

EdUHK Corpus-based ELT Lesson Design Competition

Author(s): Ms. Sadia Choudhri

Affiliation(s): Lecturer English HITEC University, Taxila

Email address: sadiachoudhri5@gmail.com, sadia.choudhri@hitecuni.edu.pk

Lesson Topic/Title:

The visualization of Academic Strength: Tapping into Corpus Data for Meaningful Claims

Title of the course where your lesson fits:

Technical writing/English (English and non- English majors)

Please provide additional information of the course in a couple of sentences (e.g., the purpose and focus of the course):

In an academic context, virtually everyone engages with individuals in and out of the institution via professional language. Learners are being introduced with distinct kinds of evidence, with a specific emphasis on the most prevalent and contemporary version vogue internationally.

Target students: Undergraduate student

Corpus/corpora used: SKELL

Non-corpus resources used: Active and passive verbs list (Hyland, 2004)

Lesson duration (suggested duration: 30 - 90 mins): 90 mins

Rationale: Teaching both active and passive verbs is valued in professional contexts. It also enhances their critical understanding of raw data by considering the right word choices and their influence on reader's interpretation. Thus, provides students with a well-versed knowledge of language.

Learning objectives:

1. **To understand** the nuances of language usage for claim formulation through corpus analysis.
2. **To develop** analytical abilities for the credibility of supporting claims via ChatGPT.
3. **To apply** the guidelines in communicating scholarly assertions.

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
20 mins	Stage 1:	The concept of indicative and informative statements and their role in designing claims will be introduced to the students. Then guide the students about corpus tool visibility and its effectiveness.	hands on corpus (concordance lines)	Face to face Teacher-to-student	SKELL and Hyland (2004) proposed active and passive verbs
20 mins	Stage 2:	(a) Self-evaluation: The students will provide the handouts of activity in which they will choose one option and spot the errors. (b) After the first part, the students will place their answers in ChatGPT to visualize the differences.	Knowledge testing with the help of AI ChatGPT	Face to face Pair work	ChatGPT and handouts
20 mins	Stage 3:	The students will create statements that reinforce the credibility of the assertion.	Analytical Exploration	Face to face Pair work	Self-review with the assistance of SKELL Tool
30 mins	Stage 4: ...	The students will analyze the table and produce the commentary with the help of previously discussed	Production stage	Face to face Group work	Handouts

		concepts.			
--	--	-----------	--	--	--

Concrete Teaching Activities and Worksheets

Stage 1:

OPERATIONAL DEFINITIONS FOR THE STUDENTS:

- 1. Strength of Claim:** The art of the commentary is for you to find the right strength of claim in discussing the data and then to order your statements in some appropriate way.
- 2. Structure of Data Commentary:** Data commentaries usually have the following elements.
 - a. location elements and/or summary statements.
 - b. Highlighting statements.
 - c. Discussions of implications, problems, exceptions, recommendations.

Location Elements and Summaries:

- **Many data commentary sections begin with a sentence containing a location element and a brief summary of what can be found in a visual display of information, as shown in these examples.**

Figure 1 *plots* wealth as a function of age. (Active Verb)

Summary + Location Element with Passive Voice:

Wealth as a function of age *is plotted in* Figure 1. (Passive Verb)

- 3. Usage of active and passive verbs to formulate the indicative and informative use:** In the *active voice*, the subject performs the action of the verb, while in *passive voice*, the subject receives the action. *Indicative statement* indicates the kind of investigation has been done; *informative statement* gives the main results and/or highlight the interesting point about the data. In the below sentences, the indicative/ informative statement is written in both active and passive voice format but the placement of the verb provides a different impact on the audience. The first sentence highlights the table location and then the information later on while the second sentence emphasizes the information pattern and then the location. It is the choice of the students and the context in which they are written.

Examples (Model sentences):

Indicative Sentences:

- a. *Table 5 shows* the types of internet misbehavior common among university students.
- b. The types of internet misbehaviour common among university students are *shown in Table 5*.

Informative Sentence:

- a. **Table 4 shows** that illegal downloading of music or films is common among students.
- b. The illegal downloading of music or films is common among students, as shown in **table 4**.

Note: Tables 4 and 5 are pseudonyms for the identification of specific data.

WORSHEETS-I

(a) Active verbs following Reference to a Visual

	Reference to Figure	Reference to Table	Total
Shows	31	15	46
Presents	6	7	13
Illustrates	7	3	10
Summarizes	2	4	6
Demonstrates	2	3	5
Contains	0	5	5
Provides	0	3	3
Depicts	2	0	2
Lists	0	2	2
Reports	0	2	2
Total			94

Hyland, 2004

(b) Passive verbs following Reference to a Visual

	Reference to Figure	Reference to Table	Total
Shown in	21	23	44
Illustrated in	29	5	34
Presented in	2	10	12
Given in	2	4	6
Listed in	0	6	6
Seen in	3	1	4
Provided in	1	3	4
Summarized in	1	3	4
Seen from	3	0	3
Total			117

Hyland, 2004

(c) Students will use the SKELL corpus tool for each verb listed above and fill in the table below according to their understanding of the concordance lines. Y for yes and N for no.



- Note:** Firstly, the teacher will introduce the tool SKELL. SKELL (Sketch Engine for Language Learning) is a simple tool for students and teachers of English to easily check whether or how a particular phrase or a word is used by real speakers of English. The above image shows the concordance lines of the verb ‘show’. Just like this verb usage, the students will gain a clear understanding of sample sentences through which they can identify the suitable placement of the verb. The first one is filled in by the teacher as an example. The following ones will be filled in by the students after discussing each sentence separately.

	Indicative	informative
Show	Y	Y
Provide		
Give		
Present		
Summarize		

Stage 2:

REDUCTION OF STRENGTH BY CHOOSING A WEAKER VERB:

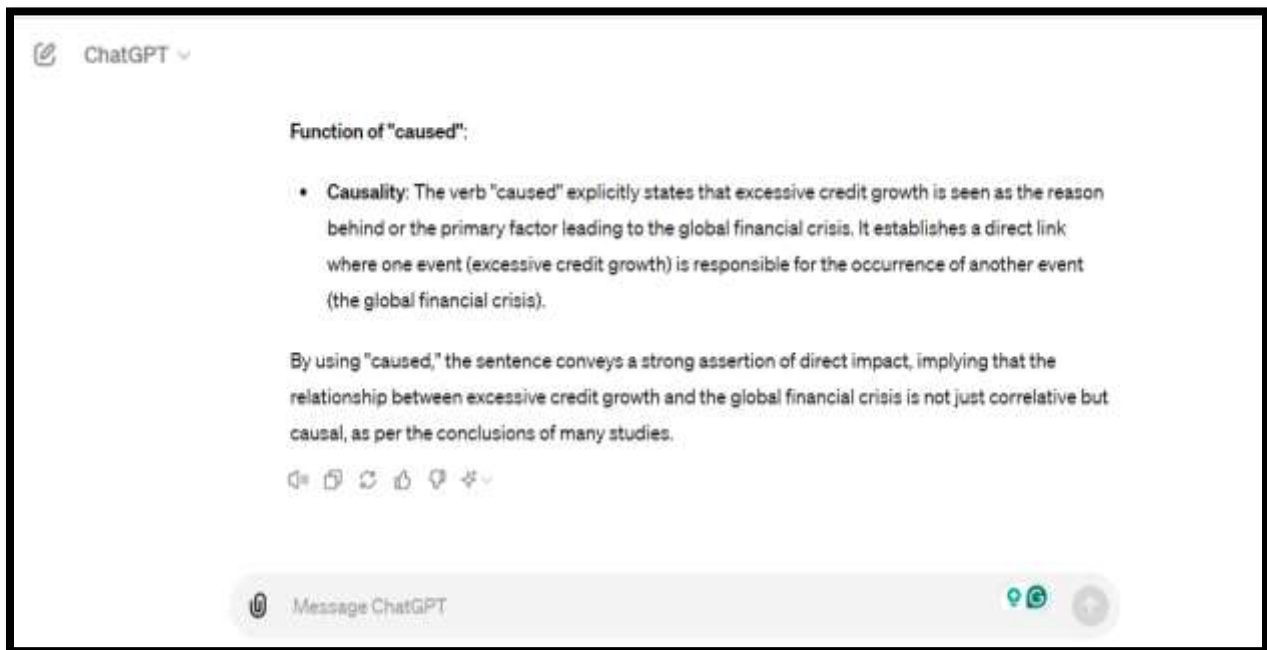
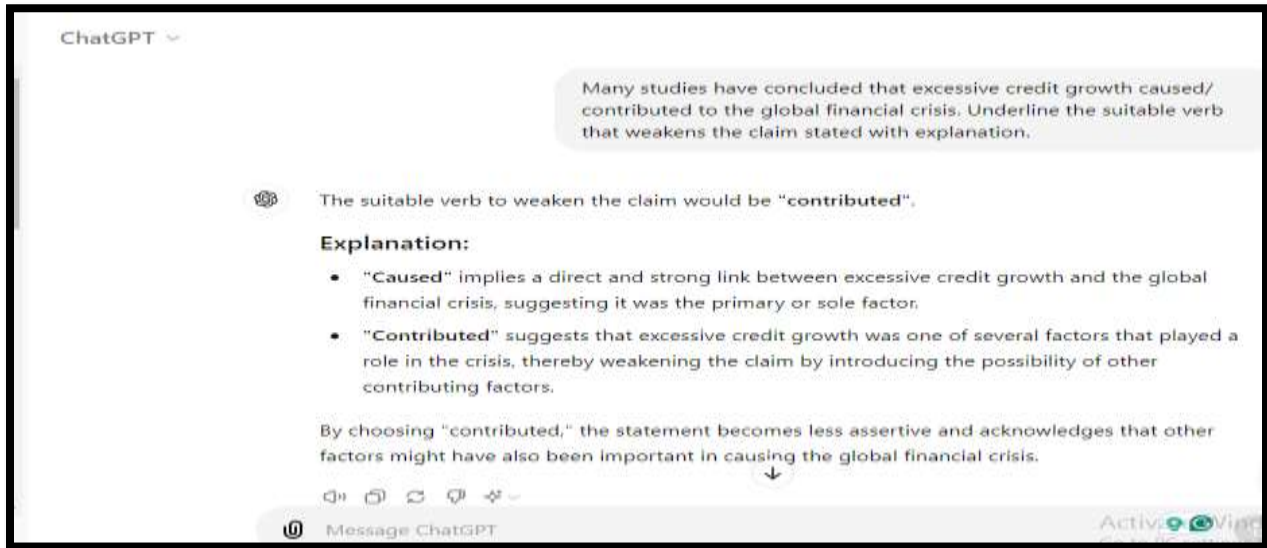
Many studies have concluded that excessive credit growth **caused** the global financial crisis. (Stronger)

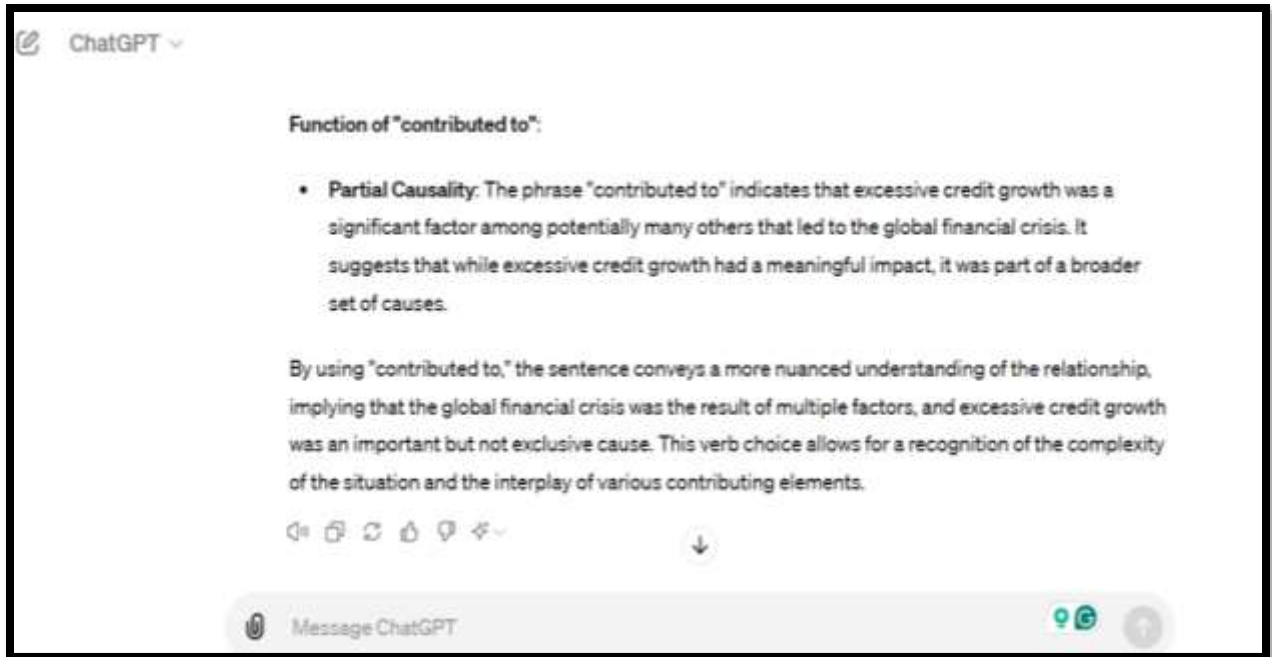
Many studies have concluded that excessive credit growth **contributed to** the global financial crisis. (Weaker)

- **Note:** The teacher will introduce ChatGPT as an AI tool. ChatGPT is primarily used for natural language understanding and generation, making it valuable for tasks like content creation, language translation, and more. It can be used for a variety of tasks, and largely depends on how each user chooses to use it.

WORKSHEETS-II

- **Note: the teacher will show the responses generated by ChatGPT.**

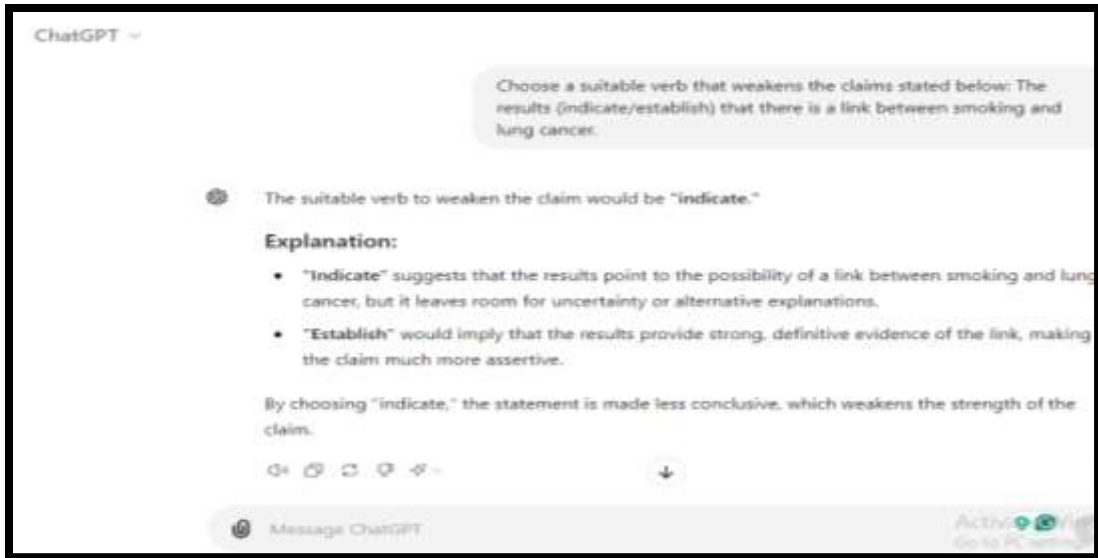




(a) This task is based on ChatGPT. Underline the suitable verb that weakens the claims stated below:

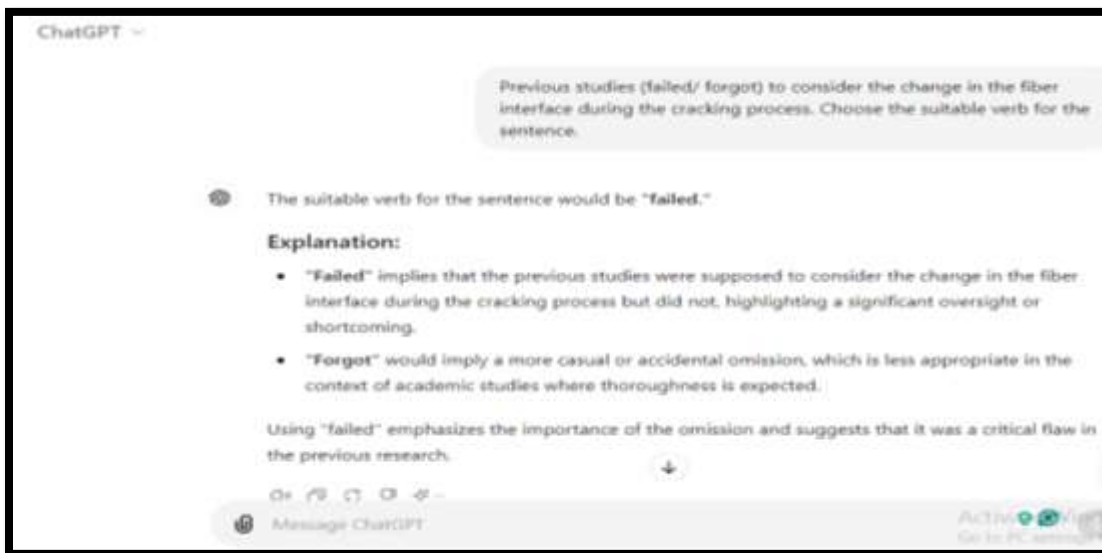
1. The results (indicate/establish) that there is a link between smoking and lung cancer.
2. The survey results (suggest/ show) that the reuse of sentences or sections from one's previously published papers is a questionable practice.
3. The latest series of studies (question/challenge) the value of including consumer expectations in the assessment of service quality.

- **Note:** The teacher will guide students to finish the task of choosing the suitable verb individually before using ChatGPT to check the answers. After the students finish task (a), the teacher will demonstrate how to check answers with ChatGPT using the first sentence to help students understand how to choose the correct option according to the context. Students will then check the rest by themselves using ChatGPT.



(b) Choose the suitable verb for the sentence and then check your answers using ChatGPT.

1. Previous studies (failed/ forgot) to consider the change in the fiber interface during the cracking process.
2. As shown in Figure 3, trade liberalization has (stimulated/ encouraged) economic growth in developing countries.
3. Figure 12 (depicts/ clarifies) the relationship between these two systems.



WORKSHEET-III

Stage 3:

(a) Write the following sentences academically using both active and passive verbs. The students can use the active and passive verb list to help them and explore different options from SKELL.

1. Tall people have higher incomes than short people.
2. Alcohol causes brain damage in teenagers.
3. Physical exercise prevents depression.

Scaffolding for students:

1. Active Voice:

- The teacher will ask the students to start with a subject performing the action.

For example: Research **indicates** that tall people earn higher incomes than short people. Then instruct the students to use verbs like "suggests," "shows," "reveals" to make the statement academic. **For example:** Studies suggest that...

2. Passive Voice:

- The teacher will prefer student to focus on the action or result, followed by "by" to indicate who or what is performing the action, or omit the performer if it's understood.
- It has been observed that higher incomes **are earned** by tall people as compared to short people.
- **For example:** It has been shown that..., It is observed that...

3. Exploring Verb Options with SKELL:

The teacher will then guide the students to freely explore different academic verb on SKELL tool and rewrite the sentences. **For example:** *observe* and see the variation of the same verb.





WORSHEETS-IV

Stage 4:

(a) Read the commentary on the Japanese scientist and tag each sentence according to its purpose and list the verbs in the table.

1. Slightly more than three fourths of the scientists surveyed adopted writing strategies that involved the use of their first Language. 2. Moreover, less than a quarter appear capable of writing directly in English. 3. Overall, the figures would appear to suggest that most Japanese scientists have difficulties and frustrations when preparing papers for English medium journals.

Sentence	Purpose	Verbs (active and passive)
1		
2		
3		

Scaffolding for students:

1. The teacher will begin by asking the students to carefully read the sentences, and then have them categorize the information based on its level of intensity.
2. The teacher can ask them about the key term through which they can identify the first, second and last sentence. For example: Overall (last sentence).
3. Then teacher will instruct the students to underline the verb and explain why it is the best choice here. For example: *Suggest* (it is used in the last sentence because to clarify the findings to the audience).

(b)The following Table is based on Dr. Akiko Okamura's (2000) research on how Japanese researchers learn to write in English in their chosen field. Write the commentary by applying your previous knowledge.

TABLE 4. Strategies Used by Japanese Scientists When Writing in English

Writing Strategy	Percentage
Think mainly in Japanese but write in English	90%
Think in Japanese and English but write in English	5%
Think in English and write in English	5%

- **Note:** Scaffolding: The teacher will ask the students to design a few lines based on the three pieces of information in the table. The teacher will divide the task into groups such as the initial line for one student, the middle line for another and the last line for a third student.

Sample Sentences:

1. Table 4 *shows* the strategies used by Japanese Scientists when writing in English. (**active sentence with indicative aspect**)

Ask students to generate passive sentences by adding the verb of their own choice.

2. It *presents* that about 90% of Japanese people think only in Japanese but can easily write in English.

Ask student to produce the duplicate sentence with different verbs.

3. Lastly, the data *demonstrates* effective insights on how Japanese researchers learn to write in English in their chosen field.

Ask student to write the result after reading the whole table. Provide them with a list of connecting words such as, ‘Finally’, ‘on the whole’ and ‘in a nutshell’. They can select any word from the list.

References:

Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. Ann Arbor: University of Michigan Press.
 Okamura, A., & Shaw, P. (2000). Lexical phrases, culture, and subculture in transactional letter writing. *English for specific purposes*, 19(1), 1-15.