

EdUHK Corpus-based ELT Lesson Design Competition

Lesson Topic/Title: Reporting Verbs in Academic Writing

Competition No.	CH 9
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Target Students	Young Adults/Upper Intermediate (Sophomore and above)
Corpus Used	COCA https://www.english-corpora.org/coca/
Lesson Duration	90-135 minutes (2-3 class sessions)

Learning Objectives:

1. To help students differentiate and use different types of reporting verbs in academic writing with corpus use;
2. To provide students with authentic language use opportunities

Before-class Prep

Before class, ask the students to address the following preview tasks.

1. Read a 2-page handout about the basics of reporting verbs.



reporting verbs
handout-for stu |

2. Browse through [a short introduction](#) to the corpus in question, COCA.



coca2020_overvi
ew.pdf

3. Find a research article of their interest, identify (or highlight) all the reporting verbs in it, and bring one copy to class for classroom activities.

Warmer/Introduction

Brainstorming – Write the words ‘argue’, ‘propose’, and ‘report’ on the black/whiteboard. Put students into pairs or groups and ask them to think of other verbs that can be used for reporting, without referring to any learning material. Give students a few minutes (3 mins) to work together and write down as many as they can. Then invite one representative from each group to read aloud their findings, while other groups listen and cross out the verbs they also listed. In the end, the group with the greatest number of ‘distinctive’ reporting verbs is the winner.

Task 1: Match the reporting verbs with their definitions

Hand out a copy of Worksheet 1 to each student. Encourage them to work in pairs and match the words to the definitions. Ask them to match as many as they can without using their dictionaries, explaining that the answers will be given to them shortly.

Class feedback: check that the students have matched them correctly. Further examples and explanations could be given at this stage, to clear up any confusion that the students are experiencing.



Worksheet 1.pdf



Worksheet
1-answers.pdf

Commented [b1]: This can be part of the categories of Remember and Understand in the revised Bloom’s Taxonomy (2001), which speak to the learning objectives of secondary education.

Commented [b2]: Pair work:
To raise the students’ awareness of
the language forms

Task 2: Gap-fill Exercise

Distribute the copies of Worksheet 2 (the gap-fill sentences) and have students complete the exercise in pairs. Class feedback: check the students have completed the gap-fill exercise completely.



Worksheet 2.pdf



Worksheet 2-answers.pdf

Commented [b3]: This can be part of the category of Apply in the revised Bloom's Taxonomy (2001), which speaks to the learning objectives of tertiary education.

Task 3: Check the concordances lines in COCA to verify the answers in Task 2

As a scaffolding activity, the instructor shows students the steps to generate inside COCA the concordance lines for the first reporting verb "hypothesize" in the box. Then students make the queries for the remaining reporting verbs.

Commented [b4]: Extension of the learning Students can be shown how to conduct hands-on corpus searches at this stage. **(REVISED per professional team advice:** The scaffolding activity added)

The screenshot shows the COCA search interface. The search term 'hypothesize' is entered in the search box. Below the search box, there are options for 'Find matching strings' and 'Reset'. There are also checkboxes for 'Sections', 'Texts/Virtual', 'Sort/Limit', and 'Options'. On the right side, there are buttons for 'Download the corpus (and corpus-based frequency data) for offline use', 'See randomly-selected words from the top 60,000 words', and '"Words of the Day": 20 words from 10 different frequency levels'. There are also links for 'PDF overview' and 'Five minute tour'.

The screenshot shows the COCA search results table for the search term 'hypothesize'. The table has columns for 'ALL', 'BLOG', 'WEB-GENL', 'TV/MOVIES', 'SPOKEN', 'FICTION', 'MAGAZINE', 'NEWSPAPER', 'ACADEMIC', and years from 1990 to 2019. The 'ACADEMIC' column shows 459 results. The table also shows the total number of results (821) and the time taken to generate the results (1.528 seconds).

HELP ?	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019	
1	HYPOTHESIZE	821	82	139	16	20	21	72	12	459	79	88	91	88	111	143

1	2019	ACAD	PeerJ	heavily modified through agriculture (Aalen, Whelan & Stout, 2011), we hypothesize that this impact will have left its signature on spatial pattern
2	2019	ACAD	Health Services Research	an observational study, we can not infer directionality of the studied associations. We hypothesize that culture influences cesarean delivery r
3	2019	ACAD	Applied Network Science	, the article specifically considers quality evaluation in the online sex advertisement domain. We hypothesize that, as with other relational sy
4	2019	ACAD	Applied Network Science	properties of a domain by modeling its structure as a network; rather, we hypothesize that network science can be used to deduce (at least, e
5	2019	ACAD	eLife	or equal to 19). The reasons for this are unclear, but we hypothesize that the differences are due to the somewhat distinct types of dynein-tr
6	2019	ACAD	PLoS Computational Biology	of well-balanced bifurcations and the more efficient up-regulation of RBCs during capillary dilation. # We hypothesize that different bifurcati
7	2019	ACAD	PLoS Computational Biology	was not true for the inter-dimer interface of GDP-tubulin tetramer. # It is tempting to hypothesize that significant stiffening of the inter-dime
8	2019	ACAD	J Exper Clinical Cancer Res	STAT4 proteins, which can promote the activity of NK cells. Therefore, we hypothesize that the conditioned media of HIG2-silenced HCC cells
9	2019	ACAD	J Neuroinflammation	a role of systemic CCL20 signaling in TBI-induced neurodegeneration. In this study, we hypothesize that CCL20-CCR6 axis plays a critical role
10	2019	ACAD	Harvard J Law Public Policy	and self-reported pain commenced prior to our twenty-first century recession.172 It is straightforward enough to hypothesize that "wages, i
11	2019	ACAD	Latin Am J Aquatic Research	observed for <i>P. argenteus</i> in the present study. Thus, it is possible to hypothesize that <i>P. argenteus</i> is among the most promising species of f
12	2019	ACAD	PeerJ	et al., 2010; Konsolakis et al., 2015). However, we hypothesize with some confidence that biochar has a direct electro-chemical influence on c
13	2019	ACAD	PeerJ	. Carotenoids are lipophilic organic molecules that accumulated from the feed. Thus, we hypothesize that biochar may sorb a certain amoun
14	2019	ACAD	PLoS Negl Tropic Diseases	appears to largely but not entirely be the case, then it is reasonable to hypothesize that a larger number and density of glycans on the surfac
15	2019	ACAD	PLoS Negl Tropic Diseases	fusion inhibitors; E. Covs-Datson and D. Markovitz, manuscript in review). We hypothesize that the anti-viral entry effect may rely on binding
16	2019	ACAD	Energy, Sustainability and Society	maize grain is cost-equivalent for rural areas. In more densely populated areas, we hypothesize that the ERoBi fes of natural gas for electric g
17	2019	ACAD	Crime Science	deserve further theoretical discussion (see below). Nevertheless, it is reasonable to hypothesize that gangs such as El Sereno, and perhaps C
18	2019	ACAD	Collabra: Psychology	and hence distracting, when participants are motivated to use these apps. We thus hypothesize that all main effects of distractor are strong
19	2019	ACAD	Health Services Research	that are enacted simultaneously by the legislature (see Figure 1). # We hypothesize that the effects on financial performance, structure, and

Task 4: Group discussion

Which of the reporting verbs we practised with above were more commonly used in academic writing? Have students discuss in small groups based on the research article of their choice and report back to the whole class their findings.

Commented [b5]: This can be part of the category of Analyze in the revised Bloom's Taxonomy (2001), which speaks to the learning objectives of tertiary education.

Task 5: Check COCA to verify the answers in Task 4.

The instructor can advise the students to follow similar steps in Task 3 to generate the frequency list for each reporting verbs they assume are more commonly used.

Task 6: Function and strength of reporting verbs

(In order not to get overwhelmed by so many reporting verbs, it is better to further classify them.) The instructor first reminds the students that there are generally three types of reporting verbs in terms of strength, weak, neutral, and strong. And reporting verbs serve different functions in different contexts. Then student groups to try to illustrate the function and strength of reporting verbs with the assistance of corpus tools. After completing Worksheet 3, groups can feedback to each other, explaining the examples they have found from the corpus. The first example of each type has been done for students.

Commented [b6]: This can be part of the category of Evaluate in the revised Bloom's Taxonomy (2001), which speaks to the learning objectives of tertiary education.

REVISED per peer review: transition from the previous task added in Task 6 and warning about overuse of reporting verbs added to Task 7.



Worksheet 3.pdf



Worksheet
3-answers.pdf

Task 7: Small discussion in pairs

It is noteworthy that reporting verbs should not be overused. Which section in a research paper can reporting verbs be most commonly found? How many reporting verbs can be found in a certain section? Each pair report back to the class about their findings.

Commented [b7]: In many cases, one certain task can highlight the features of more than one category in the revised Bloom's Taxonomy (2001).

Task 8: Watch a short (2-min) introductory video on literature review



2-What_is_a_Lite
rature_Review.m4

Commented [b8]: Time for practising or producing output. Practise the accurate use immediately after learning is the best way to avoid making similar mistakes in future. This can be part of the category of Create in the revised Bloom's Taxonomy (2001), which speaks to the learning objectives of tertiary education.

Task 9: (In-class pair discussion & After-class assignment) Writing

In pairs or groups complete literature review worksheet (Worksheet 4), thus scaffolding the writing of a literature review. Then each student writes a short literature review (250-350 words) based on 3-5 articles of his or her choice, using at least five reporting verbs. Verify the appropriateness of reporting verb usage with the corpora searches. The student is expected to discuss with his/her learning partner and each pair review each other's work before submitting the final draft to the instructor. The students are encouraged to consult corpus tools and submitted repeatedly to pigai.org for instant proofreading feedback in the process of writing.



Worksheet 4.pdf

Instructor Tips

1. Encourage the students to use the corpus searches when they are confused.
2. Depending on the time available and students' level, the teacher can select some steps instead of doing all steps.

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I would like to extend my heartfelt gratitude to the organizing committee of the EdHK Corpus-based ELT Workshop Series (2021 Spring) and all the professors leading the workshops. But for you, this amazing training opportunity of corpus teaching and learning as well as this draft lesson plan would not have been made possible. Furthermore, I truly appreciate the kind technical support provided by Ms. MEI, Fang Fannie in the process of online training and I closely followed the template kindly provided in Ms. MEI's email when drafting this lesson plan. Naturally, I am responsible for all the errors and typos found in this draft.