

A Corpus & LLM-based ELT Lesson Design for Words Teaching

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Lesson Topic/Title: Presentation of corpus-based preparation of new words and LLM-created reading-writing continuation task with the new words

Title of the course where your lesson fits: National Senior English Course with People's Education Press (PEP) Version Textbook

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

The PEP version textbooks for senior English courses have been used for fifteen years in the Inner Mongolian region since 2009. However, our textbooks have now changed to the Foreign Language Teaching and Researching Press (FLTRP) textbooks. Despite this change, I continue to design my lessons using my old PEP textbooks. That is because my familiarity and experience with the old textbooks will give me more inspiration for lesson planning than the new ones.

The teaching material for this lesson: The PEP version of the textbook, Book Seven, and the ten new words from Unit Three.

Target students: Senior middle school second-year

No. of students: There are forty-eight students in the class. The teacher distributes all of them into ten groups. Five people are in the former eight groups and four in the last two groups.

Corpus/corpora used: Beijing Foreign Studies University (BFSU) Crown British English Corpora, BFSU CLOB American English Corpora, SKELL Corpora, Collins Online English Dictionary

Significance of Corpus Choices: The lesson design smoothly combines online and offline corpora.

Corpus tools used: BFSU PowerConc, AntConc (Version 3.5.8), StringNet Navigator 4.0

Large Language Model used: ChatGPT, iFLYTEK Spark, Tongyiqianwen

Non-corpus resources used: Interactive smart board (Students handle corpora with corpus tools using this board), Vocabulary learning worksheets completed as a pre-class assignment, Chalkboard writing.

Corpus literacy training (for the students): Before this class, the teacher coached the students on exploring corpora with corpus tools in groups or individually within the time frame of after-class

activities (5 p.m.- 6 p.m.). This period is the only opportunity for the students to search for concordance in the corpora using corpora tools since most senior middle school students have minimal time after school.

Teaching methods:

1. Task-based method: Each stage has one or several tasks.
2. Project-based method: This lesson belongs to a big project aimed at coaching students to do corpus exploration of new vocabulary in groups during after-class activities. This project was ongoing for over a month before this video class, so the students were skilled at operating different corpora and corpus tools in a very short time.

Lesson duration (suggested duration: 30 - 90 mins): 40 mins

Learning objectives:

By the end of the class, the students will be able to:

1. Present the two new words "distinguish" and "relief" in the vocabulary worksheets (in the appendix) with their corpus literacy coached by the teacher (Only two new words are presented due to the limited class time, while the students check the other eight words in groups before and during class discussion);
2. Transform the passive vocabulary from this unit into active vocabulary using the continuation writing task generated by a large language model--ChatGPT;
3. Evaluate continuation writing through self-assessment, pair assessment and machine assessment (using a built-in large language model);
4. Improve language acquisition naturally through pair work, group work, and group presentation.

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
5 minutes	Stage 1:	Pre-class preparation: The teacher divided the class into ten groups and assigned each group one new word from the ten words on the	Identify the errors and weaknesses of the students' pre-class preparation of the	Pair work: Check the worksheets of pre-class	Interactive smart board worksheets

		<p>vocabulary worksheets. Each group was tasked with exploring the uses and functions of their assigned word using corpus tools during the after-class activity period.</p> <p>At the beginning of the class, the students take out the worksheets from the pre-class preparation and check their answers in pairs.</p> <p>The teacher then asks each group to prepare a presentation on the meanings and uses of their assigned new word using corpora and corpora tools. (For efficiency, only two groups of students will present, focusing on two words: "distinguish" and "relief")</p>	new words using Corpora.	<p>assignments</p> <p>Group work: Prepare a presentation on corpus exploration of vocabulary</p>	online and offline corpora
12 minutes	Stage 2:	<p>The students engage in a second round of discussion to prepare their presentation on exploring the new words using corpora.</p> <p>Next, the students present their findings from the corpus exploration.</p> <p>The students use a large language model to confirm their discoveries from the corpus exploration.</p>	<p>Based on the concept of "students teaching students" (Rodrguez-Sabater, 2005), the teacher asks the students to present their findings from exploring corpora and share them with their peers.</p> <p>Leverage the strengths of different corpora to understand the new words entirely and deeply.</p> <p>Ensure that the findings are verified for accuracy.</p>	<p>Group work: Display the students' corpus exploration on the interactive smart board in groups</p>	<p>Interactive smart board</p> <p>online and offline corpora</p> <p>corpus tools (BFSU PowerConc, AntConc, StringNet)</p> <p>A large language model: Tongyiqianwen</p>

3 minutes	Stage 3:	Finally, the students confirm the answers on their worksheets based on the results of the corpora explorations.	Summarise the corpus exploration presentations to confirm the answers on the worksheets. Ensure the students understand the uses and functions of the new words so they can use them correctly in their upcoming continuation writing task.	Pairwork: confirm the answers on worksheets in pairs	The copra and copra tools mentioned above worksheets
15minutes	Stage 4:	The teacher creates a reading-writing integrated continuation task using a large language model, incorporating five new words from this unit (including the two new words presented and all the other words from the pre-class assignment worksheets). The large language model then provides five words (including one previously presented word) for the students to use in completing their continuation writing. Since the students have already finished the first paragraph before class, they can quickly write the second paragraph. Students can refer to an example of the continuation writing generated by the large language model.	Transform the passive vocabulary into active vocabulary by creating a continuation task.	Whole-Class Work: Everyone completes the second paragraph of the continuation writing.	A large language model: ChatGPT
5 minutes	Stage 5:	The students check their articles independently and then in pairs. The teacher checks the writings of the first two groups of students	Multiple evaluations of the students' writings	Self-assessment: Check the writings individually	A large language model: iFLYTEK

		<p>using the iFLYTEK learning device (a built-in large language model).</p> <p>The first two groups of students present automated scoring results of their writing using the learning device. Meanwhile, the teacher gives some feedback based on the results of the machine assessment.</p>		<p>Pair-assessment:</p> <p>Check the writings</p> <p>Machine-assessment:</p> <p>Revise the mistakes identified by the students</p>	Spark
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Concrete teaching activities and worksheets

Stage 1: Preparations for the group presentation (5 minutes)

Pre-class task: The teacher assigns each of the ten new words from Unit Three to ten different groups of students. Each group is responsible for one group. The students are to finish the worksheets for their assigned word using the classroom smart board's corpora during the after-class activity period (5 p.m.- 6 p.m.). The teacher will be available to assist in the classroom during this time.

Task 1: The teacher introduces today's lesson, which focuses on learning ten new words: "distinguish", "associate", "convenient", "amazement", "move", "light", "warmth", "relief", "grateful", "celebrate". Next, the teacher pairs the students to review each other's pre-class worksheets. They correct each other's mistakes and leave any common errors they cannot resolve for the upcoming group work session.

Task 2: The teacher organizes the students into groups to discuss their presentations on the meanings of the ten new words from this unit, using corpora and corpus tools. The primary focus of their discussion should be sharing their findings about the concordance patterns of the new words.

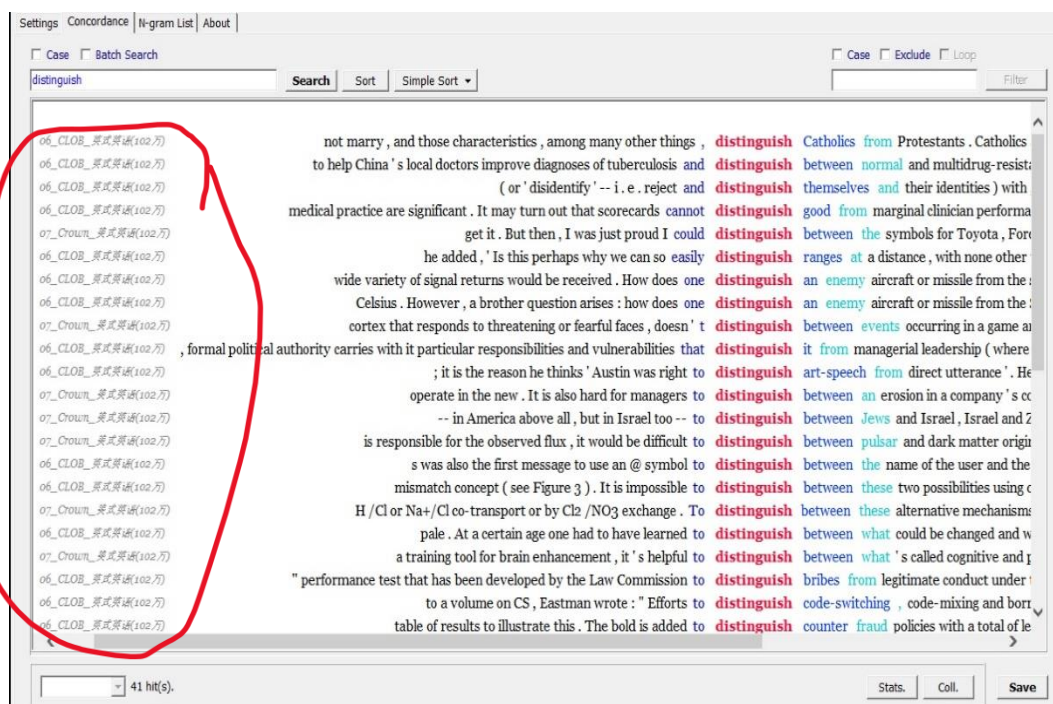
Stage 2: Presentation of Group Discoveries of Corpus Exploration (12 minutes)

Task 1: The teacher thoroughly explains the procedure for group presentation on corpus exploration. The teacher guides the students to begin by presenting findings from offline corpora, followed by those from online corpora. This approach is intended to help students distinguish between American and British meanings of the same word, using the BFSU CLOB British English Corpora and BFSU Crown American English Corpora (offline corpora). Once these differences are clarified, students can use online corpora to delve into the richer meanings of the vocabulary.

Task 2: The teacher divides all the students into six groups. Since there are sixteen new words in Unit Three, each group is assigned to explore and present their findings on two of the words. After the groups' words are allocated, the students begin their second-round discussions to prepare their presentation.

Task 3: The students use their group corpus exploration to illustrate the meanings of the new words. To maintain efficiency, only two groups will present in class, each covering one word: "distinguish" and "relief". Each group has established a fixed procedure for their corpus demonstration to ensure the clarity of the presentation. The specific steps for the presentation are as follows:

- 1) Search for "distinguish" in BFSU Crown British English Corpora and BFSU CLOB American English Corpora (offline corpora) using PowerConc or AntConc. Focus on presenting the target word's exact meanings in American and British English (indicated in the red circle). After that, demonstrate the possible collocations and patterns using simple sort (left one, right one, right two). The result of the simple sort is displayed in different colours.



- 2) Investigate the whole meaning of the word using Collins' online dictionary. For the tricky pronunciation of the words, click the pronunciation icon (indicated by the red circle) on the interface of the Collins online dictionary. Then, ask the whole class to do shadowing practice.



- 3) Use StringNet Navigator 4.0 to explore the collocations of the word. Identify the most frequently used collocations based on the frequency list on the StringNet interface (highlighted in the red circle).

The screenshot shows the StringNet Navigator interface with the search term 'distinguish'. The 'Collocations' tab is selected. The search results are filtered by 'any category' and ranked by 'MI' with a minimum frequency of 20. The results are displayed in a table with columns for the collocation, frequency, and a link to 'Patterns with this collocation'. The first result, 'distinguish ... be', has a frequency of 131, which is circled in red. Below the table, there are 'Previous' and 'Next' navigation links.

Collocation	Freq	Patterns with this collocation
distinguish ... be	131	Patterns with this collocation
o. ... distinguish	21	Patterns with this collocation
distinguish ... the	1140	Patterns with this collocation

- 4) Browse the SKELL corpus and present the exploration results in the following sequence. Firstly, click the word sketch icon to identify the possible subjects or objects for the new word (if it is a verb) and the possible adjectives with the word (if it is a noun).

The screenshot shows the SKELL corpus interface with the search term 'distinguish'. The 'Word sketch' tab is selected. The word is identified as a verb. The word sketch results are displayed in a table with columns for 'subject of distinguish' and 'object of distinguish'. The results are listed in two columns, each with a rank and a description.

subject of distinguish	object of distinguish
1. Dooyeweerd Dooyeweerd distinguishes between	1. feature distinguishing feature of
2. difficulty have difficulty distinguishing between	2. characteristic distinguishing characteristic o
3. characteristic characteristics distinguish	3. mark distinguishing mark of
4. feature features distinguish	4. type types are distinguished
5. trouble have trouble distinguishing	5. trait distinguishing traits
6. Aristotle Aristotle distinguishes	6. vowel vowels are distinguished
7. Kant Kant distinguishes between	7. gender distinguish gender
8. pronoun personal pronouns distinguish	8. difference distinguish the difference
9. Marx Marx distinguishes between	9. category distinguish two categories
10. colour distinguished by the colour of	10. factor distinguishing factor

Secondly, click on the similar words icon to display the word cloud of the target word. The more similar the word in the cloud is to the target word, the larger the word in the cloud will appear.

SKELL distinguish English

Examples Word sketch Similar words

distinguish verb

← Ad served by Google
Ad options
Send feedback
Why this ad? ▾

relate indicate represent associate regard refer define describe suggest have identify concern
show derive involve mean characterize be determine reflect exist recognize know influence
compare base affect link assume allow

allow affect refer show link reflect define involve
have indicate relate be regard exist
suggest represent describe
influence

Task 4: The students use the large language model Tongyiqianwen to verify their predictions based on their corpus exploration.



Stage 3: Verifying your answers on the worksheet based on the group's corpus exploration presentation (3 minutes)

Task: The teacher arranges for the students to work in pairs to verify whether the answers they have checked and improved align with the results of each group's corpus exploration. (pair work)

Stage 4: Creating a reading-writing integrated continuation task (15 minutes)

Task: Using a large language model, the teacher creates a reading-writing integrated continuation task incorporating ten new words from this unit (including the two words presented and eight new words from the worksheets). Then, all the students are asked to write down their completed work.

A reading-writing integrated continuation task created by the large language model, ChatGPT4o

Task: The teacher asks all the students to finish a reading-writing integrated continuation task based on the reading passage that includes the five new words from this unit created using the ChatGPT large language model. Before writing, the students can refer to an example of the continuation writing generated by ChatGPT. (This example is just for reference and not a model article.)

1) Teacher's prompt

Please create a reading-writing integrated task suitable for CEFR A2 level learners, focusing on a story about a rescue operation on Christmas. The reading passage should be approximately 100 words long and incorporate the following five words: "distinguish", "associate", "convenient", "amazement", and "move". After the reading passage, please also provide an example of continuation writing that extends the story from the reading passage.

2) The reading passage with the new words generated by the ChatGPT large language model

Reading Passage

It was Christmas Eve, and the snow was falling heavily. A young boy named Tim was lost in the forest. He couldn't **distinguish** the way back to his house. Tim's family began to worry and decided to call for help. The local rescue team was very **convenient** to reach, and they immediately started searching for Tim.

The team leader, Sara, was quick to **associate** Tim's last known location with the nearby forest. She organized her team and **moved** quickly through the snow. To their **amazement**, they found Tim huddled under a large tree, cold but safe. They wrapped him in a warm blanket and brought him home just in time for Christmas.

3) The continuation writing task generated by ChatGPT

Writing Task

Write a continuation of the story. Use the words: "light", "warmth", "relief", "grateful", "celebrate".

4) An example of the continuation writing generated by ChatGPT

Example of the Continuation Writing

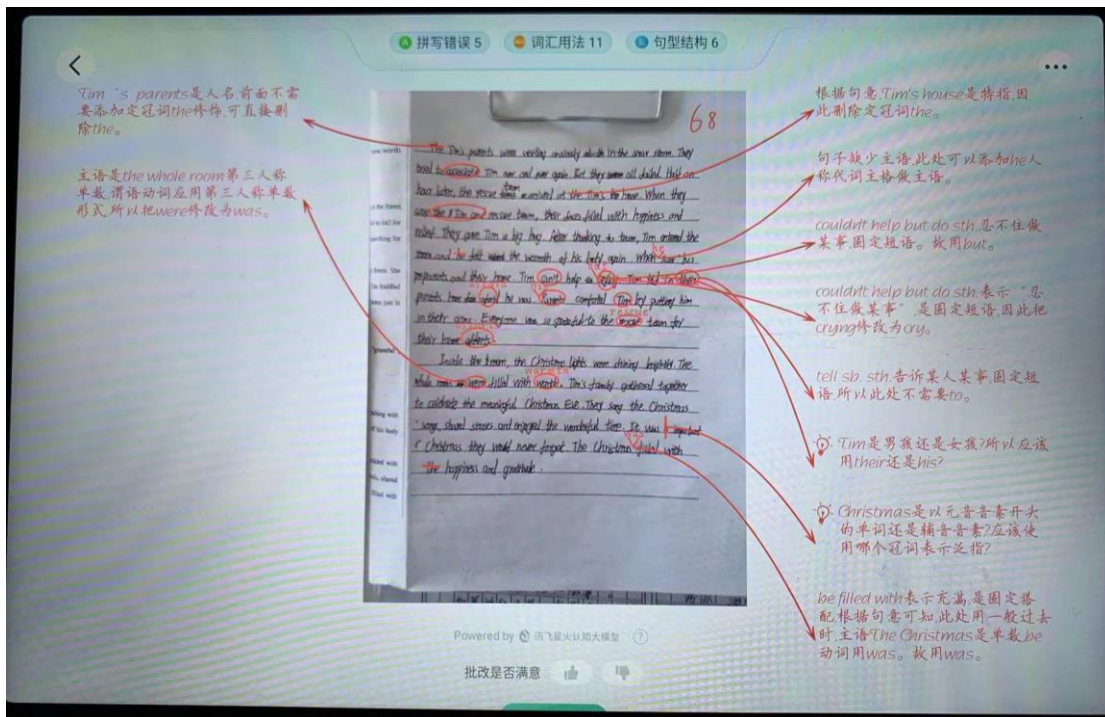
Tim's parents were waiting anxiously at the door. When they saw the rescue team approaching Tim, their faces lit up with relief and joy. They hugged Tim tightly, feeling the warmth of his body against the cold night. Everyone was so grateful to the rescue team for their brave efforts.

Inside the house, the Christmas tree lights were shining brightly, and the fireplace crackled with warmth. Tim's family and the rescue team gathered together to celebrate. They sang carols, shared stories, and enjoyed the festive food. It was a Christmas they would always remember, filled with gratitude and happiness.

Stage 5: The students evaluate their writings individually, in pairs and with the iFLYTEK learning device (iFLYTEK Spark large language model built-in). (5 minutes)

Task: The teacher guides students to conduct multiple evaluations of their writing through self-assessment, peer assessment, and machine assessment.

The following picture shows the assessment results from the iFLYTEK Spark large language model:



Homework:

- 1) Complete your continuation article
- 2) Revise your article based on machine assessment (LLM built-in)

Appendix

Worksheets of the New Vocabulary with Corpora Exploration

Lesson Topic: Presentation of corpus-based preparation of new vocabulary

1. distinguish

[word forms] _____

[Definition 1] _____

e.g. _____

[Definition 2] _____

e.g. _____

[The differences of Am. E & Br. E]

[Possible collocations and patterns]

[The most frequently used collocations]

[The possible subjects or objects]

[Similar words]

2. relief

[word forms] _____

[Definition 1] _____

e.g. _____

[Definition 2] _____

e.g. _____

[The differences of Am. E & Br. E]

[Possible collocations and patterns]

[The most frequently used collocations]

[The possible subjects or objects]

[Similar words]

Note: There are ten new words on the vocabulary worksheet. Only two new words are presented here, while the students check the other eight words in groups before and during class discussion.