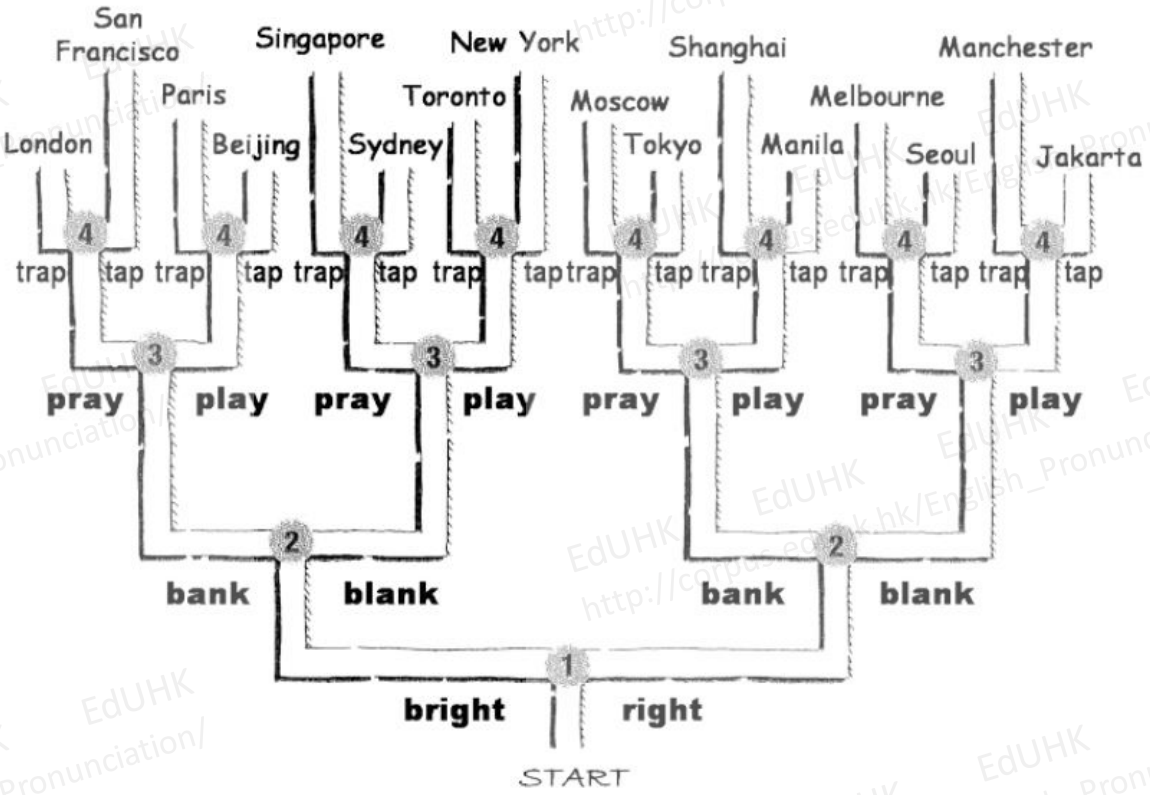
Pronunciation Games~

Segmentals
- Vowels
- Consonants
- Consonant Clusters
- Voicing
- Tongue Twisters

Suprasegmentals
- Linking
- Assimilation
- Stress and Rhythm
- Intonation

Exercise 1 Exercise1 Pronunciation Journey

Instruction: Listen to the recording and find the destination of the journey in the following picture and write down the destination on the lines below.



[adapted from Hancock 1995, p.37]

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

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The corpus-aided pronunciation teaching framework

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Corpus-aided Pronunciation Teaching Framework

Teaching

Learning

Noticing the error

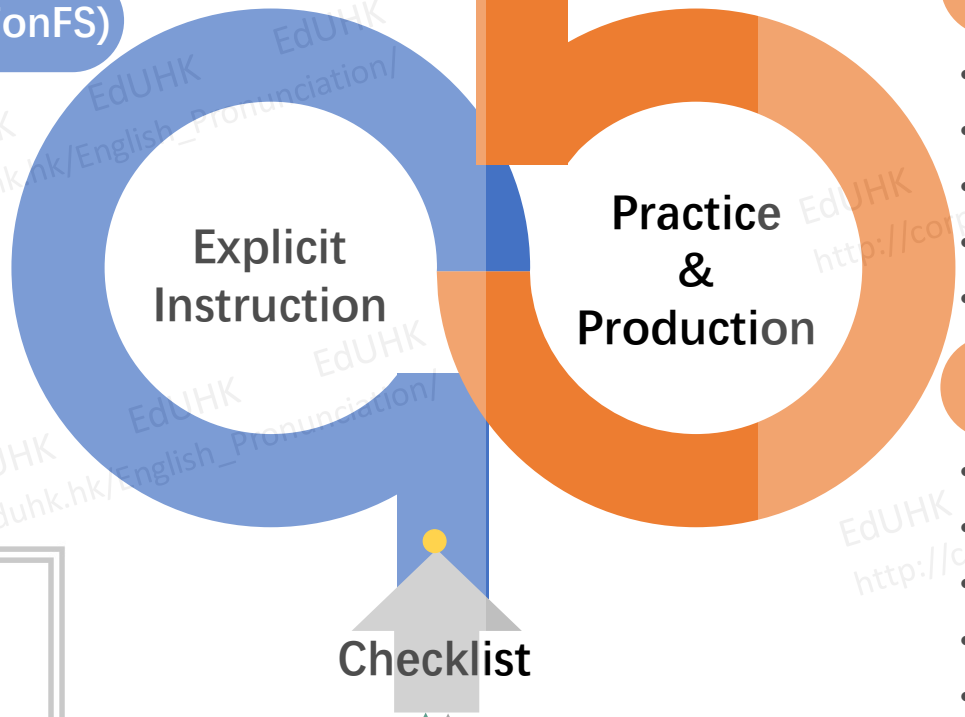
Phonological analysis (using corpus)

Discovering the patterns

Explicit feedback: Explicit correction

Focus-on-Forms Instruction (FonFS)

- Articulatory & perceptual explanations
- Listening to authentic native and non-native learners' pronunciation
- Pronunciation by learners & checking by teacher



Focus-on-Form Instruction (FonF)

- Information gap tasks
- Picture-based story telling
- Picture description & recognition task
- Role-play
- Pronunciation by learners & checking by teacher

Focus-on-Forms Instruction (FonFS)

- Minimal-pair listen-and-repeat drills
- Word read-aloud exercises
- Sentence listen-and-repeat drills
- Passage read-aloud exercises
- Pronunciation by learners & checking by teacher

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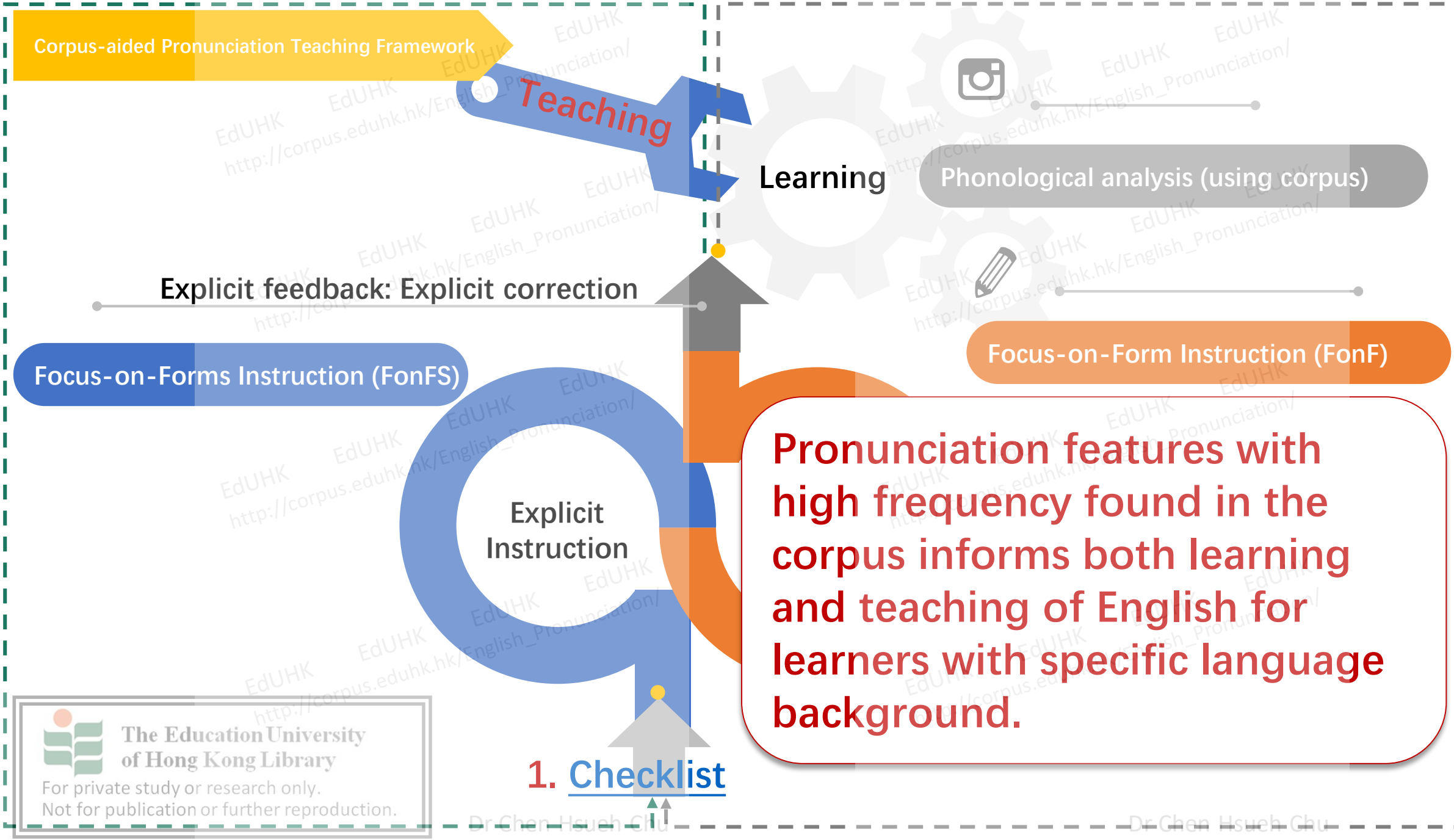

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Corpus-aided Pronunciation Teaching Framework

Teaching

Learning

Phonological analysis (using corpus)

Explicit feedback: Explicit correction

Focus-on-Forms Instruction (FonFS)

- Articulatory & perceptual explanations
- Listening to authentic native and non-native learners' pronunciation
- Pronunciation by learners & checking by teacher

2. Explicit Instruction

Checklist

For teachers, besides providing articulatory and perceptual explanations to the target sounds, authentic native and learner pronunciation is available for them to elicit and perform comparison and therefore facilitate learners' perception of the target sounds.

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Corpus-aided Pronunciation Teaching Framework

Learning

Phonological analysis (using corpus)

Explicit feedback: Explicit correction

Focus-on-Forms Instruction (FonFS)

Speech data can be integrated into either focus-on-form activities or focus-on-forms practices.

3. Practice & Production

Checklist

Focus-on-Form Instruction (FonF)

- Information gap tasks
- Picture-based story telling
- Picture description & recognition task
- Role-play
- Pronunciation by learners & checking by

Focus-on-Forms Instruction (FonFS)

- Minimal-pair listen-and-repeat drills
- Word read-aloud exercises
- Sentence listen-and-repeat drills
- Passage read-aloud exercises
- Pronunciation by learners & checking by teacher

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Difference between *focus on form* and *focus on formS*

Focus on form (FonF instruction)	Focus on forms (forms-focused instruction)
The word *form* refers to language form in general;	*Forms* refers to discrete, isolated, specific language forms
Learners first engage in meaning; then explore some linguistic features.	Primary attention to form
Occasional shift of attention to form	Most attention to form

Long (1991)

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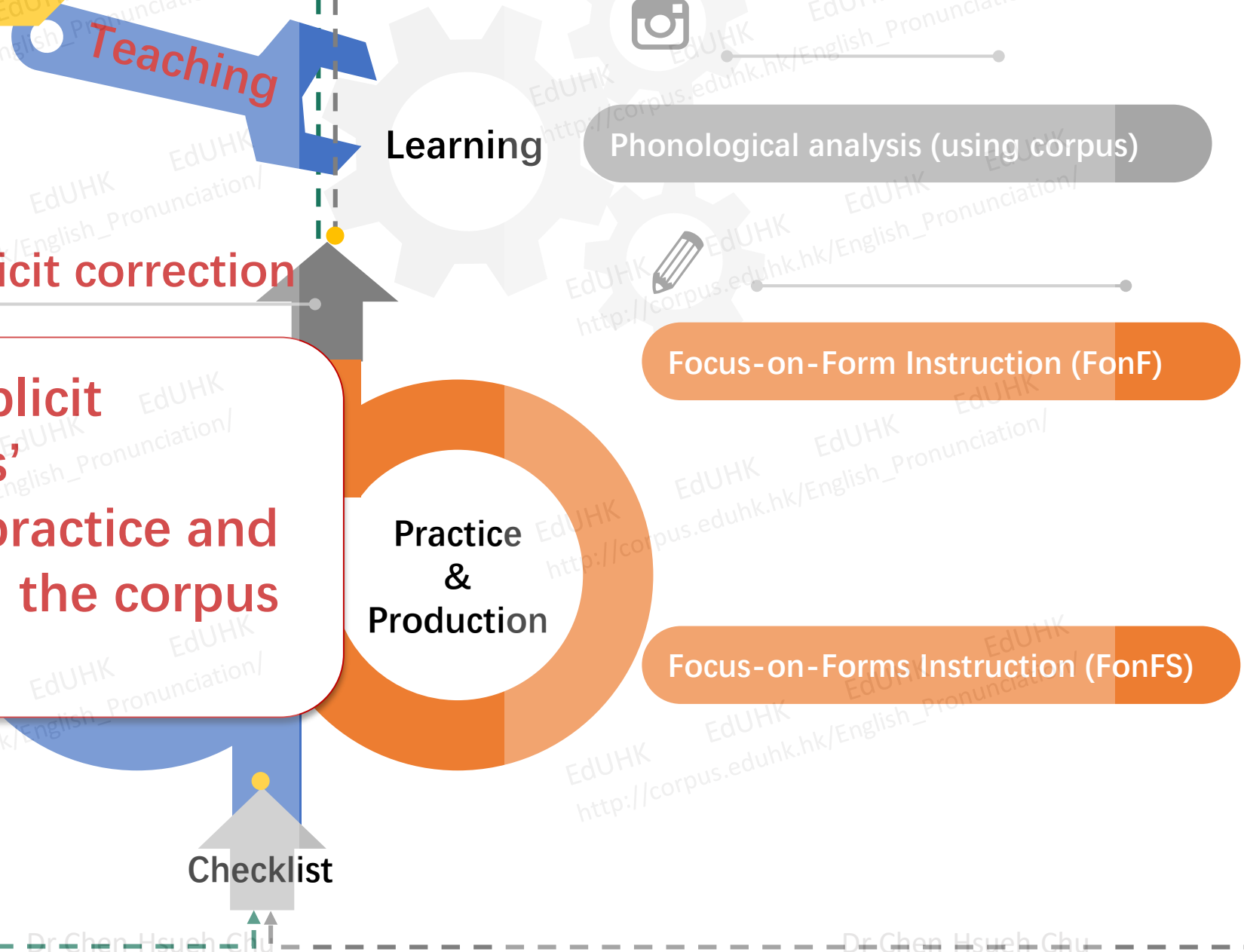

4. Explicit feedback: Explicit correction

Teachers provide explicit feedback to students' performance in the practice and production based on the corpus data.

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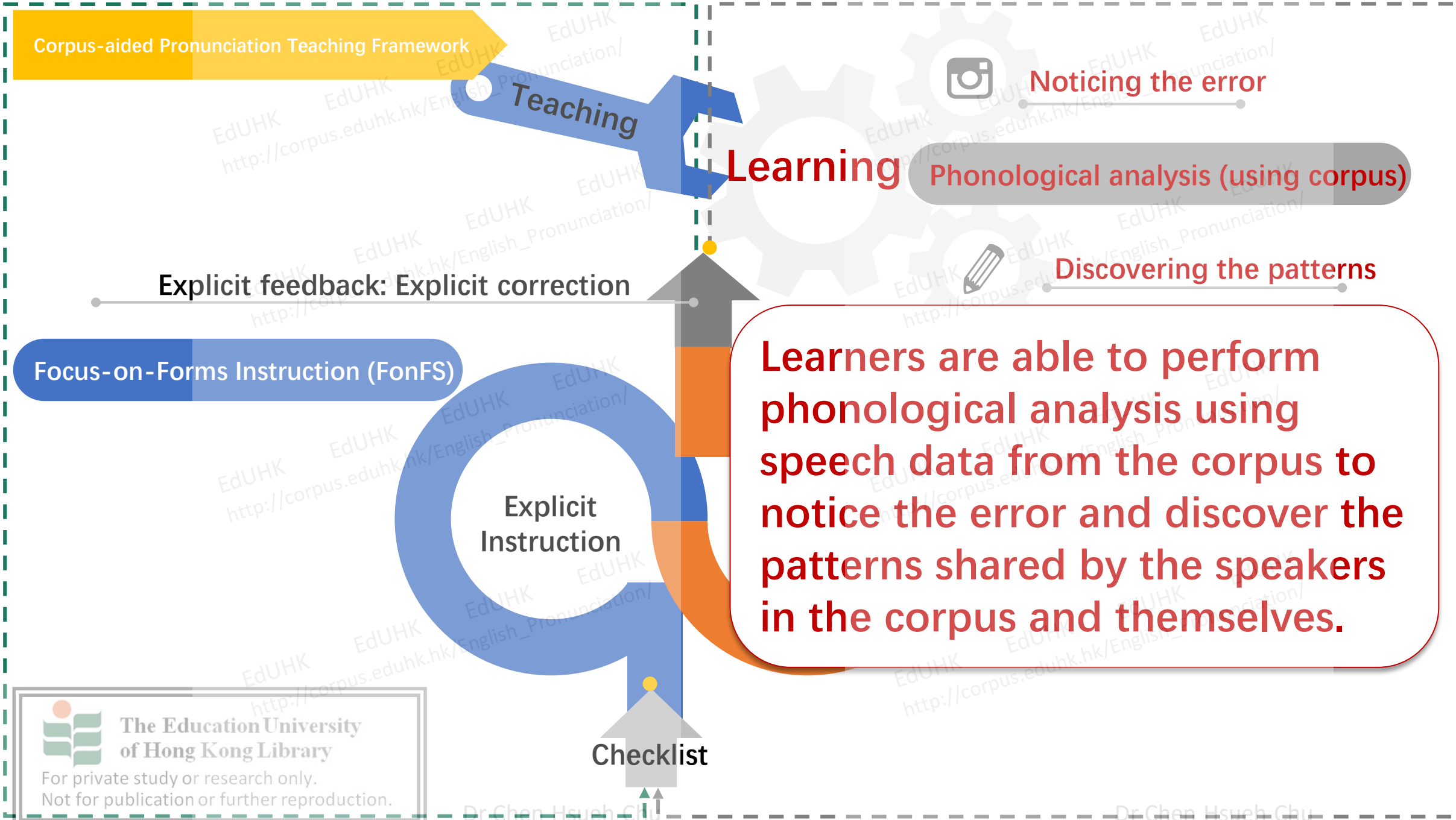

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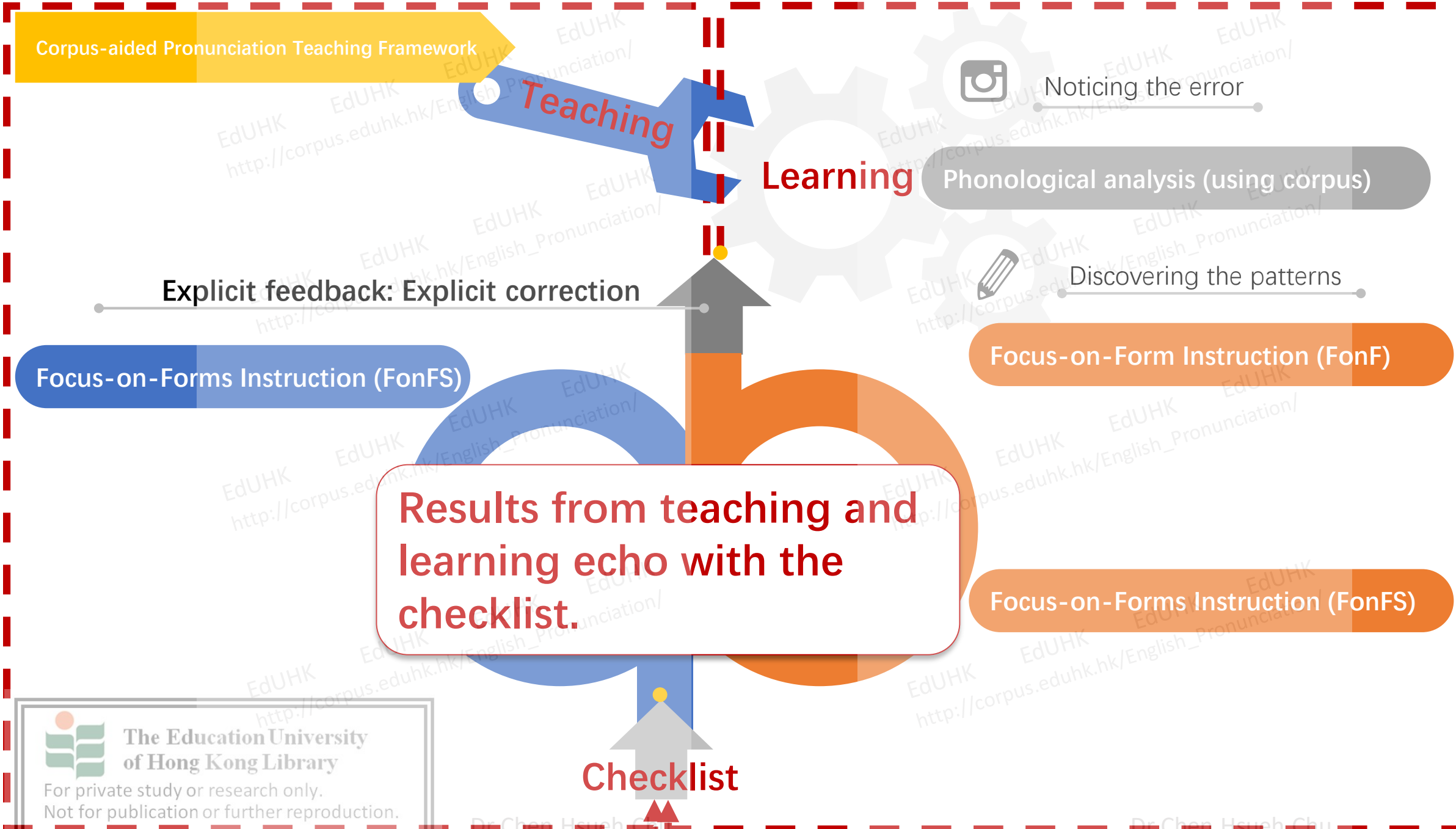

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EdUHK http://corpus.eduhk.hk/English_Pronunciation/

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The corpus-aided lesson plans

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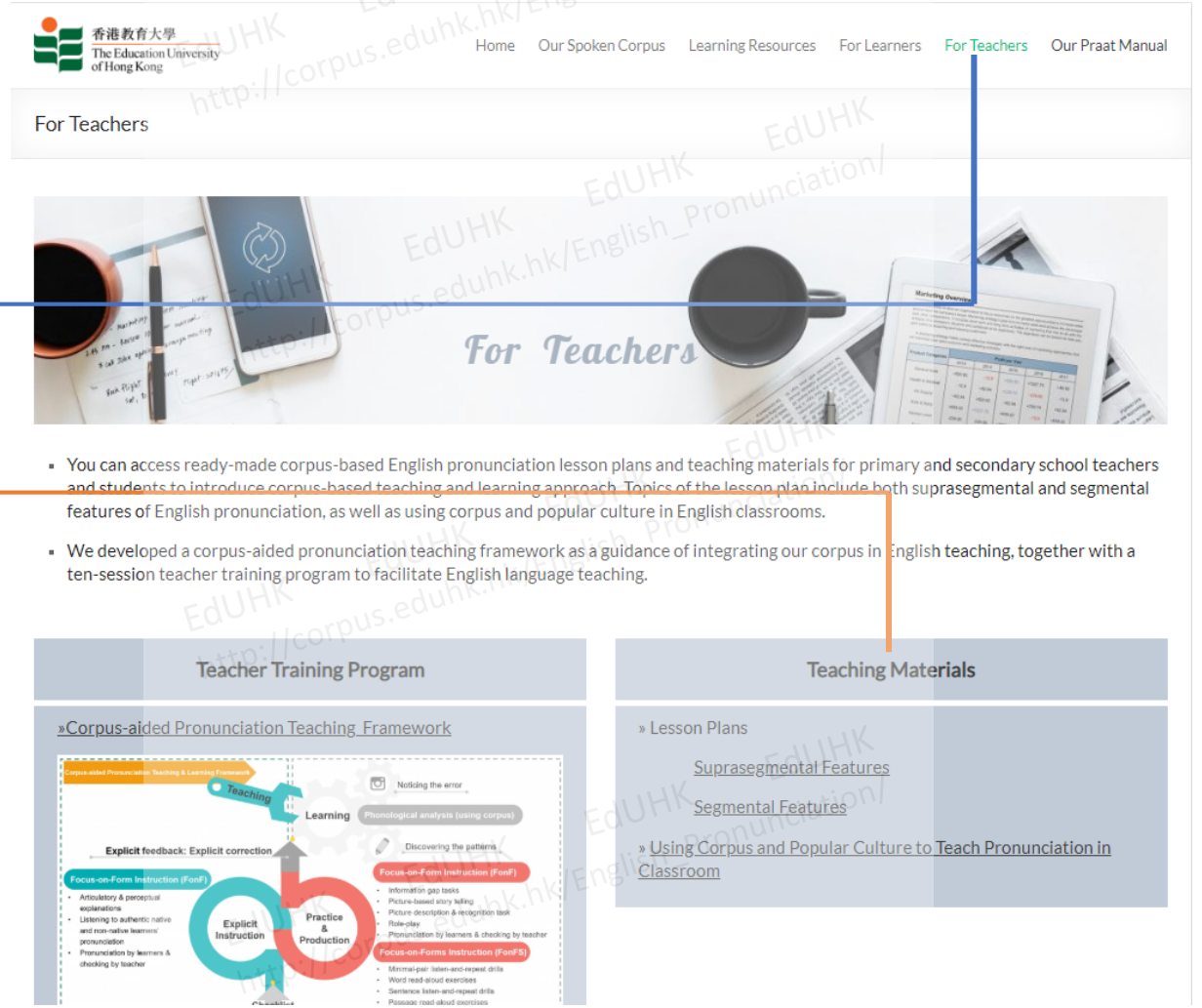
Corpus-aided lesson plans - Samples

For Teachers

Teaching materials

Scan me



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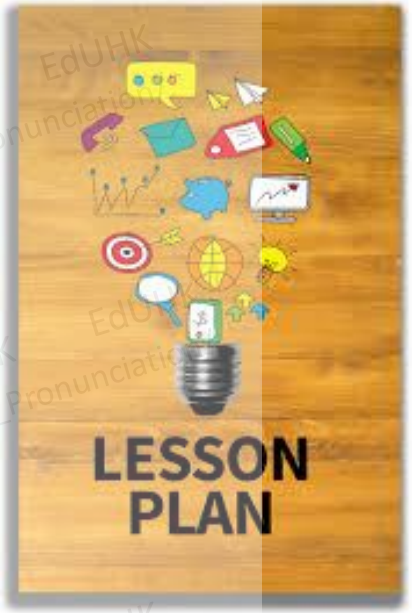
Corpus-aided lesson plans - samples



- **Segmental feature (/θ/ & /f/):**

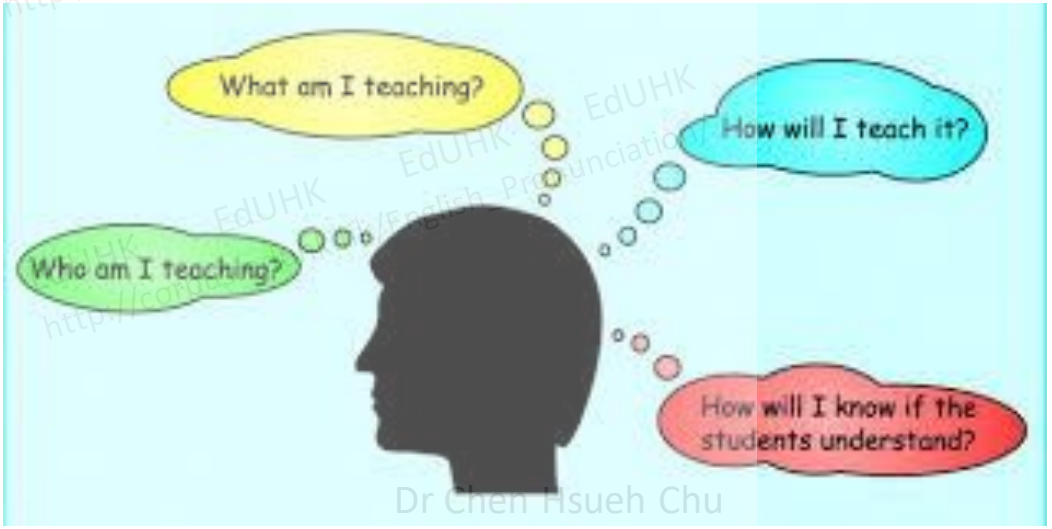
- Lesson plan
- Worksheets

Designed by Alice Ng

- **Suprasegmetal feature (pausing):**

- Lesson plan
- Worksheets
- PPT

Designed by Rebekah Lam



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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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Corpus-aided lesson plans - competition

1. Work in pairs/groups
2. Use resources from the spoken corpus
3. Prepare a corpus-aided English pronunciation teaching lesson plan and materials for a double lesson (70 to 80 minutes) at primary or secondary schools
4. Focus on one segmental/suprasegmental feature.
5. Deliver a presentation (8 minutes) in Session 4

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Certificate of Award (Champion)

THIS CERTIFIES THAT

HAS WON THE CHAMPION OF

EdUHK Corpus-based ELT Lesson Design Competition 2019 (Pronunciation)

Professor YU Kwan Wai Eric,
Associate Vice President
(Quality Assurance)

30 APR 2019
Date

Organized by Department of Linguistics and Modern Language Studies, EdUHK

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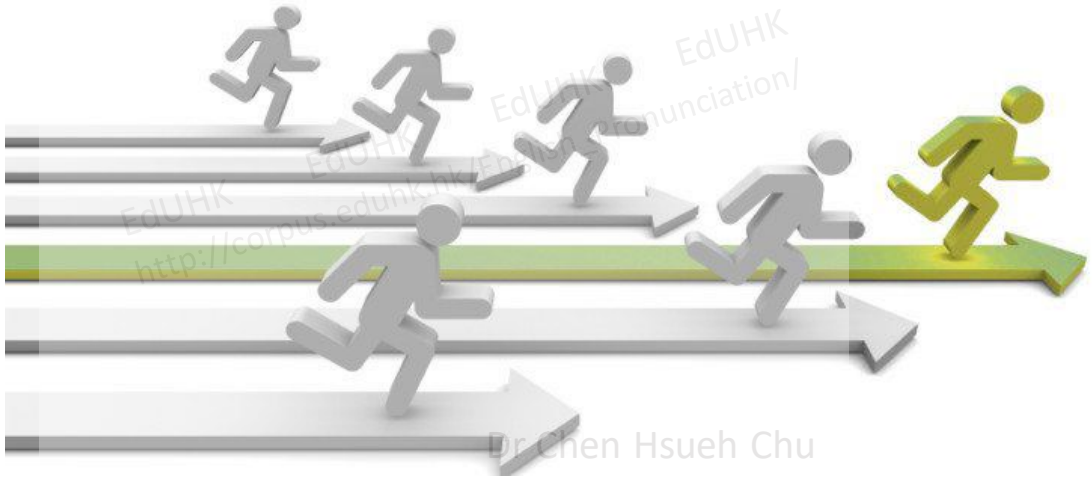
Corpus-aided lesson plans - components

1. **Rationale:** justification of the lesson design **(1 page)**
2. **Lesson plan:** including target learners, topic, duration, objectives, prior knowledge, and detailed steps for teaching **(2 pages)**
3. **Materials:** worksheets and other learning materials
4. **Speech data from corpora**



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Corpus-aided lesson plans - rubrics

Rationale:

- Clear justification of lesson design based on learning objectives, target learners, and subject content.

Rationale

This lesson plan focuses on teaching students the articulation of the voiceless consonant /θ/ by integrating traditional pronunciation practices with the use of listening exercise and an online story entitled "The Boy Who Cried Wolf" which are available on a corpus-based pronunciation learning website developed by Dr. Chen, Hsueh Chu, Rebecca and her research team in the Education University of Hong Kong (http://corpus.ied.edu.hk/phonetics/ViewPassageTwo.aspx?id=6&feature=undefined). This lesson is suitable for Primary 3 students or even learners who are interested in learning the articulatory and phonological aspects of the voiceless dental fricative /θ/. Students can enjoy learning the target consonant sound through PPP approach in which teacher's input and support, phonological practices and opportunity to relate the pronunciation features learnt in this lesson to students' real life are provided to students.

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Corpus-aided lesson plans - rubrics

Rationale:

- With a summary of the integration of corpus data into various teaching and learning activities.

The lesson first starts with playing a "th" song (Appendix 1) as a lead-in to enhance students' motivation. The teacher then points out that Hong Kong students always mispronounce the voiceless dental consonant /θ/ as voiceless labiodental fricative /f/. To help students build up the phonological awareness and enhance their perception towards the articulatory and phonological aspects of the voiceless consonant /θ/, teacher then tells students the correct place and manners of the voiceless consonants /θ/ and /f/ and follows by teacher's demonstration of pronouncing the two consonant sounds. Minimal pairs of consonants /θ/ and /f/ will be shown in PowerPoint slides (Appendix 2). To check whether students can notice the difference between the pronunciation of voiceless dental consonant /θ/ and voiceless labiodental fricative /f/, a listening exercise (http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/exerciseIndex.html) is then provided to students. After the listening activity, students then try to pronounce the consonant sounds while looking at the mirror to notice the places of the tongue. The introductory part of the lesson then leads to a more difficult part which requires students to master the phonological features in sentence level. Teacher first introduces the story of "The Boy Who Cried Wolf" by telling the gist of the story using puppets and plays the recording of story read by a native speaker and shows the relevant colourful story scenes (Appendix 3) to them to enhance their comprehension of the story. Teacher then asks students to notice

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Corpus-aided lesson plans - rubrics

Lesson plan:

- Clear and reasonable statement of target learners, topic of the lesson, duration, and learning objectives.

Lesson Plan

English Pronunciation - The Consonant Sound /θ/

Class: Primary 4 Target learner

Topic: English Pronunciation - The Consonant Sound /θ/ Topic

Duration: 60 minutes Duration

Objectives:

General: Learning objectives

After the lesson,

(1) Students should be able to **pronounce the consonant** sound /θ/ correctly and tells the difference between consonant sounds /f/ **and** /θ/.

(2) Students will be able to **deliver speech with the** correct articulation of target consonant sound /θ/.

Learner Activities: Learner activities

Presentation

1. Activity 1: Music Theatre – **The TH song**
2. Activity 2: Teacher Demonstration- **Showing the** difference between /θ/ and /f/

Practice

3. Activity 3: Challenge Station- **Listening exercise**
4. Activity 4: Magic Mirror – **Pronouncing /θ/ and /f/**
5. Activity 5: Finding TH sound in "The Boy Who Cried Wolf"
6. Activity 7: Smart Detective – **Spotting mispronunciation** in "The Boy Who Cried Wolf"
7. Activity 7: Partner Check- **Playing partner cards**
8. Activity 8: Listen to me- **Reading aloud**
9. Activity 9: Time to share- **Storytelling trail**

Production

10. Activity 10: Shine on Stage - **Free Storytelling**

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Corpus-aided lesson plans - rubrics

Lesson plan:

- Clear identification of students' prior knowledge.
- Logical arrangement of duration of each activity and detailed procedures of teaching.

Materials and Testing Aids Materials and testing aids

1. PowerPoint
2. Picture cards
3. Worksheets
4. Computer
5. Projector

Prior Knowledge Prior knowledge

Students have learnt th words including "with", "threaten", "thought", "third before". They also have experience of reading the story "The Boy Who Cried Wolf" before.

Duration	Procedures (Steps for teaching)	Classroom organization	Purpose	Materials
3 mins	**Step 1: Presentation: Music Theatre** 1. T introduce the topic and motivates Ss by playing a song. T can ask students to notice the place of the tongue that teacher places when they listen and sing in the second time.	T→C C&T	1. To arouse students' interests and motivation in learning the topic; to introduce acrostic poem	Youtube song (Background music) Lyrics Worksheet (Appendix 1)
7 mins	**Step 2: Presentation: Teacher Demonstration**- Showing the difference between /θ/ and /f/ 2. T shows the words like 'with', 'threaten', 'thought' and asks Ss to try to pronounce them. T then shows 'thought' and 'fought'. T asks Ss guiding questions including "How to pronounce these two words?", "Are their pronunciation similar to each other?" , "What is the difference between their pronunciation?". T then tells Ss that Hong Kong Ss always mispronounce consonant /θ/ as /f/. T first demonstrates the pronunciation of consonants /θ/ by telling Ss to put tongue between the teeth so that the blade is extended just forward of	T→C Ss→T	2. To let Ss notice the difference between consonants /θ/ and /f/	PPT slides (Appendix 2)

Duration of each activity

Classroom organization

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Corpus-aided lesson plans - rubrics

Materials:

- Well-designed and diversified worksheets for learning activities.

Worksheets for learning activities

Appendix 1 - Lyrics Worksheet (Appendix 1)

Name: _____ ( ) Date: _____

(♪ Tune: Did You Ever See a Lassie?)

Did you ever see
a baby
make **th**is sound
and **th**at sound?

Did you ever see
a baby
say **th-th, th-th**?

Action: Pretend to be a baby and stick out your tongue a little for th (as in this).

Source: Lloyd, S., Wernham, S., Jolly, C., & Stephen, L. (1998). *The phonics handbook*. Chigwell: Jolly Learning.

Source of materials (if applicable)

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Corpus-aided lesson plans - rubrics

Corpus data:

- Well use of speech data from the corpus.

Speech data from the corpus

Appendix 2- Listening worksheet

Name: _____ ( ) Date: _____

Instruction:

1. Listen to the recording read by a native speaker and underline the th words in blue.
2. Listen to the recording read by a Hong Kong student. Find the mispronounced words and underline them in red.

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. Raising his fist in the air, he ran down to the village shouting "Wolf! Wolf!" As soon as they heard him, the villagers all rushed from their homes, full of concern for his safety, and two of his cousins even stayed with 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 lookin 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 villagers were convinced that he was trying to fool them a third time, they told him, "Go away and don't bother us again!" And so the wolf had a feast.

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Video - Sample Lesson Design Instruction 298 MB

Sample Lesson Design

Task 1: Quiz for sample lesson design instruction

Sample Lesson Design .pdf 1 MB

Sample Lesson Design - Worksheet 1.pdf 168 KB

Sample Lesson Design - Worksheet 2.pdf 71 KB

Sample Lesson Design - Worksheet 3.pdf 116 KB

Online Session 2 Evaluation

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Procedures

- Stage 1 Warm-up (5 mins)
  - Step 1 Lead-in (3 mins)
  - Step 2 Sequencing (2 mins)
- Stage 2 Learning Activity (8 mins)
  - Step 1 1st listening: Checking answers (4 mins)
  - Step 2 2nd listening: underlined words (4 mins)
- Stage 3 Test-Teach-Test (26 mins)
  - Step 1 Test (8mins)
    - 1. Error Detection (3 mins)
    - 2.Self-discovery (3 mins)
    - 3. Categorizing error types (2 mins)
  - Step 2 Teach (10mins)
    - 1. Hands-on Corpus Search (2 mins)
    - 2.Song listening (3 mins)
    - 3. Video watching & learn (5 mins)
  - Step 3 Test (8 mins)
    - 1. Vocabulary reading (2 mins)
    - 2. Peer work checklist (6 mins)
- Stage 4 Practice & Production (11 mins)
  - Step1 Review the plot (2 mins)
  - Step 2 Summarize the story (2 mins)
  - step 3 Rewrite the story & report (7 mins)

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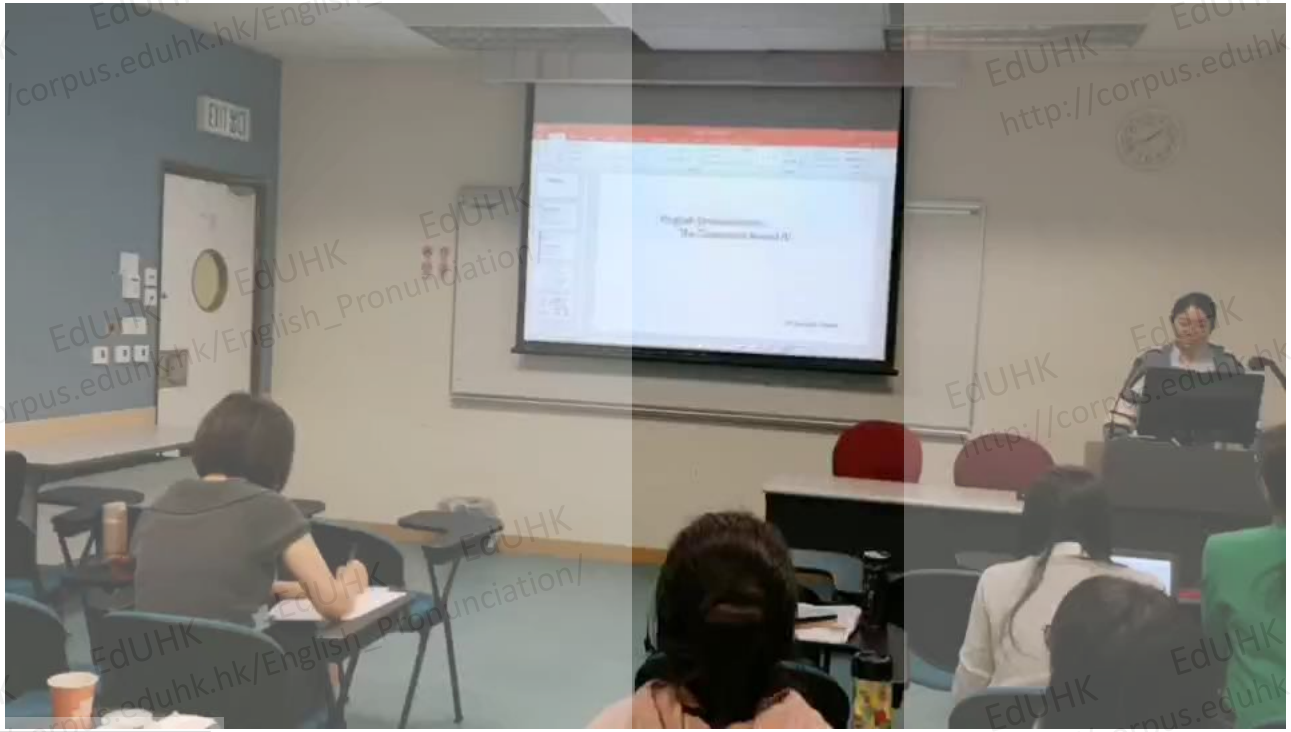
Competition



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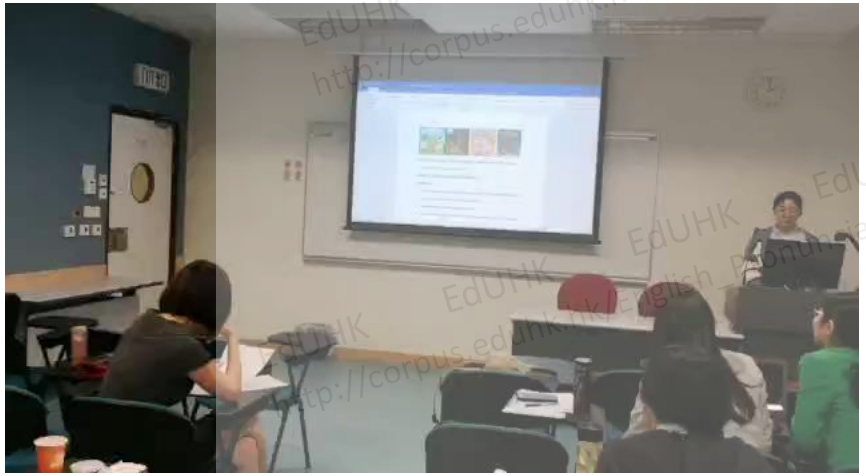

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Hands-on activity

Worksheet 1

Work with your group members and identify the following components for your lesson plan:

1. Topic of the lesson
2. Target learner
3. Learning objectives
4. Prior knowledge
5. Possible teaching and learning activities
6. Integration of corpus data

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Online session II

- Online session II is available on Schoology.
- Please complete the tasks **by 23:55pm, Nov. 8**.

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Submission & evaluation of lesson plan

- Please submit your **draft lesson plan** to Schoology **by 23:55pm, Nov. 13**.
- Please provide **evaluation** for the lesson plan uploaded by the group assigned to you **by 23:55pm, Nov. 16**.

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Scheduled Corpus-aided English Pronunciation Training Workshops and Online Lessons

Topic	Date	Time	Venue
Workshop I – 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
Online Lesson I – Basic concepts of spoken corpus, segmental system of English and pronunciation features; Phonological analysis of segmental features	25-Oct-2019 (Fri)	By 23:55pm	-
Workshop II – 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
Workshop III – 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
Online Lesson II – Basic concepts of suprasegmental system of English, and pronunciation features; Phonological analysis of suprasegmental features	8-Nov-2019 (Fri)	By 23:55pm	-
Workshop IV – 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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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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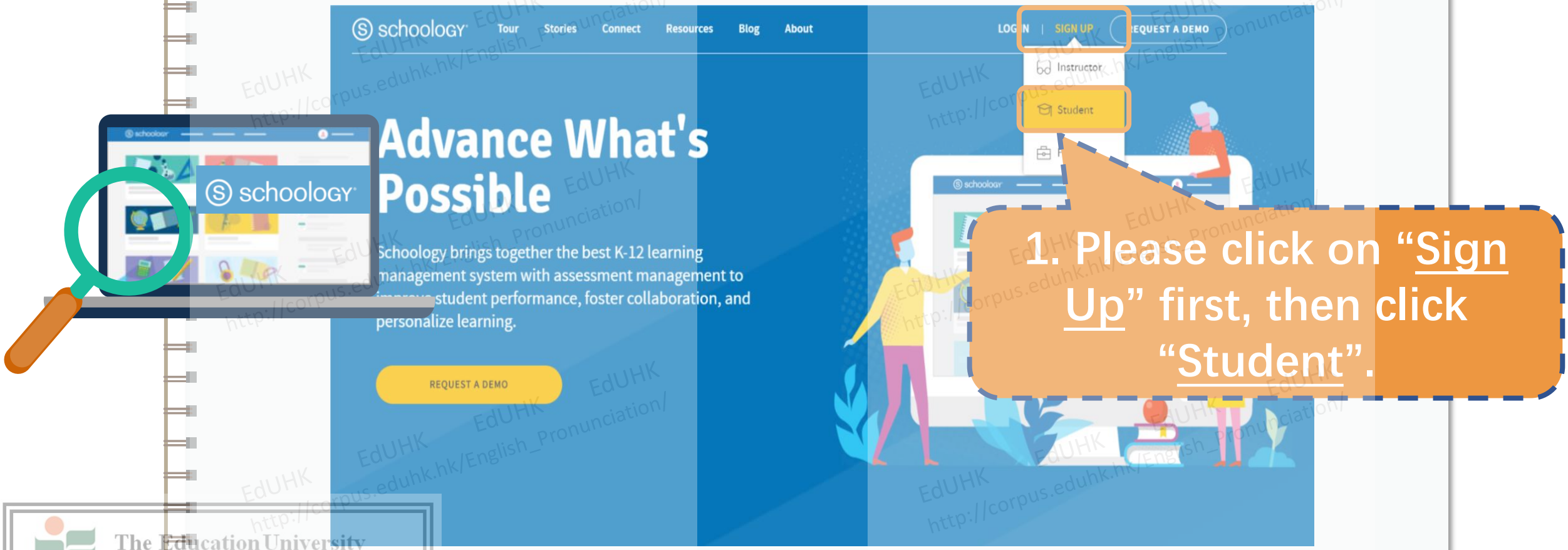

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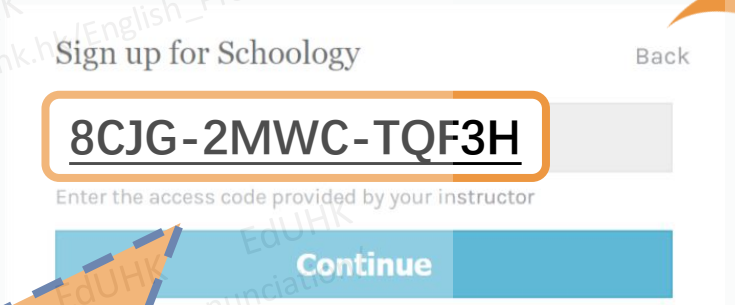

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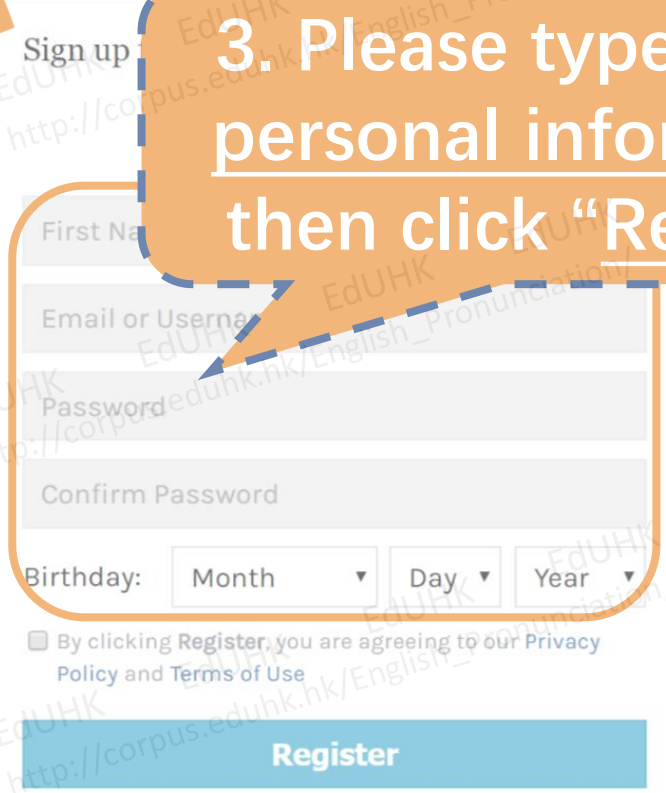

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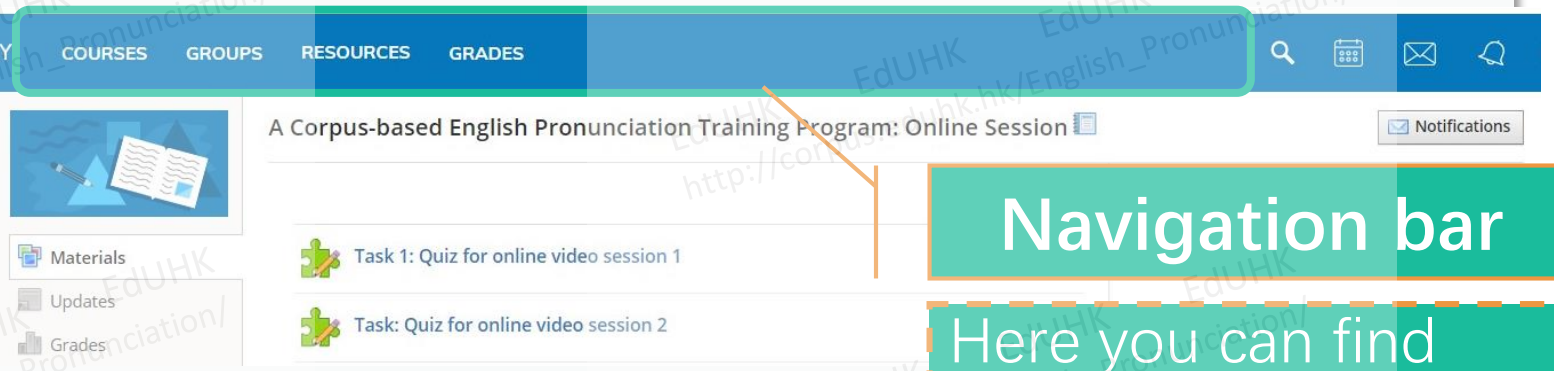

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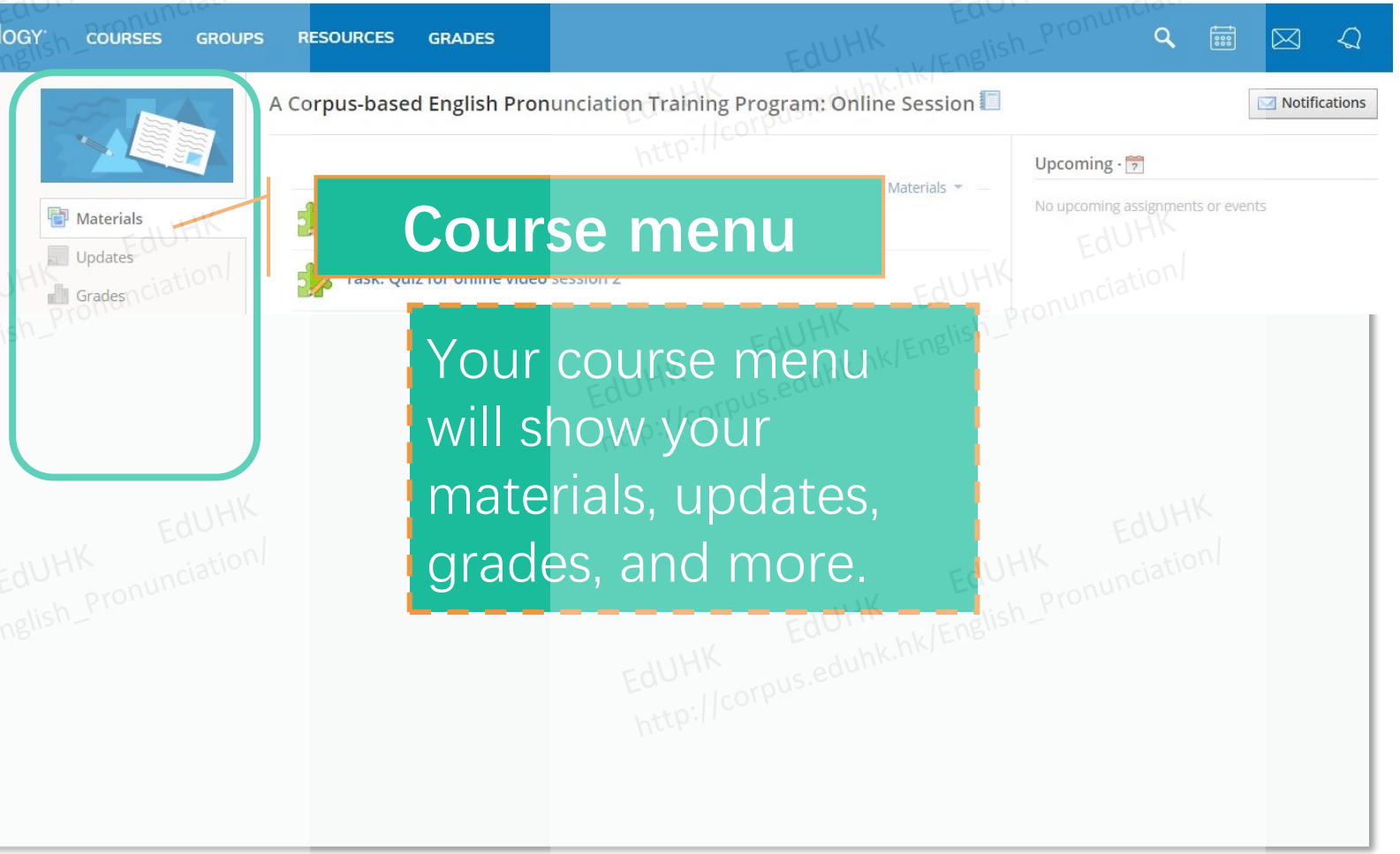

Course menu

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

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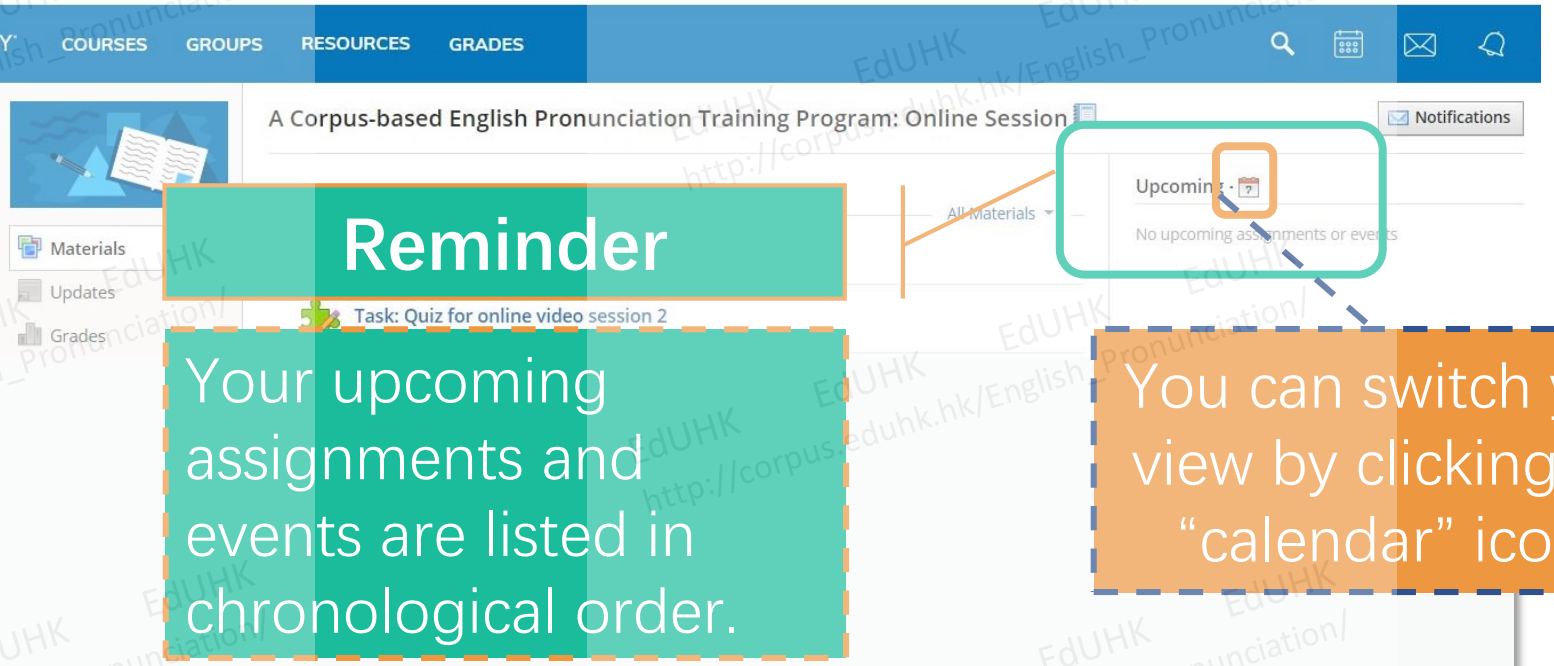

Reminder

Your upcoming assignments and events are listed in chronological order.

You can switch your view by clicking the "calendar" icon .

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Dr Chen Hsueh Chu