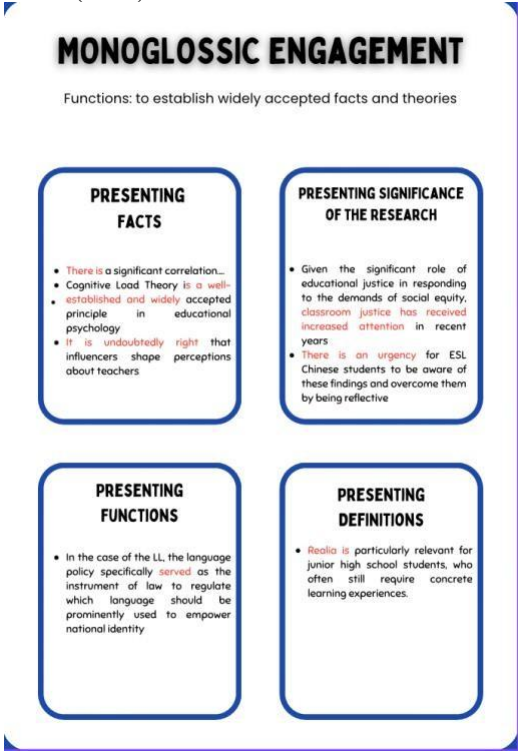


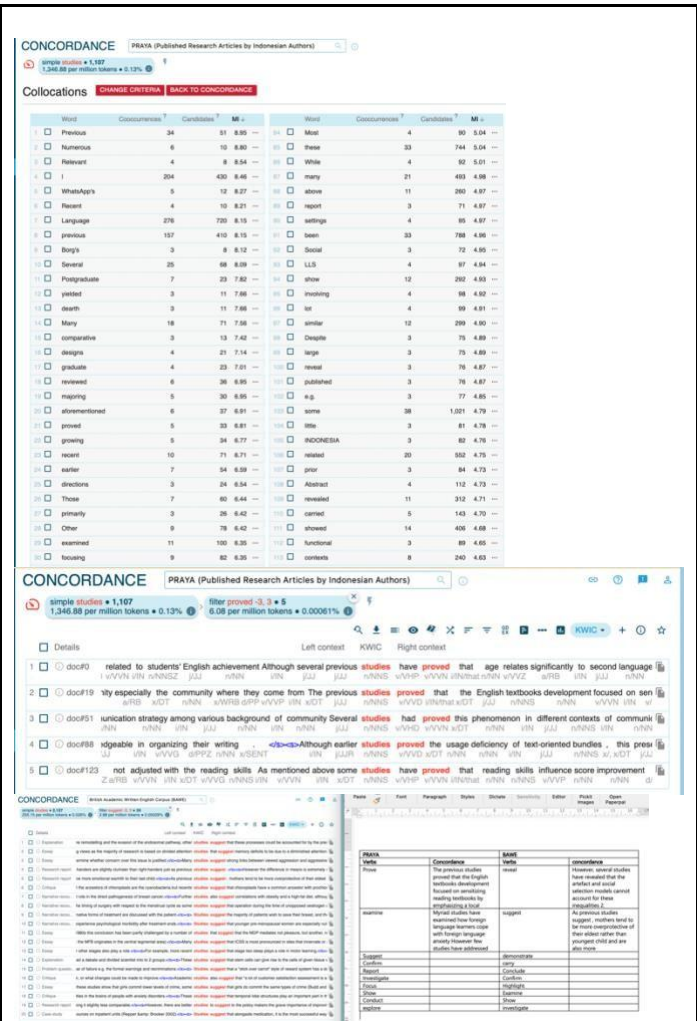
EdUHK Corpus-based ELT Lesson Design Competition 2025

- **Author(s):** Intan Pradita
- **Affiliation(s):** Universitas Islam Indonesia
- **Email address:** intan.pradita@uii.ac.id
- **Lesson Topic:** Writing a critical literature review
- **Lesson Title:** Reporting verbs to express engagement in writing a critical literature review
- **Title of the course where your lesson fits:** Academic Writing
- **The purpose of the course:**
This course is expected to enable students to:
 1. Experience corpus consultation to understand the reporting verbs used in a critical literature review.
 2. Use the reporting verbs to build an engaging critical literature review.
 3. Evaluate their critical literature review based on their self-assessment and Gemini AI and ChatGPT (Human-AI assessment practice).
- **The focus of the course:**
The lesson will focus on the use of reporting verbs as a way of achieving engagement in a critical literature review
- **Target students:** University Students (Intermediate-advanced)
- **Corpus/corpora used:** the PRAYA (Published Research Articles by Indonesian Authors) & the BAWE (British Academic Written English Corpus)
- **Non corpus tool:**
Worksheets, Google Document (or printed tables) & Self-assessment rubric
- **AI tool(s) used:** Gemini AI and ChatGPT
- **Lesson duration (suggested duration: 30 - 90 mins):** 90 minutes
- **Prior knowledge:**
Before the lesson, students have learned:
Types of reporting verbs in critical literature review (see Eckstein, et.al, 2022)
- **Learning objectives:**
After the lesson, students are able to:
 1. Students can identify reporting verbs frequently found in published research articles and used to evaluate previous studies
 2. Students can analyse the reporting verbs into monoglossic and heteroglossic engagement based on the Concordances
 3. Students can draft a paragraph of a literature review (or bring their draft written at home)
 4. Students know that AI can be their assessment tool
 5. Students are familiar with corpus tools as their technology-enhanced learning aid

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
15'	Stage 1: Introduction to Engagement in Critical Literature Review	<ol style="list-style-type: none"> Students are introduced to the concept of engagement in writing a critical literature review. Students identify the functions and types of monoglossic and heteroglossic engagement in the worksheet. 	<ol style="list-style-type: none"> Students are familiar with corpus-assisted language learning Students understand the importance of engagement in a critical literature review 	<ol style="list-style-type: none"> Teacher-students interaction Group work 	Worksheet 1 & 2 Martin & White (2005) 
25'	Stage 2: Comparing the verbs written by native and non-native	<ol style="list-style-type: none"> Students are divided into two groups. 	Students are able to identify the verbs literature	3. Group work	The PRAYA corpus and the BAWE corpus

	English writers	<p>The first group opens the PRAYA corpus, and the second group opens the BAWE corpus.</p> <ol style="list-style-type: none"> 3. Students click the Concordance feature and type a keyword of <i>studies</i>, and <i>research</i>. 4. Students choose the option Collocations in the range of 3. 5. Students sort the collocations of <i>studies</i> and <i>research</i> based on the verbs (with high MI score) and their concordance. 	review written by native and non-native English writers		
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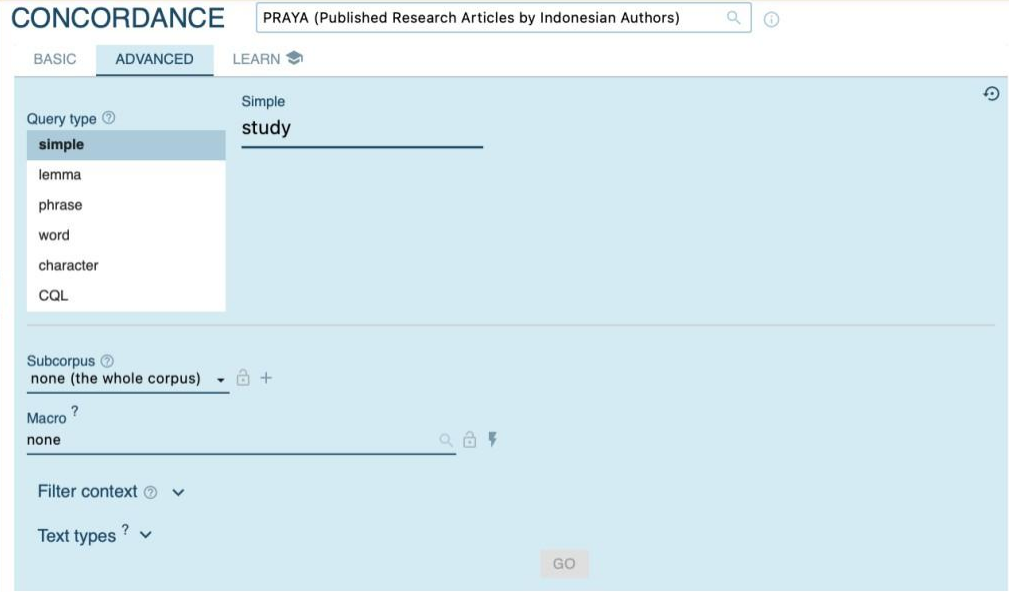
	<p>native and non-native English authors</p>	<p>6. Students compare the verbs</p>			 <p>CONCORDANCE PRAYA (Published Research Articles by Indonesian Authors)</p> <p>simple studies = 1,167 1,346.88 per million tokens = 0.13%</p> <p>Collocations CHANGE CRITERIA BACK TO CONCORDANCE</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Cooccurrences</th> <th>Cardinals</th> <th>MB</th> <th>Word</th> <th>Cooccurrences</th> <th>Cardinals</th> <th>MB</th> </tr> </thead> <tbody> <tr><td>Practice</td><td>24</td><td>51</td><td>8.95</td><td>Meet</td><td>4</td><td>90</td><td>5.04</td></tr> <tr><td>Numerous</td><td>6</td><td>10</td><td>8.95</td><td>There</td><td>33</td><td>744</td><td>5.04</td></tr> <tr><td>Relevant</td><td>4</td><td>8</td><td>8.54</td><td>While</td><td>4</td><td>92</td><td>5.01</td></tr> <tr><td>I</td><td>204</td><td>430</td><td>8.46</td><td>many</td><td>21</td><td>493</td><td>4.98</td></tr> <tr><td>Whell/Agn's</td><td>5</td><td>12</td><td>8.27</td><td>above</td><td>11</td><td>280</td><td>4.97</td></tr> 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3: Analysing the engagement</p>	<p>1. Students identify the verbs and their use in a sentence.</p>	<p>Students are able to identify the monoglossic and</p>	<p>4. Individual work</p>	<p>Worksheet 3</p>
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		2. Students categorize the verbs into monoglossic or heteroglossic engagement.	heteroglossic engagement		
15'	Stage 4: Practicing the engagement	Students write a paragraph reviewing previous studies on AI-assisted English teaching in Indonesia.	Students are able to use mutually intelligible verbs and sentence patterns to write an engaging critical literature review.	Individual work	Worksheet 4
10'	Stage 5: Human-AI Assessment Practice by using GeminiAI or ChatGPT	<ol style="list-style-type: none"> 1. Students practice self-assessment and compare theirs to the GenAI assessment 2. Students read the guidelines in the GeminiAI/Chat GPT use. 3. Students open Gemini 	Students are able to use mutually intelligible verbs and sentence patterns to write an engaging critical	Group work In-table Presentation Teacher-students interaction	<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> <p>how engaging is the sentence Wild hoof studies presented are very interesting</p> </div> <p>◆ The sentence "Wild hoof studies presented are very interesting" is grammatically correct and clear, but its level of engagement is moderate. Here's a breakdown:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Clear and concise: The sentence is easy to understand. • Positive tone: The word "interesting" adds a positive note. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Passive voice: The phrase "studies presented" is passive. Passive voice can sometimes sound less direct and less engaging than active voice. • Generic: The adjective "interesting" is a common word but not particularly vivid or descriptive.

		AI/ChatGPT by using a prompt to ask whether the sentence is engaging or not			
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			<p>literature review by using AI and comparing to their own assessment.</p>		<table border="1"> <thead> <tr> <th colspan="2">Grading</th> </tr> <tr> <th colspan="2">1: NO 2: SOMEWHAT YES 3: YES</th> </tr> </thead> <tbody> <tr> <td>Is monoglossic engagement used appropriately to establish widely accepted facts and theories?</td> <td>1 2 3</td> </tr> <tr> <td>Is there a balance, or does it overuse monoglossic statements, making the review appear simplistic?</td> <td>1 2 3</td> </tr> <tr> <td>Does the review acknowledge and engage with a variety of perspectives and sources?</td> <td>1 2 3</td> </tr> <tr> <td>Does the review demonstrate critical analysis of the literature, including evaluating the strengths and weaknesses of studies?</td> <td>1 2 3</td> </tr> <tr> <td>Does the review identify gaps in the existing research and highlight ongoing debates within the field?</td> <td>1 2 3</td> </tr> <tr> <td>Does the student avoid stating all information as absolute fact?</td> <td>1 2 3</td> </tr> <tr> <td>Does the student demonstrate that they are able to engage in scholarly dialog and not just copying information?</td> <td>1 2 3</td> </tr> <tr> <td>Does the review use the combination of monoglossic and heteroglossic engagement to build a clear and coherent argument?</td> <td>1 2 3</td> </tr> </tbody> </table>	Grading		1: NO 2: SOMEWHAT YES 3: YES		Is monoglossic engagement used appropriately to establish widely accepted facts and theories?	1 2 3	Is there a balance, or does it overuse monoglossic statements, making the review appear simplistic?	1 2 3	Does the review acknowledge and engage with a variety of perspectives and sources?	1 2 3	Does the review demonstrate critical analysis of the literature, including evaluating the strengths and weaknesses of studies?	1 2 3	Does the review identify gaps in the existing research and highlight ongoing debates within the field?	1 2 3	Does the student avoid stating all information as absolute fact?	1 2 3	Does the student demonstrate that they are able to engage in scholarly dialog and not just copying information?	1 2 3	Does the review use the combination of monoglossic and heteroglossic engagement to build a clear and coherent argument?	1 2 3
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Concrete teaching activities and handouts/worksheets

15'		Teachers greet the students and explain the lesson objectives today
	5'	Teachers explain the difference between monoglossic and heteroglossic engagement (the concept, the functions, and the examples) based on the reporting verbs
	10'	Students do the worksheet (See worksheet 1 and worksheet 2)
25'	2'	Students open the PRAYA and the BAWE corpus in their SketchEngine
	2'	<p>Students click the Concordance feature and type a keyword of <i>study</i>, and <i>research</i>.</p> 
	5'	Students choose the option Collocations in the range of 3 and the minimum frequency is 10

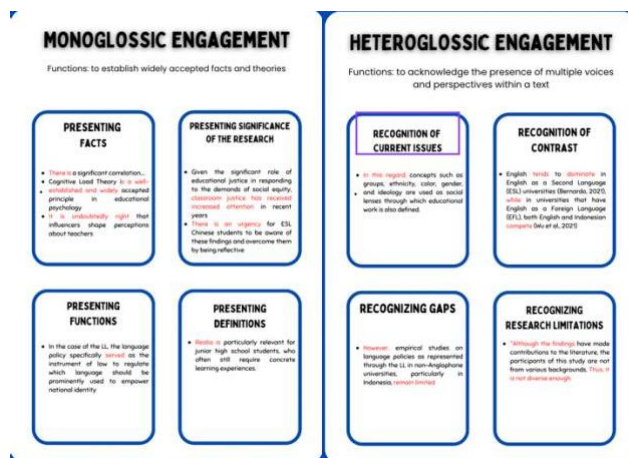
		
5'		<p>Students sort the collocations of <i>studies</i> and <i>research</i> based on the reporting verbs (with high MI score) and their concordance.</p>
11'		<p>Students make a list of the concordances of the top 2 verbs that collocate to <i>research</i> and <i>studies</i>, in the PRAYA corpus.</p>
25'	10' 15'	<p>Students identify the verbs and their use in a sentence (of both corpora). Students categorize the verbs into monoglossic or heteroglossic engagement</p>

		PRAYA		BAWE		MONOGLOSSIC	HETEROGLOSSIC
		Left Indent	Concordance	Verbs	concordance		
		Prove	The previous studies proved that the English textbooks development focused on sensitizing reading textbooks by emphasizing a local	reveal	However, several studies have revealed that the artefact and social selection models cannot account for these inequalities 2.		1.The previous studies proved 2.However, several studies have revealed
		examine	Myriad studies have examined how foreign language learners cope with foreign language anxiety However few studies have addressed	suggest	As previous studies suggest , mothers tend to be more overprotective of their eldest rather than youngest child and are also more		1.Myriad studies have examined 2.As previous studies suggest
		Suggest		demonstrate			
		Confirm		carry			
		Report		Conclude			
		Investigate		Confirm			
		Focus		Highlight			
		Show		Examine			
		Conduct		Show			
		explore		investigate			
15'	15'	Students write a paragraph reviewing previous studies on AI-assisted English teaching in Indonesia. (See worksheet 4)					
10'	10'	Human-AI assessment (See self-assessment rubric)					

Worksheet 1

Objective: to distinguish the concept, the functions, and the examples of reporting verbs in monoglossic and heteroglossic engagement

Instruction: Read with your teacher about monoglossic and heteroglossic engagement



Worksheet 2

Objective: Practice distinguishing and using **monoglossic** (authoritative) and **heteroglossic** (debated) reporting verbs in academic writing

Instructions: Classify the following reporting verbs

	M	H
Proves		
Argues		
Reports		
Suggests		
Show		

Instructions: Select the most appropriate reporting verb (from the list below) to complete each sentence, considering whether the statement presents a **fact** or a **debated claim**.

reports, suggests, confirms, disputes, proves, argues, demonstrates, questions, establishes, implies

1. "Smith (2022) _____ that AI will replace 40% of jobs by 2030, but other researchers disagree."
2. "Lee et al. (2021) _____ a strong correlation between sleep deprivation and cognitive decline."
3. "While Taylor (2020) _____ that social media boosts productivity, Martinez (2023) _____ this claim."
4. "The study _____ beyond doubt that vaccination reduces transmission rates."
5. "Brown (2019) _____ that economic policies should prioritize sustainability, though evidence remains inconclusive."

Worksheet 3

Objectives: Practice categorizing reporting verbs to the monoglossic or heteroglossic engagement

Instructions: categorize the verbs into monoglossic or heteroglossic engagement by creating this table in Google Document

PRAYA		BAWE		MONOGLOSSIC	HETEROGLOSSIC
Left Indent	Concordance	Verbs	concordance		
Prove	The previous studies proved that the English textbooks development focused on sensitizing reading textbooks by emphasizing a local	reveal	However, several studies have revealed that the artefact and social selection models cannot account for these inequalities 2.		1.The previous studies proved 2.However, several studies have revealed
examine	Myriad studies have examined how foreign language learners cope with foreign language anxiety However few studies have addressed	suggest	As previous studies suggest , mothers tend to be more overprotective of their eldest rather than youngest child and are also more		1.Myriad studies have examined 2.As previous studies suggest
Suggest		demonstrate			
Confirm		carry			
Report		Conclude			
Investigate		Confirm			
Focus		Highlight			
Show		Examine			
Conduct		Show			
explore		investigate			

Worksheet 4

Objectives: Practice writing a critical literature review

Instructions: List 3–5 key studies or authors on **AI-assisted English teaching in Indonesia** (real or hypothetical). Briefly note their main findings or arguments.

Author(s) & Year	Key Finding/Argument	Reporting Verb (M/H)
(Example) Lee (2022)	AI chatbots improve student speaking confidence.	Demonstrates (M)

Instructions: Write a **cohesive paragraph** (5–7 sentences) summarizing previous research on AI-assisted English teaching in Indonesia. Use:

- At least **3 reporting verbs** (mix of monoglossic and heteroglossic).
- **Citations** (e.g., "Smith (2023) argues...").
- **Connectors** (e.g., "However," "Similarly," "In contrast").

Example Starter:

"Recent studies have explored the impact of AI on English language teaching in Indonesia. Lee (2022) demonstrates that AI chatbots significantly improve students' speaking confidence, while...

Your Paragraph:

Guidelines to use GeminiAI

Self-Assess Writing with Gemini AI

A step-by-step guide to enhance your writing quality effectively.

STEP 1

Prepare your writing section

The focus area is engagement in your critical literature review. Select a short section (300-500 words) for a targeted review.

STEP 2

Give clear instructions

Tell Gemini what you want, e.g., "Review the **engagement** of my writing and suggest improvements without changing my meaning."

STEP 3

Review the feedback

Read Gemini's comments carefully, categorize them into engagement-related areas and request examples or rewrites if anything is unclear.

STEP 4

Revise your paragraph

If you agree with Gemini AI's feedback, revise the paragraph to enhance its quality and strengthen your writing style and clarity.

STEP 5

Reflect and repeat

Compare the before-and-after versions of your writing, then repeat this process for other sections until your text meets your goals.

Gemini
2.5 Flash

Halo,

Masukkan perintah untuk Gemini

+ Pembelajaran Terpandu Deep Research Canvas Gambar

Self-Assessment Rubric

Grading	
1: NO 2: SOMEWHAT YES 3: YES	
Is monoglossic engagement used appropriately to establish widely accepted facts and theories?	1 2 3
Is there a balance, or does it overuse monoglossic statements, making the review appear simplistic?	1 2 3
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Does the review use the combination of monoglossic and heteroglossic engagement to build a clear and coherent argument?	1 2 3

Sample of a student's work

Name: Kayla

Title: *Improving Students' AI Literacy Skills by Using Gen AI*

Literature Review

Many studies talk about AI literacy. AI literacy is about knowing and understanding AI. It is also about using AI. Students need AI literacy because AI is in many areas. Gen AI is a kind of AI. It can help students learn. Smith (2020) says AI is important for students. Jones (2021) says students can learn with AI. Brown (2022) says AI can help learning. There are many studies about Gen AI. Some studies say Gen AI can help students write. Other studies say it can help students read. Some studies also say it can help students think. Lee (2023) studied students and AI. The result is that students can learn AI skills. Green (2024) also studied this. The result is that Gen AI can help. Many studies are about AI and students. They show that AI can help students. They also show that students can learn with AI. Gen AI is one way to do this. Students can learn AI literacy by using Gen AI. Many studies show this.

Self Grading

Grading		
1: NO 2: SOMEWHAT YES 3: YES		
Is monoglossic engagement used appropriately to establish widely accepted facts and theories?	1 2 3	2
Is there a balance, or does it overuse monoglossic statements, making the review appear simplistic?	1 2 3	2
Does the review acknowledge and engage with a variety of perspectives and sources?	1 2 3	2
Does the review demonstrate critical analysis of the literature, including evaluating the strengths and weaknesses of studies?	1 2 3	2
Does the review identify gaps in the existing research and highlight ongoing debates within the field?	1 2 3	1
Does the student avoid stating all information as absolute fact?	1 2 3	2
Does the student demonstrate that they are able to engage in scholarly dialog, and not just copying information?	1 2 3	1
Does the review use the combination of monoglossic and heteroglossic engagement to build a clear and coherent argument?	1 2 3	1

References

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