

# Teaching pronunciation: Integrating the corpus and storytelling

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**Good afternoon!**

**I am Sing.**



Bachelor of Education  
(English Language) - Primary

Year 4

# Why can we use storytelling In language teaching?

*Let's start with the rationale behind the unit plan.*

## Storytelling can...

1. foster children's development of both **listening and comprehension skills** (Morrow & Gambrell, 2002)
1. make children retain **deep affection** for and become **motivated** to learn a language independently (Lane & Wright, 2007)

What storybook was chosen then?

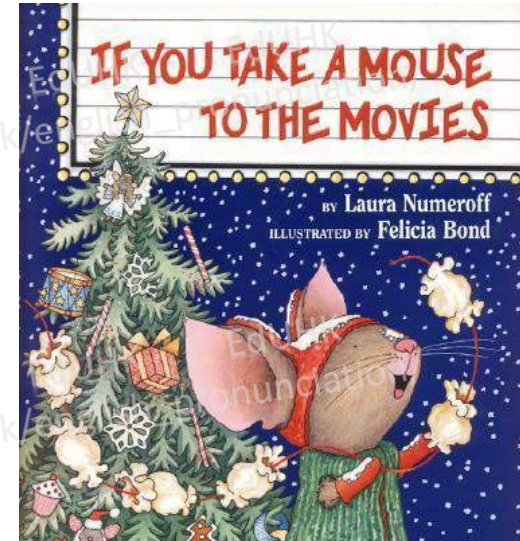
*The context of the unit plan is built upon it.*

# If You Take a Mouse to the Movies

Author: Laura Numeroff

Synopsis:

- A boy takes his mouse to the **theatre**
- The mouse sees lots of things that enchant him  
e.g. **popcorn, Christmas tree**
- He decides to **decorate** the Christmas tree at home



What pronunciation items  
can we teach then?

*It's high time to draw on the online corpus!*

# Linking in the corpus

Passage One (Suprasegmental)

Step 1:

Passage One				[Search Result]
Speaker: HK01	Speaker: HK02	Speaker: HK03	Speaker: HK04	
Speaker: HK05	Speaker: HK06	Speaker: HK07	Speaker: HK08	
Speaker: HK09	Speaker: HK10	Speaker: HK11	Speaker: HK12	
Speaker: HK13	Speaker: HK14	Speaker: HK15	Speaker: HK16	
Speaker: HK17	Speaker: HK18	Speaker: HK19	Speaker: HK20	
Speaker: ML01	Speaker: ML02	Speaker: ML03	Speaker: ML04	
Speaker: ML05	Speaker: ML06	Speaker: ML07	Speaker: ML08	
Speaker: ML09	Speaker: ML10	Speaker: ML11	Speaker: ML12	
Speaker: ML13	Speaker: ML14	Speaker: ML15	Speaker: ML16	
Speaker: ML17	Speaker: ML18	Speaker: ML19	Speaker: ML20	
Speaker: ML21	Speaker: ML22	Speaker: ML23	Speaker: ML24	
Speaker: ML25	Speaker: ML26	Speaker: ML27	Speaker: ML28	
Speaker: ML29	Speaker: ML30	Speaker: ML31	Speaker: ML32	
Speaker: ML33	Speaker: ML34	Speaker: ML35	Speaker: ML36	
Speaker: ML37	Speaker: ML38	Speaker: ML39	Speaker: ML40	
Speaker: ML41	Speaker: ML42	Speaker: ML43	Speaker: ML44	
Speaker: ML46	Speaker: ML47	Speaker: ML48	Speaker: ML49	
Speaker: ML50	Speaker: ML51	Speaker: ML52	Speaker: ML53	
Speaker: ML54	Speaker: ML55	Speaker: ML56	Speaker: ML57	
Speaker: ML58	Speaker: ML59	Speaker: ML60	Speaker: ML61	
Speaker: ML63	Speaker: ML64	Speaker: ML65	Speaker: ML66	
Speaker: ML67	Speaker: ML68	Speaker: ML69	Speaker: ML70	
Speaker: ML71	Speaker: ML72	Speaker: ML73	Speaker: ML74	
Speaker: ML75	Speaker: ML76	Speaker: ML77	Speaker: ML78	
Speaker: ML79	Speaker: ML80	Speaker: ML81	Speaker: ML82	
Speaker: ML83	Speaker: ML84	Speaker: ML85	Speaker: ML86	
Speaker: ML87	Speaker: ML88	Speaker: ML89	Speaker: ML90	
Speaker: ML91	Speaker: ML92	Speaker: ML93	Speaker: ML94	
Speaker: ML95	Speaker: ML96	Speaker: ML97	Speaker: ML98	
Speaker: SA01	Speaker: SA02	Speaker: SA03	Speaker: SA04	
Speaker: SA05	Speaker: SA06	Speaker: SA07	Speaker: SA08	
Speaker: SA09	Speaker: SA10	Speaker: SA11	Speaker: SA12	
Speaker: SA13	Speaker: SA14	Speaker: SA15	Speaker: SA16	
Speaker: SA17	Speaker: SA18	Speaker: SA19	Speaker: SA20	

**CORPUS**  
**99%!**

Point to note:

other examples of linking rather than CV linking are taught in the unit plan



# Schwa (vowel reduction) in the corpus

## Passage Two (Segmental)

Step 1: Syllable structure change

Step 2: Omission of vowel(s)

- Omission of /ʊ/
- Omission of /ə/

Step 1: Syllable structure change

Step 2: Insertion of vowel(s)

- Insertion of /ə/
- Insertion of /ʊ/
- Insertion of /ɪ/

Step 3: Insertion of /ɒ/

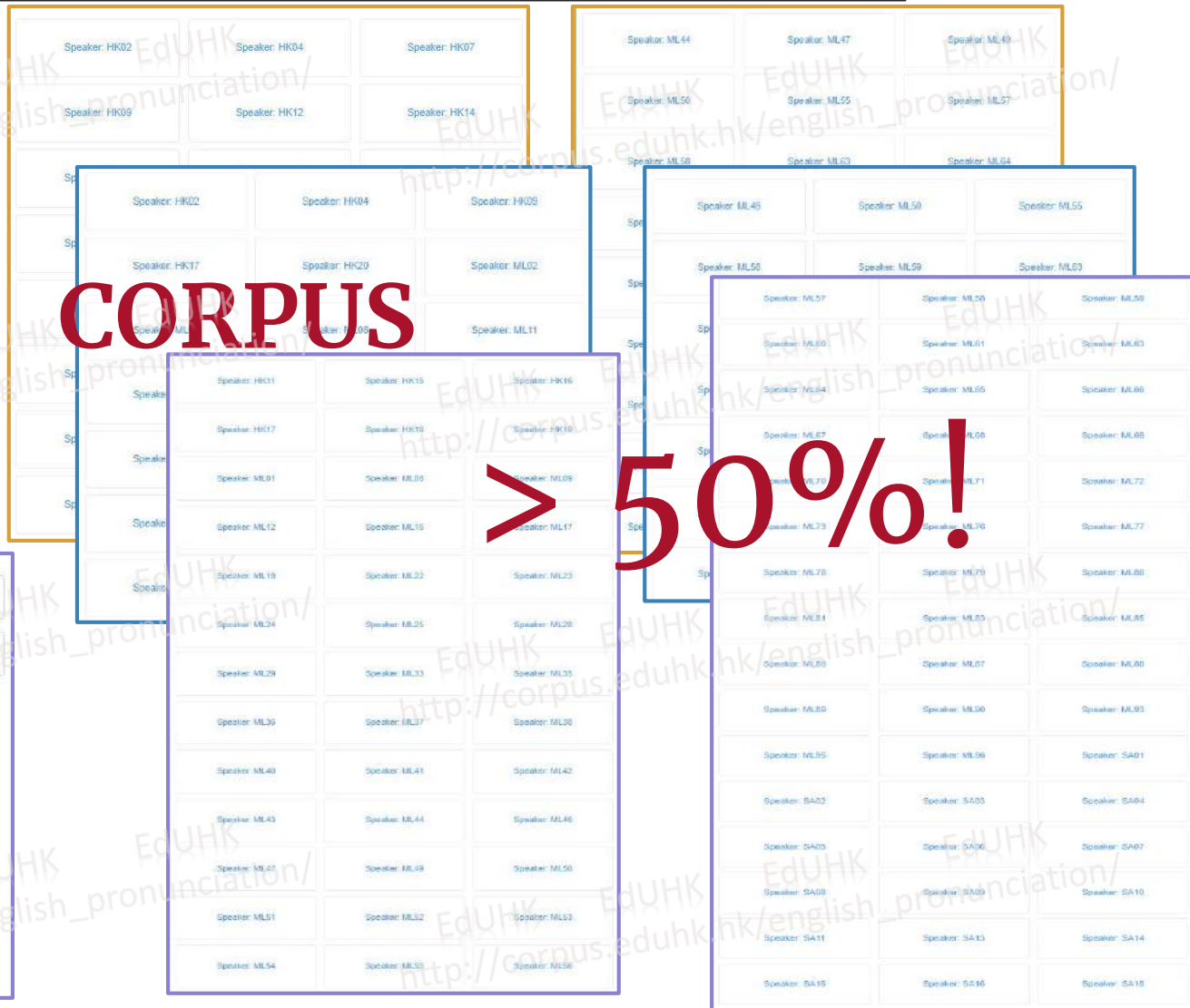
Step 1: Vowels

Step 2: Short vowels

- /e/
- /æ/
- /ɪ/
- /ʊ/
- /ʌ/
- /ə/
- /ɒ/
- /ɪ/

**CORPUS**

**> 50%!**



# Sentence stress/ Rhythm in the corpus

- Inappropriate pausing(IP)
- Absence of CV linking(AL)
- Inappropriate lexical stress(ILS)
- Inappropriate intonation(II)

Full Passage Recording:



Marking Scheme of Passage 1

Sentence 1:

Speaker's Recording:



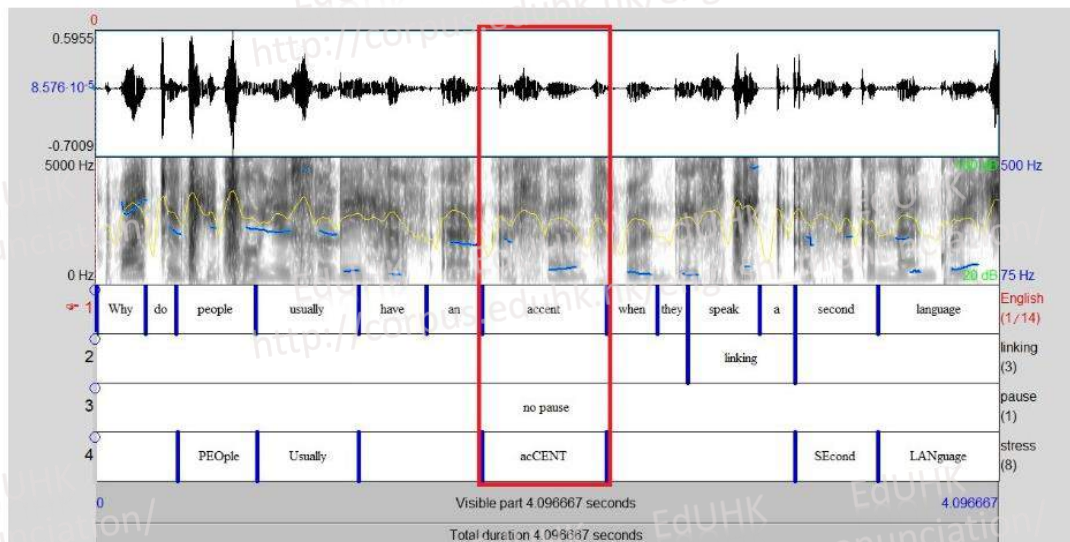
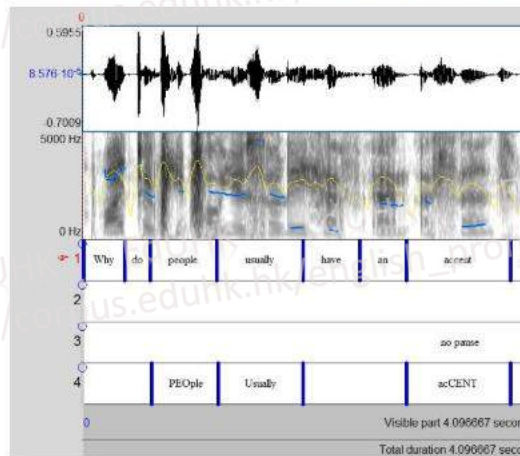
US Sample:



UK Sample:



Why do PEople Usually have an acCENT(ILS) when they speak a SEcond



# CORPUS

(e.g. HK01)

[http://phonetics2.eduhk.hk/#/passage\\_one?id=2](http://phonetics2.eduhk.hk/#/passage_one?id=2)

How can the story link with those pronunciation items?

*Let's look into the layout of the unit plan first.*

# Layout of the unit plan

Target group: P3/4

1st lesson: storytelling session & post-reading activity

2nd lesson: schwa & linking

3rd lesson: content words & function words  
→ extension activity

## 1st lesson

- Teacher-student **interaction**
- Eliciting **verbal** responses
- Setting up a **context** for pronunciation teaching,  
i.e. an introduction

# 1st lesson

Listen to the story again, and then write down the missing words.

“When the \_\_\_\_\_ are done, he’ll \_\_\_\_\_ them all up.”

“Then he’ll \_\_\_\_\_ back to \_\_\_\_\_ at the tree.”

“He’ll notice the \_\_\_\_\_ is missing.”



Draw a Christmas tree first.

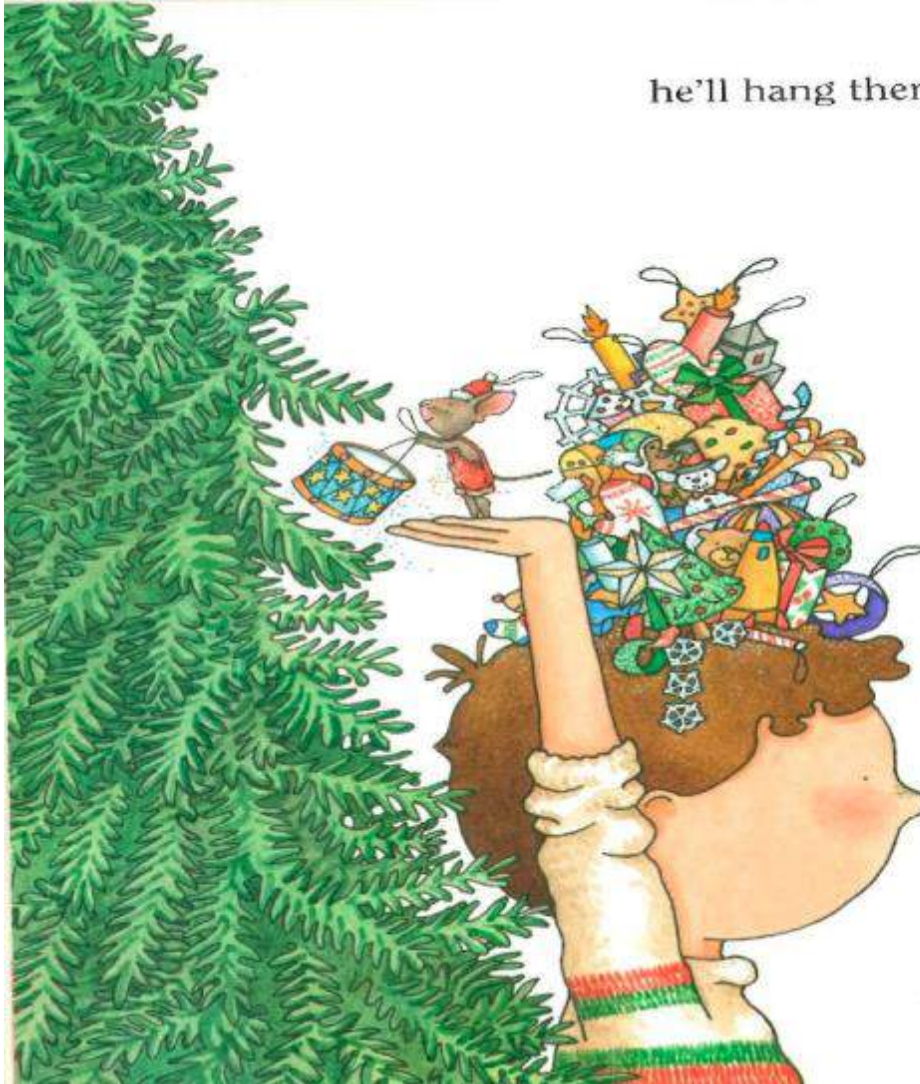
Then draw a popcorn string on the Christmas tree.

What else do you want to hang on the Christmas tree? Draw them!



## 2nd lesson: teaching schwa

he'll hang them all up.



## 2nd lesson: teaching schwa

After a day of hard work...



“I feel tired!”



slide  
4  
from  
the  
PPT



## 2nd lesson: teaching schwa

The mouse feels tired and lazy...



He says...



slide  
5  
from  
the  
PPT

## 2nd lesson: teaching schwa

“

take a mouse to the movies

slide  
6  
from  
the  
PPT

## 2nd lesson: teaching schwa

“

Christmasa tree

neighbouro's yard

slide  
7  
from  
the  
PPT

## 2nd lesson: teaching schwa

“

carrot

blanket

slide  
8  
from  
the  
PPT

## 2nd lesson: teaching schwa

“

sing along

ornaments

slide  
9  
from  
the  
PPT

## 2nd lesson: teaching schwa



# Practice Time!

slide  
10  
from  
the  
PPT





## 2nd lesson: teaching schwa

The mouse is tired and makes a sound “a”...

Try to read these sentences,

and then listen to how Ms. Becky reads them...

1. If you take a mouse to the movies
2. Then he'll want to hang it on a Christmas tree
3. On the way home, he'll see a snowman in your neighbour's yard



## 2nd lesson: teaching schwa

Can you hear the “a” sound in some words? Circle those words.

take a mouse to the movies

popcorn

Christmas

ornaments

carrot

blanket

neighbor

nose

couch

nice and cozy

sing along



## 2nd lesson: teaching schwa

Listen to 2 girls reading the following sentence.

*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.*

Listen to a native speaker reading this. Circle the "a" sounds.

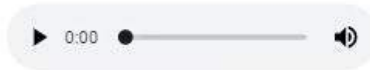


## 2nd lesson: teaching schwa

Let's try this out! → **Task 1** (p. 18)

### Speaker's Record:

Speaker's Recording:



US Sample:



UK Sample:



### Segment 1:

Speaker's Recording:



US Sample:



UK Sample:



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 not afternoon, he thought up a good plan to get some company for himself and also have a little fun.

# CORPUS

(e.g. HK05) [http://phonetics2.eduhk.hk/#/passage\\_two?id=6](http://phonetics2.eduhk.hk/#/passage_two?id=6)

## 2nd lesson: teaching schwa

**Task 1** (p. 16 in the worksheet):

Underline the **schwa** sounds

in the following example from the corpus:

(‘a’ in ‘was’ is underlined as an example)

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.

## 2nd lesson: teaching schwa

### Answer:

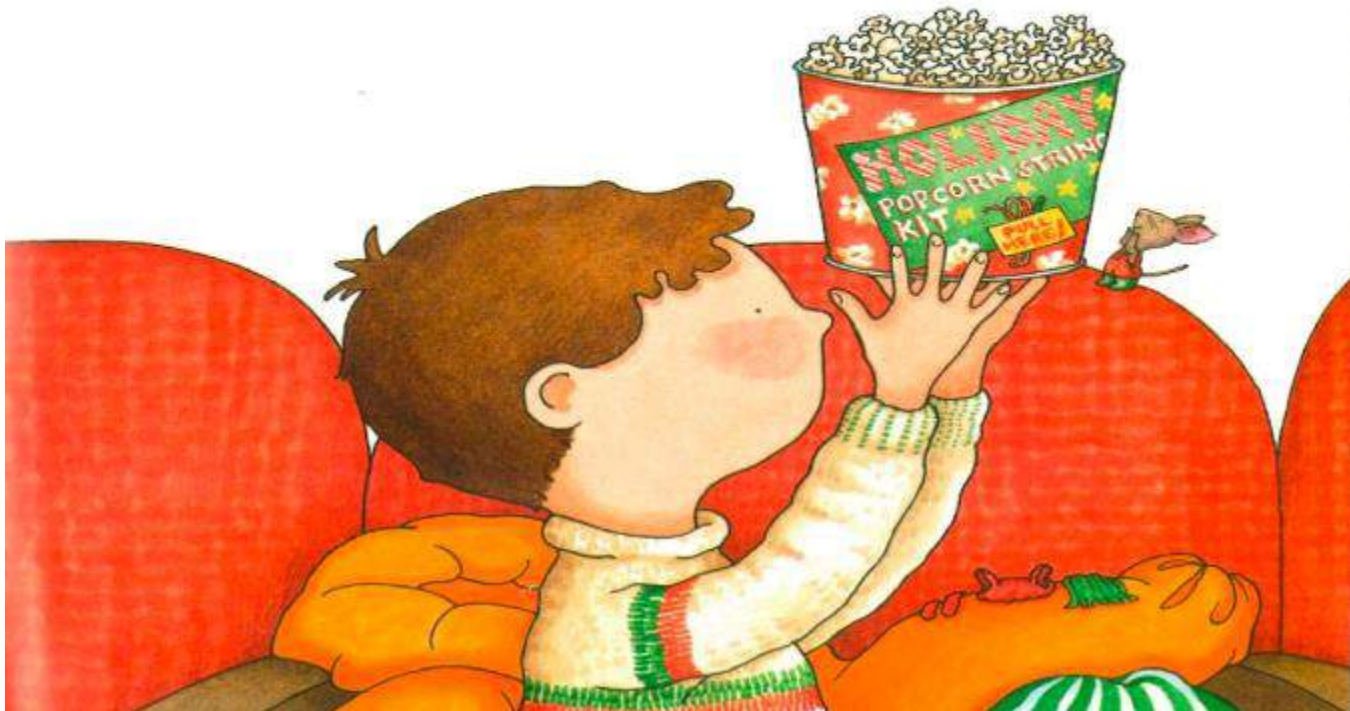
There was once a poor shepherd boy

who used to watch his flocks in the fields

next to a dark forest near the foot of a mountain.

## 2nd lesson: teaching linking

When you give him the popcorn,





## 2nd lesson: teaching linking



he'll want to string it all together.

## 2nd lesson: teaching linking

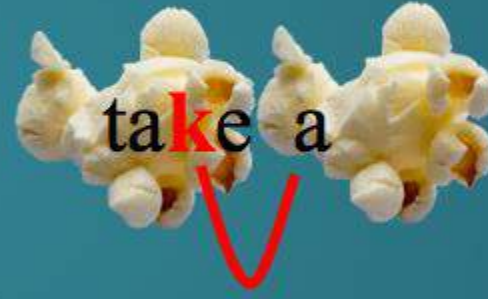
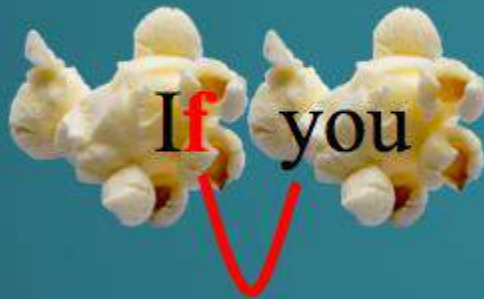
Remember the popcorn string?



slide  
11  
from  
the  
PPT

## 2nd lesson: teaching linking

We can link words together too!



slide  
12  
from  
the  
PPT



## 2nd lesson: teaching linking

**Task 2** (p. 17 in the worksheet):

Try to show the **linking** between words.

If you take a

He'll ask you

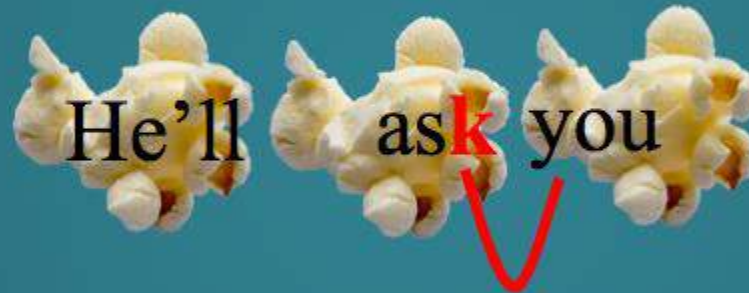
When you give him

String it all

## 2nd lesson: teaching linking



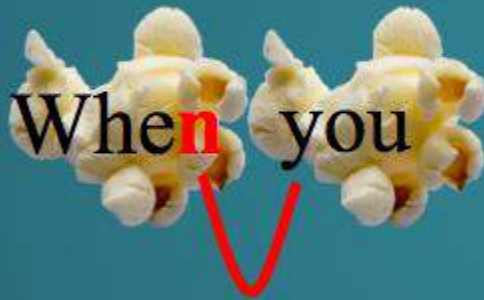
He'll ask you for some popcorn!



slide  
13  
from  
the  
PPT

## 2nd lesson: teaching linking

When you give him some popcorn,

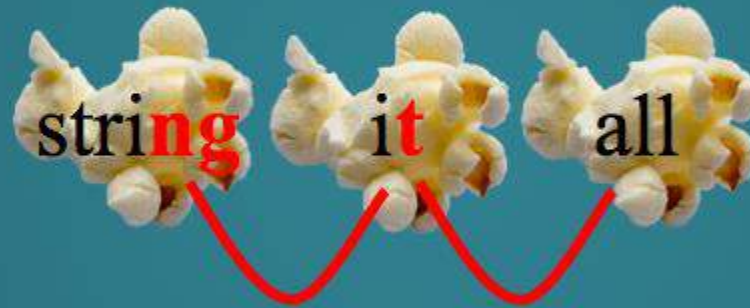


slide  
14  
from  
the  
PPT

## 2nd lesson: teaching linking



He'll want to string it all together



slide  
15  
from  
the  
PPT

## 2nd lesson: teaching linking

Write down the words from the examples on the popcorn.  
Then, use a **red pen** to link the letters.



## 2nd lesson: teaching linking

Let's sing a song!



Let it go, let it go  
Can't hold it back anymore  
Let it go, let it go  
Turn away and slam the door  
I don't care  
what they're going to say  
Let the storm rage on  
The cold never bothered me anyway



slide  
16  
from  
the  
PPT



## 2nd lesson: teaching linking

Can you link the letters?



Let it go, let it go



Can't hold it back anymore



slide  
17  
from  
the  
PPT

## 2nd lesson: teaching linking

Can you link the letters?



Let it go, let it go



Turn away and slam the door



slide  
18  
from  
the  
PPT



## 2nd lesson: teaching linking

Can you link the letters?



I don't care  
what they're going to say  
Let the storm rage on

The cold never bothered me anyway



slide  
19  
from  
the  
PPT

# 2nd lesson: teaching linking

The boy in the recording did not link words together. Can you help him?

*But old habits won't change without a lot of hard work, will they?*

Sentence 4:

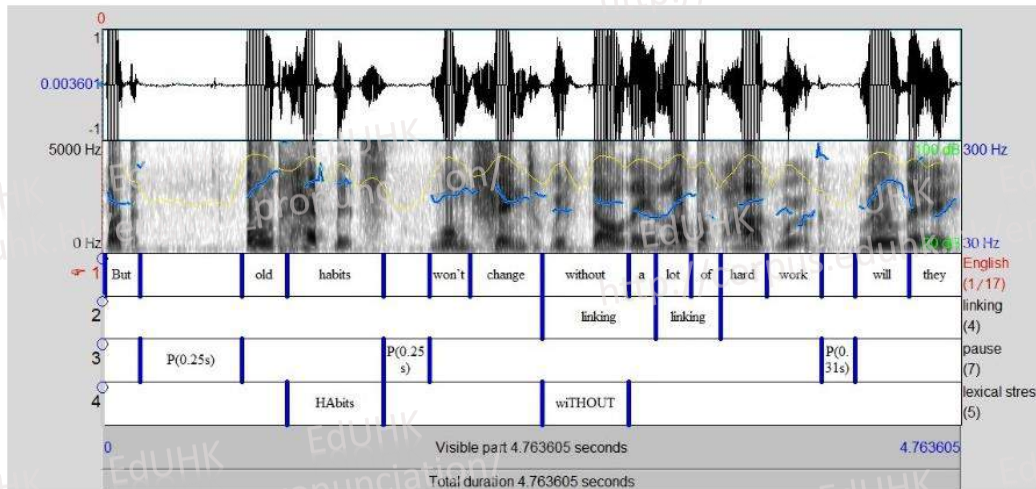
Speaker's Recording:

US Sample:

UK Sample:

But old HABits won't change wiTHOUT a lot of hard work, will they?

# CORPUS



(e.g. HK10) [http://phonetics2.eduhk.hk/#/passage\\_one?id=13](http://phonetics2.eduhk.hk/#/passage_one?id=13)

## 2nd lesson: teaching linking

### **Task 3** (p. 18 in the worksheet):

Below is an example extracted from the corpus. Try to show the linking between words.

But old habits won't change

without a lot of hard work, will they?

## 2nd lesson: teaching linking

### Task 3 in the worksheet:

Below is an example extracted from the corpus. Try to show the linking between words.

But old habits won't change



without a lot of hard work, will they?



## 3rd lesson: content words & function words

If you take a mouse to the movies

<https://www.youtube.com/watch?v=hQ2DGNiiUjY>

0:40

slide  
23  
from  
the  
PPT

## 3rd lesson: content words and function words

**Task 4** (p. 19 in the worksheet):

Draw big and small circles, i.e. content and function words, under the following clause:

He'll ask you for some popcorn



## 3rd lesson: content words & function words



<https://www.youtube.com/watch?v=hQ2DGNiiUjY>

0:52

slide  
25  
from  
the  
PPT

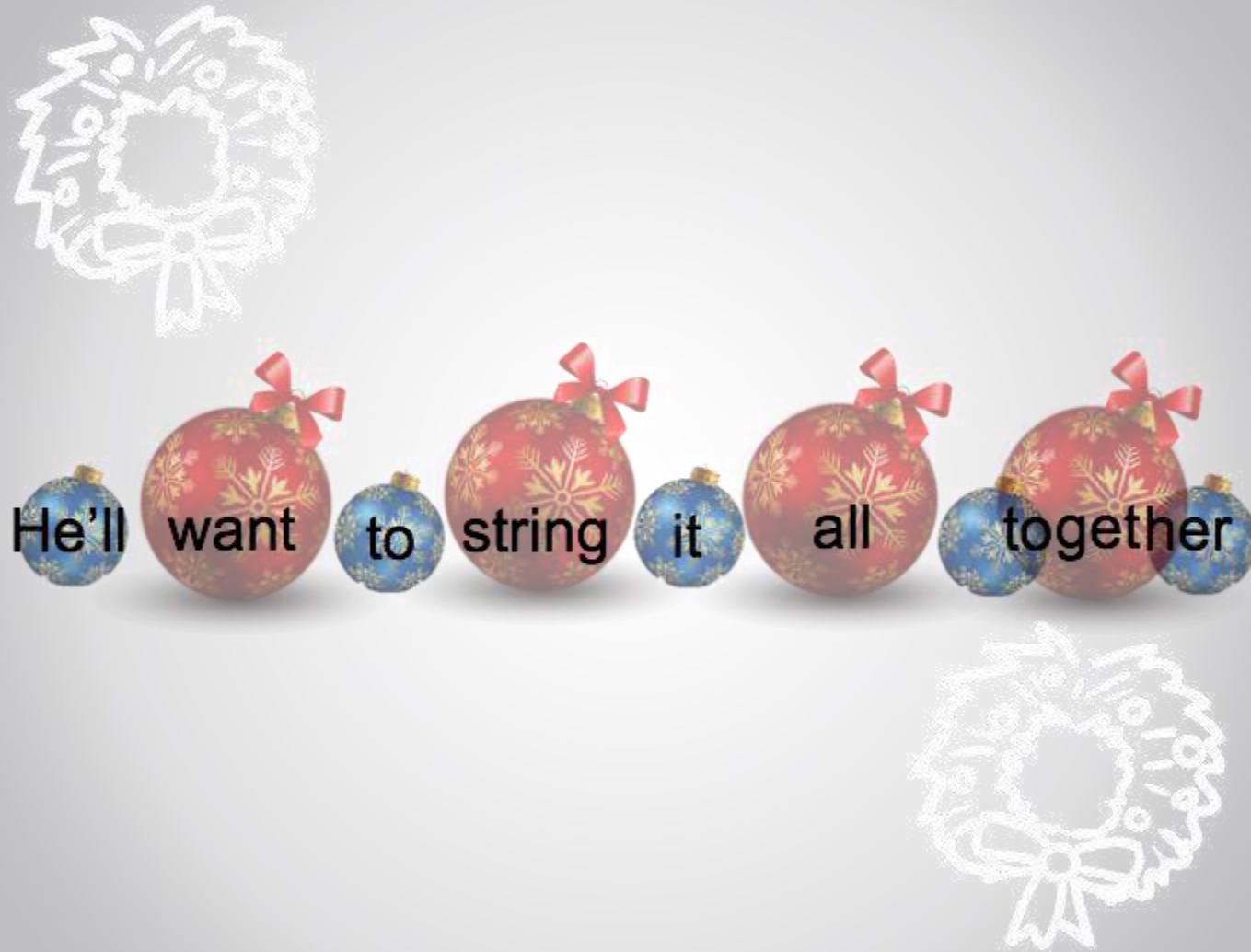


3rd lesson: content words & function words



slide  
26  
from  
the  
PPT

3rd lesson: content words & function words



slide  
27  
from  
the  
PPT

# 3rd lesson: content words & function words

Sentence 1:

Speaker's Recording:



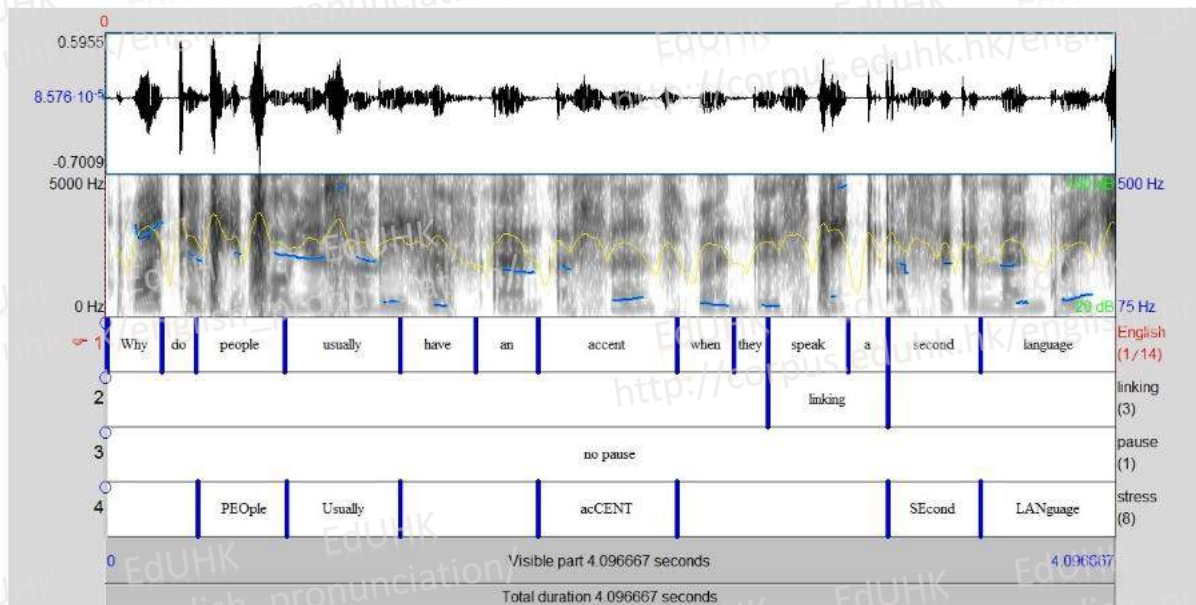
US Sample:



UK Sample:



Why do PEOPle Usually have (AL) an (AL) acCENT(ILS) when they speak a SEcond LANguage(II)?



(e.g. HK10) [http://phonetics2.eduhk.hk/#/passage\\_one?id=2](http://phonetics2.eduhk.hk/#/passage_one?id=2)

## 3rd lesson: extension activity

The mouse really wants to make friends with all of you.

He also wants to know more about you!

Now, write something to introduce yourself to him!

You can write about...

1. What is your name?
2. How old are you?
3. What school do you go to?
4. What do you like to do?
5. What do you like about Christmas?



## 3rd lesson: extension activity

On the blackboard:

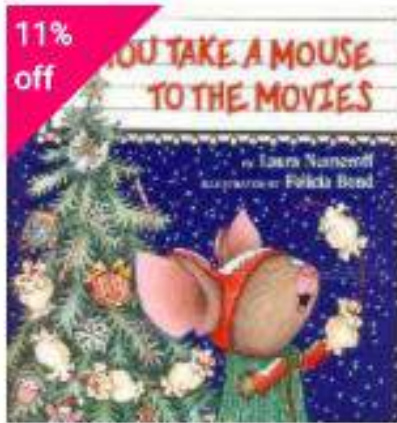
1. Is there any 'a' sound?  
What should you do?
2. Can you link some words together?
3. What words are the 'big red Christmas balls'?  
What should you do?

Just a simplified version...

*The detailed lesson plans, PowerPoint slides  
and worksheets  
will be uploaded online later.*



For the storybook...



# Book Depository

If You Take a Mouse to  
the Movies

Laura Joffe Numeroff



11 Dec 2000

Hardback

**HK\$123.57** ~~HK\$140.41~~

Save HK\$16.84



FREE DELIVERY WORLDWIDE

## References

- Chen, H. C., & Chan, K. Y. (2018). *The spoken English corpus of Chinese and Non-Chinese learners in Hong Kong*. The Education University of Hong Kong. Retrieved from <http://phonetics2.eduhk.hk/#/home>
- Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *Reading Teacher*, 60(7), 668–675.
- Morrow, L. M., & Gambrell, L. B. (2002). Literature-based instruction in the early years. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 348–360). New York: Guilford.

**Thank you!**



**Any questions?**