Knowledge Transfer Sharing Session

Educational Linguistics 2.0 – The Use of Corpora in Language Teaching

Speakers: Dr. Angel Ma
Dr. Lee Fung King Jackie
Dr. Wang Lixun
Dr. Chen Hsueh Chu Rebecca

Department of Linguistics and Modern Language Studies

The Education University of Hong Kong

23-Nov-2018 (Fri)
• Our LML Corpus team

• What is A Corpus?

• Our Vision

• Our successful experience sharing of Corpus-based pedagogy: *Lexis, Grammar, Translation and Phonetics*

• Q&A
Our LML Corpus Team

Dr. Angel Ma (Project Leader)  Dr. Lee Fung King Jackie
Dr. Wang Lixun
Dr. Rebecca Chen
What is a corpus? (Reppen, 2010, p. 2)

A **Corpus** (plural **corpora**) is:

A large, principled collection of naturally occurring texts (written or spoken) stored electronically.
WHY use a CORPUS for teaching or learning?

A corpus can...

• Provide insights into language use when our intuitions fail.

• Be a useful source for developing language teaching/learning materials.

• Provide students with opportunities for hands-on language learning experience.

-Randi Reppen (2010)
The Gap between research and practices

• The corpus-based linguistic approach: largely unknown to the teaching community

• Teachers: rely on an intuition-based approach to solve language issues + develop pedagogical materials

• LML KT team: transfer the expertise on corpus-linguistics to school teachers to help them develop a corpus-based pedagogy
Our Achievements

In the past year we have **successfully**:

• Organized a total of **10** workshops in both Hong Kong and Mainland China ( > **400** participants)

• Received overwhelmingly positive evaluation/feedback on the workshops.
Our Achievements

Hong Kong (EdUHK) workshops
Our Achievements

Hong Kong (PolyU CC) workshop
Our Achievements

Hong Kong (Gertrude Simon Lutheran College) workshop
Mainland China (Houde Academy, Shenzhen) workshops
• The workshops are **well received**: overall 92% of participants evaluated our workshops positively
Our Achievements

- Participant feedback on the workshops:

  “The learning activities provided are really **practical** and we'll use the methods in our class.”
  – Primary School Teacher in mainland China

  “The tools are very **useful for teachers**. And I believe high achievers will be more welcome of using the tools. Especially for senior form students, they can do proofreading very easily by themselves”
  – Primary School Teacher in HK

  “The course arrangement is great. Very **systematic** and the task practices are very useful. It gives me **lots of ideas** to develop my lesson exercises. Thanks a lot.”
  - Secondary School Teacher in HK
Our Achievements

• Participant feedback on the workshops:

“"I must say it is worth attending. I've got a new way of vocabulary teaching.”
– Secondary School Teacher in mainland China

“To begin with, I strongly agree the idea that as an English teacher, it's much more important to show students and encourage them to discover the use patterns of words themselves than just tell them directly. Meanwhile, using a corpus-aided approach may probably enable us teachers to teach English more effectively.”
– Secondary School Teacher in mainland China
The Corpus-Aided Platform for Language Teachers (CAP)

http://corpus.eduhk.hk/CAP/

- Rich information and fruitful resources
- Help school language teachers develop a good corpus literacy as well as take full advantage of the new pedagogy.

What can you find in our website?
- Teacher training based on a corpus-driven approach
- Guidelines for English language learning
- Useful corpus-aided materials.
The Achievements of the CAP website

- A total of 2386 visits after 3 weeks of launch => 120 visits per day
- Numerous Positive Reviews from more than 80 online reviewers:
  - "informative": “I like the Teacher-Training section guiding me at every step of corpus-aided approach with valuable information, and the Teaching Activities section makes me much clear about how to create corpus-based materials for my language class.”
  - "very useful": “The website organization is clear. Very systematic. The Teaching Activities are very useful.”
  - "inspiring": “Enjoy learning more about recent researches and teaching/learning resources.”
The Achievements of the CAP website

- Positive reviews from world-renowned corpus linguists
  - Prof. Randi Reppen (Northern University of Arizona)
  - Dr. Pascual Pérez-Paredes (Cambridge University)
  - Dr. Guilguin Gatenelle (University of Louvain)

“What a great resource for teachers and ELT students. You and your team have done a tremendous amount of work and this will have a positive impact on what is available for those interested in corpora and language teaching... Congratulations to you and your team!”

- Prof. Randi Reppen (Northern University of Arizona)
Providing corpus-based vocabulary pedagogy

Dr. Angel Ma
Ideas for Designing Corpus-based Learning Activity – An Example of verb: `join`

1. Test students’ knowledge – detect language errors and identify gaps

2. Hands-on corpus searches by students – look for language patterns

3. Inductive discovery by students – summarize language patterns

4. Output activities - USAGE
How to design Corpus-Based Learning And Teaching Activities...

• Online video for the promotion of Corpus-based learning and Teaching Activities

https://www.youtube.com/watch?v=_v0X95Qz07I
How to design Corpus-Based Learning And Teaching Activities...?

- Specific principles for guiding participants to design corpus-based vocabulary learning and teaching activities

1. Start with a concrete word or phrase
2. Do initial searches by yourself and summarise the patterns of use
3. Choose a corpus that is suitable for your student level
4. Design learning activities based on the patterns of use
5. Keep the instructions simple and easy to follow

(From the EdUHK CAP website: http://corpus.eduhk.hk/CAP/how-to-create-corpus-materials.php)
How to design Corpus-Based Learning And Teaching Activities...

• Specific principles for guiding participants to design corpus-based vocabulary learning and teaching activities

6. From simple to complex

7. From guided control to allowing students free exploration

8. Try to make students interact with the corpus or with each other

9. Put the vocabulary items into use (in speaking or writing)

(From the EdUHK CAP website: http://corpus.eduhk.hk/CAP/how-to-create-corpus-materials.php)
Using corpus tools for grammar teaching and learning

Dr. Jackie Lee
• Help students use corpus tools for inductive learning (student discovery)

• Use corpus tools to demonstrate relationships between registers and language choices

• Raise students’ language awareness and apply the grammatical knowledge to meaningful language use.
1. The school is popular, **but** it is too far away.
2. Although the school is popular, it is too far away.
3. The school is popular. **However**, it is too far away.
4. **Despite** its popularity, the school is too far away.
<p>| ACAD | They move ink in printers - not just <strong>desktop</strong> devices, but <strong>also</strong> the <strong>mammoth</strong> machines used to produce newspapers. They |
| ACAD | but only if we retool. It is <strong>not</strong> an option but <strong>an urgent need</strong>. As teacher-librarians, we can not expect to |
| FIC | at the tires. One bullet pinged off the <strong>bumper</strong>, but <strong>another hit</strong> the front left tire dead on and punctured it. |
| ACAD | , which &quot;are not merely extrinsic means to <strong>human flourishing</strong>, but <strong>are aspects of</strong> flourishing itself.&quot; (n18 Hollenbach) |
| MAG | as far as 28deg from the Sun on <strong>March 28th</strong>, but <strong>as viewed from</strong> midnorthern latitudes this elongation is mostly |
| MAG | are good that your guide will do a <strong>fine job</strong>, but <strong>be prepared for</strong> the worst. You can help avoid problems by |
| NEWS | could end up espousing open trade, free <strong>markets</strong> and <strong>democracy</strong>, but <strong>be unable</strong> in the 21st century to advance our values |
| MAG | had come to deliver some mail and the <strong>daily supplies</strong>, but <strong>before he stepped aboard</strong>, he looked around at the company and |
| FIC | . Gus had once offered to buy her an <strong>electric sharpener</strong>, but <strong>Beth had pooh-poohed</strong> the suggestion. Professionals, she had |</p>
<table>
<thead>
<tr>
<th>‘But’ vs ‘However’</th>
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</thead>
<tbody>
<tr>
<td>guessing that it is a clam worm or heralded. Fortunately, however, a few weeks before I found it I attended a lecture.</td>
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<tr>
<td>and in the shape of some of the tentacle scales. However, a lack of material prevents a study of the variation of</td>
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<tr>
<td>have, and encourage a greater degree of role flexibility. However, a manager can benefit from understanding the distinctions.</td>
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<td>allow the message to reach its destination. It introduces, however, a new element in recognising that between transmitter and</td>
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<tr>
<td>kingpin &quot;drugs traffickers, including Lehder himself in 1988, However, a number of independent legal experts regarded the deals as</td>
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<tr>
<td>that it provides a useful starting point. It is, however, a presumption that may be more easily displaced in family cases.</td>
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<tr>
<td>subject to natural selection during the course of evolution. However, acceptance of this point has to be tempered by an awareness.</td>
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<tr>
<td>the need to prepare the accounts in accordance with SSAPs. However, accounting practices are changing constantly and SSAPs are in</td>
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<tr>
<td>widely considered to be one of France's ugliest resorts. However, after two days at Reberty's Altea Hotel, we were</td>
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<tr>
<td>in London by 1948. In the winter of 1945-46, however, all this lay in the future. Churchill was not properly</td>
<td></td>
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</table>
### but

<table>
<thead>
<tr>
<th>SECTION</th>
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<th>FICTION</th>
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<th>NEWSPAPER</th>
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<td>116.7</td>
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<td>PER MIL</td>
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<td>4,361.60</td>
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### however

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<td>PER MIL</td>
<td>335.68</td>
<td>92.90</td>
<td>113.78</td>
<td>364.29</td>
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### despite

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<td>92.14</td>
<td>145.76</td>
<td>163.70</td>
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<td>130.79</td>
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### in spite of

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<tr>
<td>PER MIL</td>
<td>14.18</td>
<td>8.03</td>
<td>21.45</td>
<td>11.84</td>
<td>6.81</td>
<td>24.22</td>
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<td>13.85</td>
<td>13.00</td>
<td>10.68</td>
<td>10.26</td>
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</table>

See all sub-sections at once.
**Grammatical Knowledge Application**

### Wh-Questions

**Target Students:** Lower intermediate

**Corpus Used:** British National Corpus ([http://corpus.leeds.ac.uk/](http://corpus.leeds.ac.uk/))

Corpus Concordance English ([https://www.lextutor.ca/conc/eng/](https://www.lextutor.ca/conc/eng/))

**Materials:**

- “A Boy Who Hates His Disabled Dog”  [https://www.youtube.com/watch?v=9iFWyihDvCE](https://www.youtube.com/watch?v=9iFWyihDvCE)
- “Do Not Abandon Your Pet”  [https://www.youtube.com/watch?v=dDLCnRKAap8](https://www.youtube.com/watch?v=dDLCnRKAap8)
- “Pet Adoption”  [https://www.youtube.com/watch?v=s4n5mxjgn8Y](https://www.youtube.com/watch?v=s4n5mxjgn8Y)

**Lesson Objectives:** By the end of the lessons, the students will be able to:

1. Identify the correct *wh*-words, word order and verb phrase structure in *wh*-questions;
2. Ask *wh*-questions in a role play on pet adoption.
Grammatical Knowledge Application

Subject-verb Agreement

Target Students: Lower intermediate
Corpus Used: The British National Corpus
Topic: My Friends

Materials:
“Just my friend and me”  https://www.youtube.com/watch?v=j0Qlej8Nf5I
“Since we’re friends”  https://www.youtube.com/watch?v=m6Sy3FT82fg

Lesson Objectives:
By the end of the lesson, the students will be able to
• Demonstrate awareness of subject-verb agreement in positive and negative statements;
• Show awareness of how the head noun in a subject determines the verb form;
• Write a text to introduce a good friend, using correct subject-verb agreement;
• Demonstrate an understanding of autistic children through story reading.
English-Chinese Parallel Corpus: Its Application in Language Studies

Dr. Wang Lixun
The English-Chinese parallel concordancer

- Web address: http://corpus.eduhk.hk/paraconc/

- Functions:
  - English / Chinese / Pinyin
  - Chinese / English / Pinyin

- Search options:
  - equal to, starts with, ends with, contains

- Format: normal, gapped

- Numbering: No, Yes

- Select corpus

- User decides maximum No. of examples
Concordances for *now* = 20 (1 to 20)

She felt that she was dozing off, and had just begun to dream that she was walking hand in hand with Dinah, and was saying to her very earnestly, "*Now*, Dinah, tell me the truth: did you ever eat a bat?"

And so it was indeed, she was now only ten inches high, and her face brightened up to think that she was now the right size for going through the little door into that lovely garden.

And so it was indeed, she was now only ten inches high, and her face brightened up to think that she was *now* the right size for going through the little door into that lovely garden.

"*Now* I'm opening out like the largest telescope that ever was!"

"Oh, my poor little feet, I wonder who will put on your shoes and stockings for you *now*.

Just at this moment her head struck against the roof of the hall: in fact she was *now* rather more than nine feet high, and she at once took up the little golden key and hurried off to the door.

She got up and went to the table to measure herself by it, and found that she was *now* about two feet high, and was going on shrinking rapidly.

"And *now* for the garden!"

Just then she heard something splashing about in the pool a little way off, and she swam nearer to make out what it was: at first she thought it must be a walrus or hippopotamus, but then she remembered how small she was *now*, and she soon made out that it was only a mouse, that had slipped in like herself.

Quick, *now*!

Still she went on growing, and, she put one arm out of the window, and one foot up the chimney, and said to herself, "*Now* I can do no more, whatever happens."

She was in a large, and she was in a large, and she was in a large, and she said to herself, "*Now* I can do no more, whatever happens.

Wrapping herself up in a large, and she was in a large, and she was in a large, and she said to herself, "*Now* I can do no more, whatever happens."

The的确是這樣：她現在只有十英寸高了，想到她目前的身材正好能通過那扇小門，可以進入那可愛的花園，她喜形于色。

The的确是這樣：她現在只有十英寸高了，想到她目前的身材正好能通過那扇小門，可以進入那可愛的花園，她喜形于色。

The 確是這樣：她現在只有十英寸高了，想到她目前的身材正好能通過那扇小門，可以進入那可愛的花園，她喜形于色。

The 確是這樣：她現在只有十英寸高了，想到她目前的身材正好能通過那扇小門，可以進入那可愛的花園，她喜形于色。

The現在拉長得像世界上最大的望遠鏡那樣！

The 哦，我可憐的小腳，不知道現在誰來給你們穿上鞋襪。

The 正在此時，她的頭撞到了頂的頂，事實上，她現在已遠不止九英尺高，她立即拿起那一把小金鑰匙，向花園門口匆匆走去。

The 她站起來，向那桌子走去，以它為依賴把自己比量一下，她發現此刻她身高大約兩英尺，而且還在迅速地縮短。

The 現在該到花園裡去瞭！

The 正在這時，她看見她在不遠處有什麼東西把水弄得嘩嘩響，便從過去看看究竟。乍看之下，她以為那東西是海象或海馬，隨後她想起自己現在已經是多麼小了，於是很快就明白了那不過是一只老鼠，也跟她一樣是滑進池子裡的。

The 快點，現在就去！”

The 她還在長大，于是她把一只胳膊伸出窗外，一只腳伸進煙囪，並對自己說：事情到了這個地步，我現在已無計可施了。
It is a truth universally acknowledged, that a single man in possession of a **good** fortune must be in want of a wife.

though I must throw in a **good** word for my little Lizzy."

and I am sure she is not half so handsome as Jane, nor half so **good** humoured as Lydia.

and it is such a **good** joke, too, that you should ...."  

Mr. Bingley was **good** looking and gentlemanlike;

They returned therefore, in **good** spirits to Longbourn, the village where they lived

and on the present occasion he had a **good** deal of curiosity as to the event of an evening which had raised such splendid expectations.

-- so much ease, with such perfect **good** breeding!"

With your **good** sense,
### At Syntactical Level: Comparison of Passive Voice

<table>
<thead>
<tr>
<th>Text</th>
<th>No. of PV (to be + pp) in English</th>
<th>No. of PV (被) in Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Alice in Wonderland</em></td>
<td>&gt; 200</td>
<td>7</td>
</tr>
<tr>
<td><em>Pride and Prejudice</em></td>
<td>&gt; 400</td>
<td>46</td>
</tr>
<tr>
<td>野草 (<em>Wild Grass</em>)</td>
<td>&gt; 50</td>
<td>15</td>
</tr>
<tr>
<td>中国寓言 (<em>Chinese fables</em>)</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
• Apart from ‘被’, there are other Chinese words implying passive voice, such as ‘讓’, ‘叫’, ‘給’, ‘挨’, ‘遭’, ‘由’, ‘加以’, ‘予以’, ‘為……所’, ‘是……的’ etc. (Chinese has no verb inflections)

| ... as the large birds complained that they could not taste theirs, and the small ones choked and had to be patted on the back. | ...大鳥們抱怨說它們連糖果的味道都沒有嘗出來，而小鳥們卻被糖果噎住了，只得讓別人輕輕地拍它們的背。 |
| He will be forgot, and we shall all be as we were before." | 他馬上就會給我們忘掉，我們還是會和往常一樣。” |
Reflection from a student

‘I used to regard the form (of PV) as the most problematic issue. However, I have changed my view and got a much deeper understanding through the corpus exploration.’
The task of the foreign language learner is to ‘discover’ the foreign language, and the task of the language teacher is to provide a context in which learners can develop strategies for discovery – strategies through which they can ‘learn how to learn’. (Johns, 1991)

‘Every student is a Sherlock Holmes’
(Tim Johns)
• Raise language awareness (Data-driven learning)
• Overcome cultural difference
• Translation studies
• Benefiting teachers with limited L2 command
• Facilitating self-study of a foreign language
• Easy creation of teaching materials
Using learner corpus as a resource to help work out PRONUNCIATION

Dr. Rebecca Chen
Using learner corpus as a resource to help work out PRONUNCIATION

http://corpus.eduhk.hk/phonetics/
Learner Corpora

• The majority of current data-driven learning studies have focused on native speakers’ corpora.

• Relatively fewer studies have investigated how learner corpora can be integrated into classroom teaching.

• 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.
There was once a poor shepherd who used to watch his flocks in the fields to a dark forest near the foot of a mountain. One hot afternoon, he thought to get some company for himself and have a little fun. Raising his fist in the air, he ran down to the village shouting to 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 escaped from the zoo was looking for a change from its usual diet of chicken and duck. So, overcoming its fear of being shot, it actually did come out of the forest and began to threaten the sheep. Racing down to the village, the boy of course cried even louder than before. Unfortunately, as all the villagers were convinced that they were being fooled, they told him, "Go away and don’t bother us again." And so the wolf had a feast.
1. The words marked in red are those specific features spotted.
2. The words marked in blue are those mispronounced words which are different from the featured ones.

### Feature List

<table>
<thead>
<tr>
<th>Syllable structure change</th>
<th>Consonants</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of consonant(s)</td>
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<td>✓</td>
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<tr>
<td>Show Above ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alveolar plosive /t/ &amp; /d/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dental fricatives /θ/ &amp; /ð/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Post-alveolar fricatives /ʒ/ &amp; /ʒ/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Alveolar fricatives /s/ &amp; /z/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Alveolar nasal /n/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Post-alveolar approximant /ɹ/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Alveolar lateral approximant /ɻ/</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mispronunciations (including slip of tongue)</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

[Selectable Features & Selection Buttons]
Example: /θ/ pronounced as /f/

Step 1
Example: /θ/ pronounced as /f/  

Step 2
Example: /θ/ pronounced as /f/

Step 3 & Step 4
<table>
<thead>
<tr>
<th>Accent Checklist</th>
<th>Not too serious</th>
<th>Very serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong pronunciation of consonant sounds</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Wrong pronunciation vowels and diphthongs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simplification of consonant clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deletion of final consonants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound substitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound insertion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound deletion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrong word stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate pausing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misplacement of nuclear stress (tonic syllable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over-emphasis of weak forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of co-articulation features (e.g. linking, elision, and/or assimilation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question Tag Intonation for S2 students

• Typical errors noticing
• Patterns finding /Awareness raising
• Form-focused instruction
• Meaning-focused task- based consolidation
Story telling (linking; rhythm/vowel reduction) for P3 students

Point to note:
other examples of linking rather than CV linking are taught in the unit plan

Teaching pronunciation: Integrating the corpus and storytelling

If You Take a Mouse to the Movies

Author: Laura Numeroff
Synopsis:
- A boy takes his mouse to the theatre
- The mouse sees lots of things that enchant him e.g. popcorn, Christmas tree
- He decides to decorate the Christmas tree at home
To access the evaluation, click on the link below:
https://anonmachg2.eduhk.hk/machform/view.php?id=29622358

Or
scan the **QR code** on the right:
THANK YOU

Q & A

Speakers: Dr. Angel Ma
Dr. Lee Fung King Jackie
Dr. Wang Lixun
Dr. Chen Hsueh Chu Rebecca

Department of Linguistics and Modern Language Studies
The Education University of Hong Kong

23-Nov-2018 (Fri)