

EdUHK Corpus-based ELT Lesson Design

Authors	Names	Affiliations	Email addresses
Pre-service teacher	NGUYEN Thanh Huyen	freelancer	nguyenthanhhuyenqt@gmail.com
Pre-service teacher	TON NU Thuy Nhien	freelancer	nhienton27@gmail.com
In-service teacher	HOANG THI Khanh Tam	Hue University of Foreign Languages and International Studies	hktam@hueuni.edu.vn

Lesson topic: Minimal pairs

Title of the course where our lesson fits: English Phonetics and Phonology

Additional course information: The “English Phonetics and Phonology” course is a 2-credit module designed to equip second-year English majors at Hue University of Foreign Languages and International Studies (HUFLIS), Vietnam, with a solid foundation in phonetics and phonology. It introduces key terminology for describing speech sounds and English phonemic transcription, explores the fundamental characteristics and pronunciation of English consonants and vowels, examines phonological rules governing sound changes, and covers basic suprasegmental features such as minimal pairs.

Target students: second-year English majors

Corpus used: The spoken English corpus of Chinese and non-Chinese learners in Hong Kong: https://corpus.eduhk.hk/english_pronunciation/

AI tools used:

- ChatGPT: <https://chatgpt.com/>
- MagicSchool AI: <https://app.magicschool.ai/>
- EditGPT: <https://editgpt.app/>
- iLoveSong.ai: <https://ilovesong.ai/>
- ...

Lesson duration: 90 minutes

Learning objectives:

- By the end of the lesson, students will be able to:
- acknowledge their own difficulties with 2 minimal pairs /t/-/d/ and /i:/-/ɪ/;
 - analyse mispronunciations using a learner corpus; and
 - apply their pronunciation knowledge creatively through AI tools.

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
12 mins	Stage 1: Testing students' prior knowledge	Step 1: Game introduction (2 mins) Step 2: Group practice and competition (8 mins) Step 3: Lesson focus introduction (2 mins)	- To set the scene for the whole lesson - To activate Ss' prior knowledge - To encourage competition and teamwork	T-Ss Ss-Ss T-Ss	ChatGPT Worksheet 1
30 mins	Stage 2: Engaging students in hands-on corpus search	Step 1: Corpus introduction (7 mins) Step 2: Sound familiarisation (8 mins) Step 3: Native speaker comparison (8 mins) Step 4: Corpus search (7 mins)	- To raise Ss' awareness of the differences between the 2 target minimal pairs in English - To demonstrate Ss how to use corpora for language learning	T-Ss S1-S2 T-Ss Ss-corpus	The spoken English corpus of Chinese and non-Chinese learners in Hong Kong Worksheet 2
23 mins	Stage 3: Deepening understanding through focused analysis and peer teaching	Step 1: Error classification (8 mins) Step 2: Peer presentations and error correction (8 mins) Step 3: Expanding minimal pair awareness (7 mins)	- To help Ss classify minimal pair errors based on phonetic factors - To engage Ss in identifying and sharing their own pronunciation challenges	Ss-corpus Ss-Ss Ss-T	Worksheet 2 Padlet

25 mins	Stage 4: Applying knowledge creatively through AI-supported production	Step 1: Task briefing and creative options (2 mins)	- To encourage Ss to use creativity to internalise their knowledge	T-Ss	MagicSchool AI iLoveSong.ai Worksheet 3
		Step 2: Model example and AI tool suggestions (3 mins)	- To promote performance-based learning	T-Ss	
		Step 3: Assessment criteria (5 mins)	- To utilise AI tools to support language acquisition	T-Ss	
		Step 4: Student composition (10 mins in class + at home)		Ss-T	

Concrete Teaching Activities and Worksheets

Stage 1: Testing students' prior knowledge (12 minutes)

Step 1: Game introduction (2 mins)

1. T introduces the game “Telephone” and explains its goal: accurately passing a sentence through whispers.
2. Ss are divided into groups of 3.
3. Each group receives a set of sentences containing minimal pairs.
4. The first student reads the sentence silently and whispers it to the next; the last student writes it down.
5. T sets a 5-minute timer.
6. The group with the most accurate sentences wins.

Step 2: Group practice and competition (8 mins)

1. T gives each group one sentence at a time from Worksheet 1 (revised with ChatGPT).
2. Ss play the Telephone game and record the final version of the sentence.
3. T monitors the 5-minute timer and ensures a steady pace.
4. When time is up, T collects the answer sheets.
5. T reads the original sentences aloud and shows the distinction of word pairs in each sentence. Meanwhile, answers are checked by other members in the teaching team.
6. T announces the winner, distributes small prizes, and praises the class for their effort.

Step 3: Lesson focus introduction (2 mins)

1. T gives a brief definition of minimal pairs.
2. T introduces the main focus of the lesson: two common minimal pairs.

Stage 2: Engaging students in hands-on corpus search (30 minutes)

Step 1: Corpus introduction (7 mins)

1. T plays an audio clip (Speaker SA01 - Segment 3); Ss work in pairs to note down mispronounced words that contain target minimal pairs.
2. T introduces the EdUHK Spoken Corpus: https://corpus.eduhk.hk/english_pronunciation/

3. T briefly explains the corpus's colour-coded system for error types (syllable, consonant, vowel, pronunciation) and how to navigate it.

Step 2: Sound familiarisation (8 mins)

1. T shows close-up articulation videos of minimal pairs /t/-/d/ and /i:/-/ɪ/.
2. Ss observe, listen to how the speaker forms each sound and practise.

Step 3: Native speaker comparison (8 mins)

1. T plays both corresponding UK and US samples from the EdUHK corpus and asks Ss to write down the corrected versions of the mispronounced words that contain the target minimal pairs.
2. T gives pronunciation tips: focus on the ONE distinctive feature in each minimal pair.

Step 4: Corpus search (7 mins)

1. In groups, Ss explore Passage Two of the corpus for speakers SA04, SA05 and SA06.
2. Ss identify mispronounced words, determine the wrong sounds, and suggest corrections.
3. For learners who find it difficult to distinguish sounds, T prepared gap-fill transcripts to guide their analysis.
4. T monitors group work and checks that each group knows how to fill out the results table.

Stage 3: Deepening understanding through focused analysis and peer teaching (23 minutes)

Step 1: Error classification (8 mins)

1. T reviews two sets of phonetic features for error classification:
 - Vowel features: backness, tongue height, lip rounding, tenseness
 - Consonant features: voicing, nasality, place/manner of articulation
2. Ss discuss patterns they observed during previous group work, noting which features were most frequently mispronounced.

Step 2: Peer presentations and error correction (8 mins)

1. Volunteers present one frequently mispronounced minimal pair from their analysis.
2. With teacher guidance, groups brainstorm potential sources of the mispronunciation, drawing on examples and prompts to support their reasoning.
3. Each group then explains the likely source of pronunciation errors and suggests clear correction strategies (e.g., articulatory adjustments, comparison with native models, asking ChatGPT for help).
4. T encourages the use of visual aids, minimal pair charts, or digital tools to enhance clarity.
5. T confirms accuracy, prompts peer questions, and highlights effective strategies—fostering collaborative learning and learner autonomy.

Step 3: Expanding minimal pair awareness (7 mins)

1. In small groups, Ss brainstorm additional minimal pairs that are often mispronounced by Vietnamese learners.
2. T invites groups to contribute their lists to Padlet, encouraging inclusion of challenging or less common pairs to expand class awareness.

Stage 4: Applying knowledge creatively through AI-supported production (25 minutes)

Step 1: Task briefing and creative options (2 mins)

1. T introduces the final task: creating a short original piece that meaningfully includes minimal pairs.
2. Ss may work individually or in pairs and choose any format (e.g., rap, poem, lullaby...).
3. T encourages Ss to explore AI tools for support with lyrics or creative inspiration.

Step 2: Model example and tool suggestions (3 mins)

1. T presents a sample piece, explaining how AI tools (e.g., *MagicSchool Song Generator*, *EditGPT*) supported the process.
2. T recommends *iLoveSong.ai* for those who need help with melody and voice choices.
3. T suggests experimenting with different genres to explore English rhythm—previewing next lesson’s focus.

Step 3: Assessment criteria (5 mins)

1. T explains the 3-point rubric, with the following evaluation criteria:
 - Cool examples
 - Creativity
 - Clarity
2. T checks for understanding, answers questions, and ensures Ss are clear about expectations.

Step 4: Student composition (10 mins in class + at home)

1. Ss begin drafting their creative piece using minimal pairs, with support from AI tools if needed.
2. T provides guidance and feedback.
3. Ss complete and submit the final version by the deadline (*next Sunday, 12:00 AM*).

Worksheet 1

THE TELEPHONE GAME

0. Example: They sell rice and lice.
1. The pen is near the pan.
2. I see a fan in front of the van.
3. He's happy with his beer and bear!
4. He's Batman, not a bad man.
5. We can't live without chap sticks or chopsticks.

Explanation on Slides:

E.g. They sell rice and lice.
/raɪs/ /laɪs/

1. The pen is near the pan.
/pen/ /pæn/

2. I see a fan in front of the van.
/fæn/ /væn/

3. He's happy with his beer and bear!
/bɪə/ /beə/

4. He's Batman, not a bad man.
/'bæt.mən/ /bæd mən/

5. We can't live without chap sticks or chopsticks.
/tʃæp stɪks/ /'tʃɒp.stɪks/

ANSWER SHEET

GROUP:

1.
2.
3.
4.
5.

ANSWER SHEET

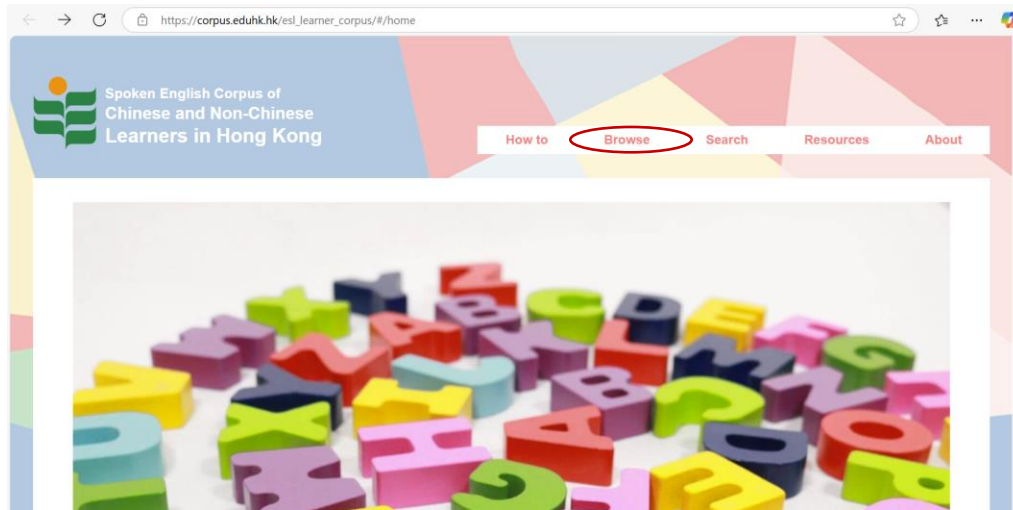
GROUP:

1.
2.
3.
4.
5.

Worksheet 2

I. Guide to EdUHK corpus search

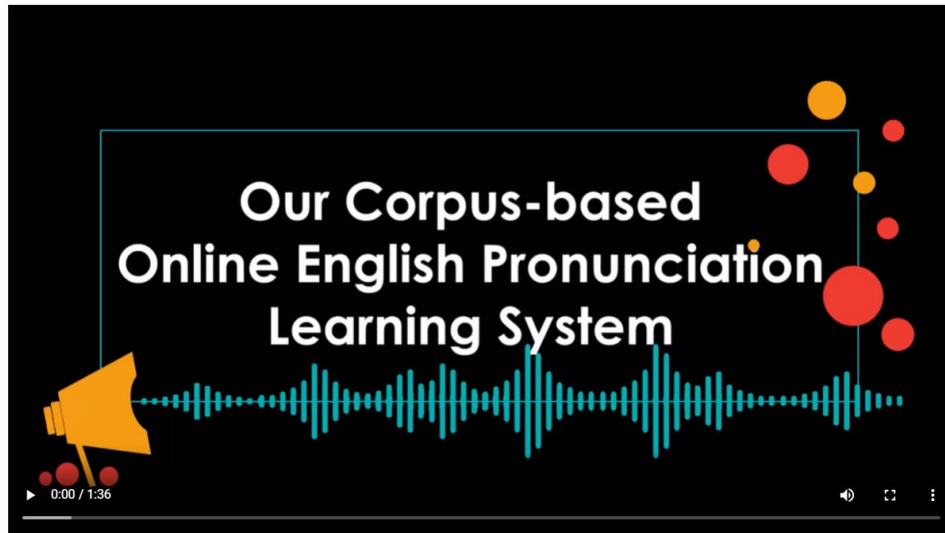
1. Visit *The spoken English corpus of Chinese and non-Chinese learners in Hong Kong*: https://corpus.eduhk.hk/esl_learner_corpus/#/home
2. Click on **Browse** and **Filter Speaker** to access individual recordings.



Browse Speakers

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

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



3. Click **Passage Two** for Speakers SA04, SA05, and SA06 to analyse their audios.
(SA → South Asia and Southeast Asia; HK → Hong Kong; ML → Mainland China)

SA04	Passage One	Passage Two	Interview Question	Interview Answer
SA05	Passage One	Passage Two	Interview Question	Interview Answer
SA06	Passage One	Passage Two	Interview Question	Interview Answer
SA07	Passage One	Passage Two	Interview Question	Interview Answer
SA08	Passage One	Passage Two	Interview Question	Interview Answer
SA09	Passage One	Passage Two	Interview Question	Interview Answer
SA10	Passage One	Passage Two	Interview Question	Interview Answer
SA11	Passage One	Passage Two	Interview Question	Interview Answer
SA12	Passage One	Passage Two	Interview Question	Interview Answer


4. Play and listen to the entire **Speaker's Record**...

Passage Two


Speaker: SA04

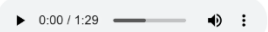

Hometown: The Philippines **Gender:** female **Age:** 43 **Major:** (N/A)
L1: Filipino (The Philippines) **L2:** English **L3:** N/A

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

Marking Scheme of Passage 2 

Speaker's Record:



Speaker's Recording:  0:00 / 2:05 


US Sample:  0:00 / 1:29 


UK Sample:  0:00 / 1:18 

... or select and listen to **each Segment** separately.

Segment 1: 

Speaker's Recording:  0:00 / 0:26 

US Sample:  0:00 / 0:21 

UK Sample:  0:00 / 0:17 

The Boy Who Cried Wolf

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain. One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.

- Listen carefully and identify mispronunciations, particularly focusing on minimal pairs.
- To compare results, select the options in the consonant and vowel categories, then click **Show all** to view both correct and incorrect pronunciations.

Notes

- Words in **red** contain features with syllable structure change.
- Words in **purple** contain consonant features.
- Words in **green** contain vowel features.
- Words in **blue** contain mispronunciation features.

Syllable structure change

- Show Below
- Omission of consonant(s)
- Insertion of consonant(s)

Consonants

- Show Below
- Dental fricatives / θ / & / ð /
- Alveolar nasal / n /
- Alveolar lateral approximant / l /
- Post-alveolar fricatives / ʃ / & / ʒ /
- Alveolar fricatives / s / & / z /
- Post-alveolar approximant / r /
- Bilabial plosives / p / & / b /
- Alveolar plosives / t / & / d /

Vowels

- Show Below
- / æ /
- / i: /
- / aɪ /
- / aʊ /
- / eə /

Mispronunciations

- Show Below
- Mispronunciations

Show All

Clear

II. Practice exercise

Fill in the table by listing words where vowels or consonants were mispronounced and their correct pronunciation.

Speakers	List the words mispronounced due to /t/-/d/ or /i:/-/ɪ/ confusion	Correction of /t/-/d/ and /i:/-/ɪ/ mispronunciations	Error classification
SA04			
SA05			
SA06			

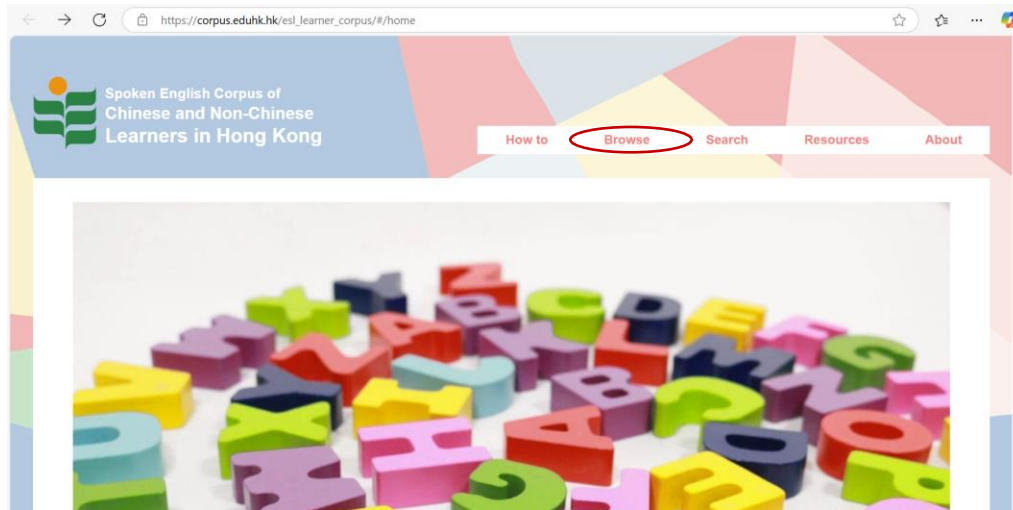
References

Chen, H. C. (2020). *The spoken English corpus of Chinese and non-Chinese learners in Hong Kong*. The Education University of Hong Kong. https://corpus.eduhk.hk/esl_learner_corpus/#/home

CÁC BƯỚC TÌM KIẾM VÀ SỬ DỤNG CORPUS

I. Các bước tìm kiếm và sử dụng corpus EdUHK

1. Truy cập *the spoken English corpus of Chinese and non-Chinese learners in Hong Kong*: https://corpus.eduhk.hk/esl_learner_corpus/#/home
2. Nhấn vào **Browse** và **Filter Speaker** để truy cập các bản ghi âm riêng lẻ.



Browse Speakers

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

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



3. Chọn **Passage Two** đối với các người nói SA04, SA05 và SA06 để phân tích các đoạn âm thanh của họ.

SA04	Passage One	Passage Two	Interview Question	Interview Answer
SA05	Passage One	Passage Two	Interview Question	Interview Answer
SA06	Passage One	Passage Two	Interview Question	Interview Answer
SA07	Passage One	Passage Two	Interview Question	Interview Answer
SA08	Passage One	Passage Two	Interview Question	Interview Answer
SA09	Passage One	Passage Two	Interview Question	Interview Answer
SA10	Passage One	Passage Two	Interview Question	Interview Answer
SA11	Passage One	Passage Two	Interview Question	Interview Answer
SA12	Passage One	Passage Two	Interview Question	Interview Answer

4. Nghe toàn bộ bản ghi âm của người nói ở phần **Speaker's Record...**

Passage Two

Speaker: SA04

Hometown: The Philippines **Gender:** female **Age:** 43 **Major:** (N/A)
L1: Filipino (The Philippines) **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.

Marking Scheme of Passage 2

Speaker's Record:

Speaker's Recording: 0:00 / 2:05

US Sample: 0:00 / 1:29

UK Sample: 0:00 / 1:18

...hoặc chọn và nghe từng **đoạn** riêng biệt.

Segment 1:

Speaker's Recording: 0:00 / 0:26

US Sample: 0:00 / 0:21

UK Sample: 0:00 / 0:17

The Boy Who Cried Wolf
 There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain. One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.

5. Lắng nghe thật cẩn thận và xác định các lỗi phát âm, đặc biệt chú ý đến những cặp từ dị biệt tối thiểu (minimal pairs).
6. Để so sánh kết quả, chọn các mục trong danh mục phụ âm và nguyên âm, sau đó nhấp vào **Show all** để xem cả cách phát âm đúng và sai.

Notes

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

Syllable structure change

- Show Below
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Consonants

- Show Below
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- Alveolar fricatives / s / & / z /
- Post-alveolar approximant / r /
- Bilabial plosives / p / & / b /
- Alveolar plosives / t / & / d /

Vowels

- Show Below
- / æ /
- / i: /
- / aɪ /
- / aʊ /
- / eə /

Mispronunciations

- Show Below
- Mispronunciations

Show All

Clear

II. Bài tập thực hành

Điền vào bảng dưới đây bằng cách liệt kê các từ có nguyên âm hoặc phụ âm bị phát âm sai và cách sửa đúng:

Người học	Liệt kê các từ phát âm sai do nhầm lẫn giữa /t/-/d/ và /i:/-/ɪ/	Sửa lỗi phát âm sai giữa /t/-/d/ và /i:/-/ɪ/	Phân loại lỗi
SA04			
SA05			
SA06			

Tài liệu tham khảo

Chen, H. C. (2020). *The spoken English corpus of Chinese and non-Chinese learners in Hong Kong*. The Education University of Hong Kong. https://corpus.eduhk.hk/esl_learner_corpus/#/home

Worksheet 3

Song improvisers

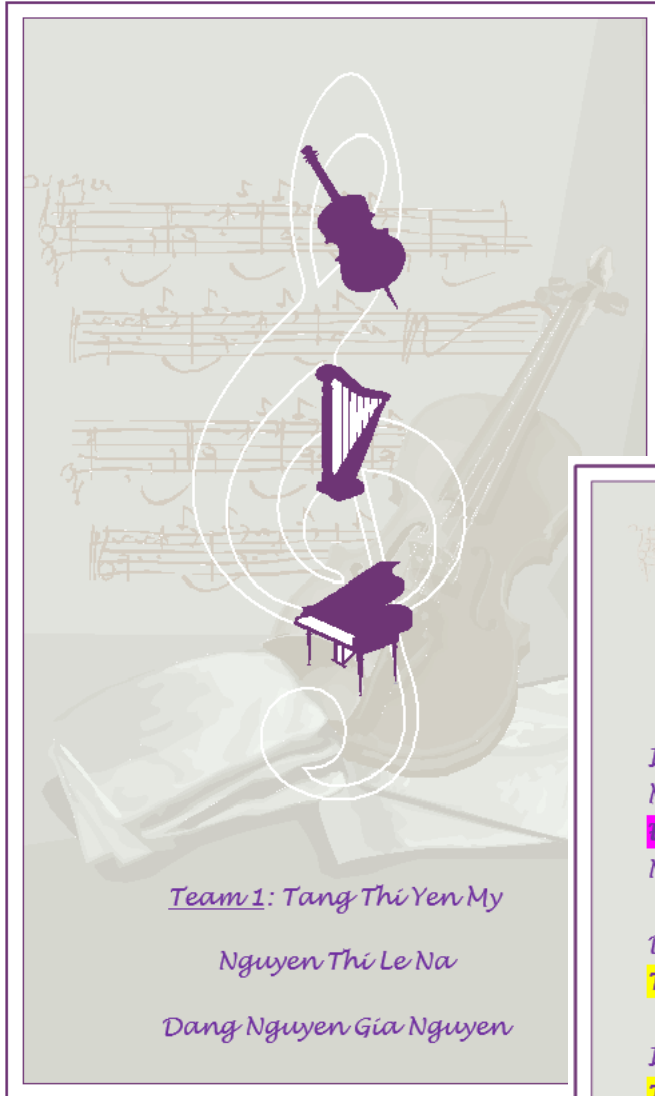
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

ENGLISH PHONETICS & PHONOLOGY
PRESENTS
HUFLIS' GOT TALENTS
May 2025

Targeted Content

Melody

An improvised song with /t/-/d/ and /i:/-/i/



A Thousand Sounds
(to the tune of "A Thousand Years"
by Christina Perri)

I used to fear the way I spoke,
My voice was small, my rhythm broke.
Each word I said would fall apart,
No rise, no tone, no beating heart.

But then I learned to pause and play,
To let my pitch just float away...

I have learned to rise and fall,
To speak with rhythm through it all.
Every sound I used to fear—
Now they feel so bright and clear.

My voice is mine, I'll proudly say,
I'll keep on speaking every day...

(ft. Tran Thi Lan Anh
Nguyen Thi Thanh Hien
Nguyen Thi Cam Nhung
Ho Ngoc Nhi
Le Khanh Vinh)

Two poems with /t/-/d/ and /i:/-/ɪ/



Ship and sheep, they're not the same,

Sit and seat — a vowel game!

Bit and beat, lid and lead,

Pick a peach, not a pitch instead!

/ɪ/ is lax, like when we're "relaxed,"

/i:/ is tense, like when we're "taxed"!

Say them slow, then say them fast,

Tense and lax — we know at last!

Team 2: Hoang Nha Truc



Ha Phan Hong Mai



Nguyen Minh Chien



Tim and Dim are taking turns,

digging dirt and tossing ferns.

Food at the foot of mountain,

Tug and dug, not bad is Batman 😊

/d/ is voiced, but /t/ voiceless.

Say the two sounds with loudness

Vibration goes with the /d/.

No vibration with the /t/!

Team 3: Nguyen Tang Duc



Ho Phu Nhat Anh



Tran Nguyen Minh Phuong

