

Rationale

The target sounds of this lesson are two approximants and a nasal, light /l/, /r/, and /n/, through the application of task-based language teaching approach. This lesson is designed for junior 3 students or other learners who have difficulty in differentiating the target sounds. Listening tasks are designed to help learners discover the features of the target sounds. Productive tasks are also designed to help learners produce the target sounds correctly.

The lesson starts with teacher setting up a context and telling students a story about a shepherd boy ‘Larry’ and a villager ‘Reilly’. The story entitled ‘The Boy Who Cried Wolf’ is integrated with the context that the teacher set. In stage 2, students listen to the recordings and search in the EdUHK spoken corpus to discover the features of the target sounds, which helps them to do self-learning after this class. Then, students read the words which contain the target sounds aloud and his/her partner fills in the checklist to do error discovery. Then, explicit form-focused instruction is used to teach students articulatory knowledge of the target sounds by watching videos. In the second lesson of the double lesson, teacher starts the class with a recap. Students retell the story of Larry and Reilly with peer checking. Through comparing the two checklists, students can know whether they have any improvement on the target sounds and the sounds which still need to be improved and practiced. Then, students search in the EdUHK corpus and decode the features on the target sounds that speakers from different areas have. Another productive task then has been designed for students to deliver a speech to practice their speaking skills and integrate what they learned in making a speech.

The activities design helps to achieve 4 objectives: (1) students are able to use the two functions of the EdUHK spoken corpus to discover pronunciation features; (2) students are able to differentiate the differences among /l/, /r/, and /n/ sounds; (3) students are able to pronounce the consonants /l/, /r/, and /n/ correctly in the reading exercises; and (4) students are able to produce /l/, /r/, and /n/ sounds correctly in the spontaneous speech exercise.

This lesson design uses pair work, peer checking, videos, and stories to generate students interests instead of having too much teacher talking time.

Class: Junior 3

Topic: English pronunciation - /l/, /n/, & /r/

Duration: 90 minutes

Prior knowledge:

Before the lesson, students have learned

(1) International Phonetic Alphabet

(2) some words contained the target sounds (e.g. right, light, night, lead, read, need, late, rate, and so on)

Objectives:

After the lesson, students are able to

- (1) use the two functions of the EdUHK spoken corpus to discover pronunciation features
- (2) differentiate the differences among /l/, /n/, and /r/ sounds
- (3) pronounce the consonants /l/, /n/, and /r/ correctly in the reading exercises
- (4) find the features of the target sounds that speakers from different areas have
- (5) produce /l/, /n/, and /r/ sounds correctly in the spontaneous speech exercise

Speech data from the EdUHK spoken corpus: ML29, ML52, US native speaker, HK & SA speakers that students search

Duration	Procedure	Classroom organization	Purpose	Materials
5 mins	<p>Stage 1: Lead in</p> <p>Teacher sets up a context by showing students a picture of a beautiful village and timelines of two boys called ‘Larry’ and ‘Reilly’ respectively.</p> <p>Teacher then introduces the two boys’ background information, interests using words contain the target sounds (Materials Lead-in: Larry was born in January. Reilly was born in July. They live in a small village. Larry’s home is near a lake. Reilly’s home is near a big rock. Larry prays every morning. Reilly reads books every morning. Larry likes to fly a kite. Reilly likes to play football on the grass. Larry’s dream is to ride a bike to Lisbon.</p>	T - WC	<p>To generate students interests in today’s topic</p> <p>To activate the students’ background knowledge</p>	<p>a picture of a beautiful village</p> <p>two timelines</p> <p>two boys’ pictures</p>

	<p>Reilly's dream is to take the ferry to Rotterdam.</p> <p>Larry and Reilly became good friends one night.).</p>			
20 mins	<p>Stage 2: Features discovery The story of the two boys continues.</p> <p>Larry becomes a shepherd boy, and Reilly becomes a villager.</p> <p>Students listen to the recordings of ML29 and ML52, then do the gap filling task (Worksheet I).</p> <p>Students listen to the recordings again, compare the recording of the US native speaker, and discover the errors that the two speakers made on the target sounds.</p> <p>Teacher shows students the correct answer.</p> <p>Teacher introduces students the EdUHK corpus, and its functions. Students use the search function to</p>	T - WC S	<p>To help students discover the common features that speakers have on the target sounds</p> <p>To teach students how to use the EdUHK spoken corpus</p>	<p>recordings of ML29, ML52, and US sample</p> <p>Worksheet I (Gap filling task)</p> <p>Suggested answer</p>

	search people from which places are likely to have the errors that ML29 and ML52 made (Worksheet II).			
10 mins	<p>Stage 3: Self-discovery Students work in pairs. One student reads words aloud on Worksheet III (the words contained the target sounds that the teacher used in stage 1). The other student fill in the checklist (Checklist I) and check whether there are pronunciation mistakes on the above-mentioned words.</p> <p>Then, take turns.</p> <p>Teacher demonstrates the correct pronunciation of the words and shares students the most common errors that they made.</p>	T - WC Ss - Ss	To discover their own errors on the target sounds	Worksheet II (Words list) Checklist I
10 mins	<p>Stage 4: Instruction Teacher will use the video on the YouTube to show students the place and manner of articulation of the target sounds (Materials Instruction - video 1: 0:18 - 1:10, 3:45 – 4:35</p>	T - WC	To teach students how to pronounce the target sounds correctly	YouTube video

	Video 2: 0:15 – 2:03).			
Break				
5 mins	Stage 5: Recap Teacher does a quick recap to review the story, the common features of the target sounds, and the articulatory knowledge of the three target sounds.	T - WC	To review the features that they discovered in the leas lesson and the story	
8 mins	Stage 6: Checking Students work in pairs. Teacher shows students the timelines of Larry and Reilly. One student retells the story about the two boys. The other student fill in the checklist (Checklist II) and check whether there are pronunciation mistakes on the above-mentioned words. Then, take turns. Compare the two checklists and see if there are improvements on the target sounds.	Ss - Ss	To consolidate students' knowledge on the target sounds To check whether students acquire the target sounds	timelines of Larry & Reilly Checklist II
13 mins	Stage 7: Discover features of the target sounds that speakers from different areas have	Ss - Ss	To help students find the features of the target sounds that speakers from different areas have	Asian map Worksheet III EdUHK spoken corpus

	<p>The story of the two boys continues. Larry and Reilly had an Asian tour last year before attending University.</p> <p>Students work in groups of 5.</p> <p>Students search the features of the three target sounds that speakers from 5 areas, Hong Kong, Pakistan, the Philippines, Malaysia, and Indonesia, and find the features of the target sounds that speakers have (one student one area). (Worksheet III)</p> <p>Report the results that they found to their groupmates and give examples of the miscommunications that Larry and Reilly may have when communicating with the local.</p> <p>Students discuss with their partners and share which accent is easier to understand.</p>		To enrich students' knowledge about the features of the target sounds	
10 mins	<p>Stage 8: Moral lesson & Production task</p> <p>The story of the two boys continues.</p>	S - WC Ss - Ss	To practice students' productive skills	Checklist II

	<p>Students describe what kind of people ‘Larry’ and ‘Reilly’ are based on the above story.</p> <p>Students work in pairs.</p> <p>One student imagines that both of them have grown up and describes the life that these two men are having.</p> <p>The other student checks whether errors are made in the target sounds.</p> <p>Then, take turns.</p>		To check whether students acquire the target sounds when deliver a speech	
4 mins	<p>Stage 9: Language feedback Teacher shares the good examples and errors.</p>	T - WC	To give students feedback	