



ENGLISH LANGUAGE CENTRE

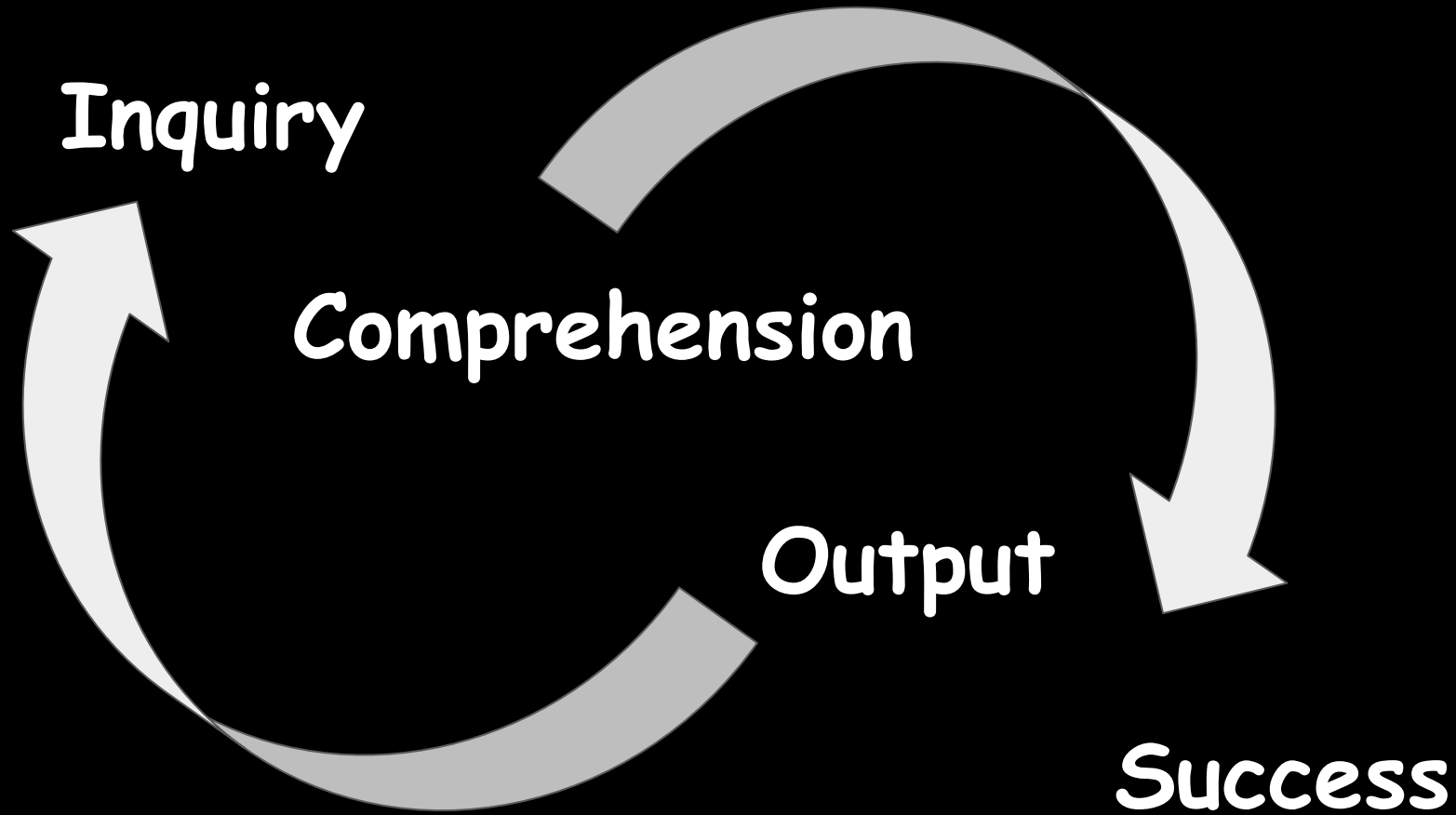


Fluency via Prosody & Etymology

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Fluency via Prosody & Etymology





What is fluency? Part 1/3

Reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read.

(Hasbrouck & Glaser 2012)

What is fluency? Part 2/3

The use of stress or emphasis, *pitch* or *intonation*, tempo or rate, the rhythmic or regularly recurring patterns of language and appropriate phrasing.

(Kuhn 2003)

What is fluency? Part 3/3

It does NOT mean FAST reading!

“Speed is not the road to success.
Careful practice is the road to speed.”

(Beth Slingerland)

What is prosody?

Carreker, Multisensory Teaching of Basic Language Skills, p. 246

Spoken language has intonation, phrasing and stress which are not present in written language.

When these features are present in oral reading, there is a rhythmic flow (prosody) that makes it sound like the reader is speaking.

Oral practice and study of punctuation and grammar can aid in developing prosody

What is prosody?

Prosody reveals comprehension!



How a student reads aloud reveals a lot about how they understand something.

Ever notice how students read monotone? - Maybe they do not want to reveal lack of understanding.

What do
we know
so far?



Prosody & ESL Learners

Research

LENGERIS, Angelos (2012). Prosody and Second Language Teaching: Lessons from L2 Speech Perception and Production Research. In Jesus ROMERO-TRILLO *Pragmatics and Prosody in English Language Teaching* (pp. 25-40). Madrid, Spain: Springer.

ZHANG Weimin (2009) Semantic Prosody and ESL/EFL Vocabulary Pedagogy. *TESL Canada Journal* Volume 26 Issue 2 Spring.

Prosody & ESL Learners

Research

Semantic prosody - (Zhang 2012 TESL Canada)

Harder to learn as students get older

Difficulty NOT due to elasticity or brain function
L2 input issues (Lengeris 2012) - **few are teaching
students prosody issues!**

Prosody & ESL Learners

Research

Cultural interference

Bilingual dictionary errors (bias?) - translation issues?

We should be aware of these and document them. They might not be simple errors but symptoms of something bigger.

Examples of semantic prosody

Learners should think about these issues.

Table 1
Semantic Prosodies of Some English Lexical Items

Researcher	Semantic Prosody		
	Negative	Positive	Neutral
Channell (2000)	<i>par for the course</i> <i>roam the streets</i>		
Hunston (2002)	<i>sit through</i>		
Louw (1993)	<i>bent on</i> <i>build up</i> (intransitive) <i>utterly</i> <i>symptomatic of</i>	<i>build up</i> (transitive)	
Partington (1998)	<i>commit</i> <i>peddle</i> <i>dealings</i>		
Sinclair (1987, 1991)	<i>break out</i> <i>happen</i> <i>set in</i>		
Stubbs (1995)	<i>break out</i> <i>cause</i> <i>effects</i> <i>happen</i>	<i>reason</i> <i>provide</i>	<i>create</i> <i>effect</i>
Wei (2002)	<i>cause</i> <i>incur</i> <i>utterly</i>	<i>career</i>	<i>probability</i>

Semantic prosody - cultural interference

Wei's (2006) corpus-based study further confirmed Wang and Wang's finding that Chinese EFL learners' use of *cause* tends to be with a positive semantic prosody. His findings showed that Chinese learners often collocate *cause* with words like *development*, *progress*, and *improvement*. Wei further argued that native speakers' conscious use of unusual collocations with a lexical item is generally for a special communicative effect (e.g., to develop an ironic intention), whereas non-native speakers' use usually reflects pragmatic errors. These interlinguistic studies may suggest that inappropriate word choice arising from ignorance of semantic prosody is not uncommon in ESL/EFL learners.

In another study, Wang and Wang (2005) focused on the semantic prosody of the lexical item *cause* in Chinese EFL learners' interlanguage and native English speakers' language. Their findings revealed that there are significant differences in the semantic prosody of *cause* between English native speakers and Chinese EFL learners. For native English speakers, *cause* tends to have a negative semantic prosody. Chinese EFL learners in the study, however, underused the negative semantic prosody of *cause* but overused its atypical positive semantic prosody. The following are some examples of Chinese EFL learners' misuse of the semantic prosody of the word *cause*.

1. The other *cause* is the change of medical condition. The doctors now can cure many diseases which was incurable in the past.
2. The most important reason which *caused* these changes was the development of economy in developing countries.
3. ... infant mortality was 100 deaths per 10000 births in developing countries of the world. What *caused* these great changes? (Wang & Wang, 2005, pp. 300-304)

Semantic prosody - Dictionary errors

equivalents and examples provided (e.g., *incite*, *persist*). For example, despite the negative semantic prosody of *incite*, most of the bilingual dictionaries present a positive prosody for *incite* through its translation equivalents *ji1li4* and *ji1fa1* and examples with Chinese translation provided in the dictionaries:

incite the soldiers to fight bravely
ji1li4 shi4bing1 yong2gan3 zuo4zhan4

incite somebody's curiosity
ji1fa1 mou3ren2 de hao4qi2xin1

Thus Wang suggested that for bilingual dictionary writers, "an entry should pick out typical features and offer sound examples" (p. 40) in order to avoid misleading ESL/EFL language learners. All the studies discussed above may suggest that semantic prosody should be included in dictionaries to help learners use words appropriately (Ji & Wu, 2000; Pan & Feng, 2003; Wang).

How can
we teach
and
promote
prosody?



Ideas for teaching

How can we teach prosody?

Encourage students to be ethnographers:

1. Document how words are really used
Ex. "bad" "feminism" "hierarchy"
Ex. in Chinese "burden" 負擔 is taboo?
2. Different 'native' literature, not just bilingual dictionaries
3. Use of corpora. Ex. ELC 6002

Ideas for teaching

How can
we teach
prosody?

Train students to be ethnographers:

4. Sensitivity to positive and negative connotations: Ex. hometown, dialect, democracy. What was the ethnicity of the person, what was the response.
5. Take notes on observations
6. Try the word in a native context...

Ideas for teaching

How can
we teach
prosody?

Train students to be ethnographers:

7. Does the word have a positive or negative connotation? Why?
8. Is the word controversial or neutral?
9. Can the word cause a fight? Why?

Ideas for teaching



Example: **1 word:** "Bitch" Said it only 1-3 times -
#23 was suspended without pay! Crossed the line...

Ideas for teaching

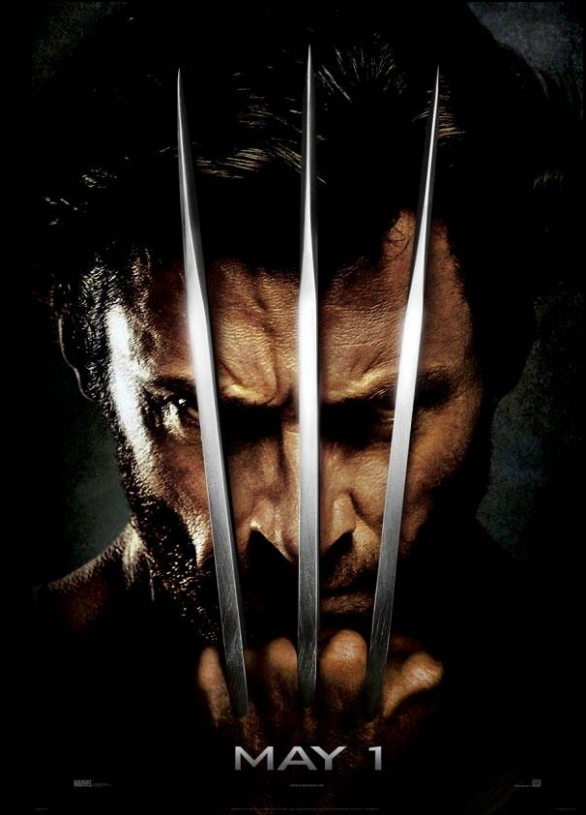


Example: **1 word:** "Bitch" - Buteau says "Hi, Bitches!" "Bitch yeah...!" throughout her podcast and show. She's popular. Why can she say Bitch and the other can't?

Etymology



What do these movies have in common?



History of Kanji 馬



(a)

(b)

(c)

(d)

(e)

(f)

(g)

甲骨文

Oracle bone style

金文

Bronze ware style

篆文

Ten (official seal) style

漢字

Kanji

Noriko K. Williams © 2014 2015

History of Kanji 学 (學)



(1)

(2)

(3)

(4)

(5)

Noriko K. Williams © 2014

Etymology - study of the origins of words

They are origin movies!

Origins of language =

Interest & understanding

Etymology - academic understanding

The spelling of English words often reveal their origins. Not always based on pronunciation.



<https://www.youtube.com/watch?v=0mbuwZK0lr8>

Ceiling - celestial - stars

Mortgage - mort (death), gage (payment)

Analysis - leu (too loosen)

Invigilate - vigale (watch), weg (lively)

Friend - Frigga (god of friendship)

The spelling of English words often reveal their origins. Not always based on pronunciation.

For example:
Why is there
the letter "b"
in the word
"doubt"



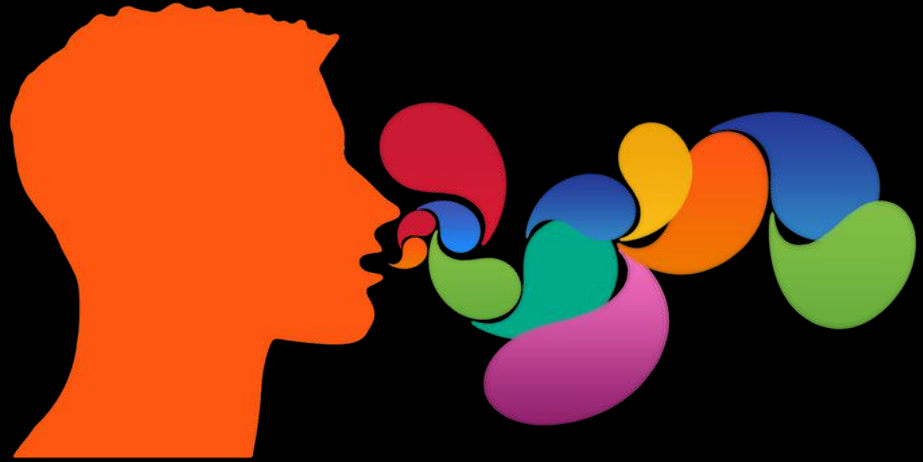
https://www.youtube.com/watch?time_continue=2&v=YvABHCJm3aA

Ideas for PEUS & EUS - Prosody & Etymology

- Phonemic
- Semantic
- Phrasal
- Textual

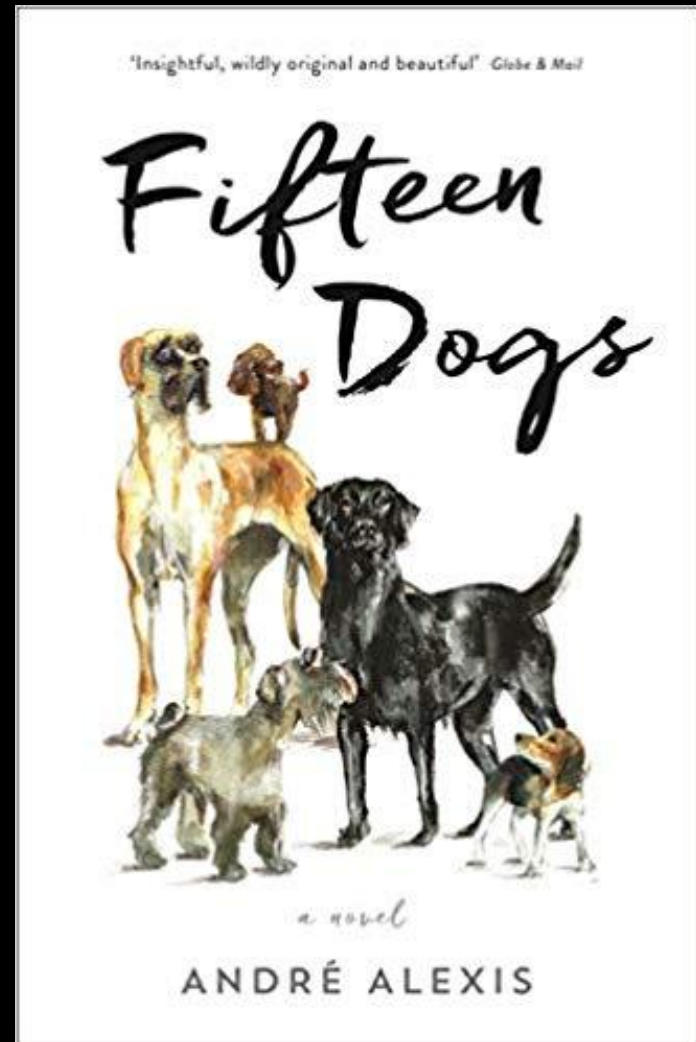
Consistent practice

- Repetition
- Repeated readings of text
- Wide reading of texts



Scaffolding & preparing students

Case observation from Re@d PolyU:



How to prep students?

Outside the tavern, the gods walked west along King Street.

– I wonder, said Hermes, what it would be like if animals had human intelligence.

– *I* wonder if they'd be as unhappy as humans, Apollo answered.

– Some humans are unhappy; others aren't. Their intelligence is a difficult gift.

– I'll wager a year's servitude, said Apollo, that animals – any animal you choose – would be even more unhappy than humans are, if they had human intelligence.

– An earth year? I'll take that bet, said Hermes, but on condition that if, at the end of its life, even one of the creatures is happy, I win.

– But that's a matter of chance, said Apollo. The best lives sometimes end badly and the worst sometimes end well.

– True, said Hermes, but you can't know what a life has been until it is over.

– Are we speaking of happy beings or happy lives? No, never mind. Either way, I accept your terms. Human intelligence is not a gift. It's an occasionally useful plague. What animals do you choose?

As it happened, the gods were not far from the veterinary clinic at Shaw. Entering the place unseen and imperceptible, they found dogs, mostly: pets left overnight by their owners for one reason or another. So, dogs it was.



Hermes - the Greek god of thievery, trickery. Messenger to the gods, said to be able to travel between the earthly realms and spiritual realms. Son of Zeus.



Apollo - the Greek god of archery, music, dance, truth and prophecy. Most handsome.

Said to have healing powers. Also a Son of Zeus.



Tavern - a place where common people come to drink, eat, socialize.



Do students know that gods at a tavern is supposed to be absurd?



Imagine seeing the Chief Executive eating at a Cha Chaan Tang... Normal or absurd?

EUS - focus on bigger issue

Catechin is a phytochemical antioxidant found in a wide range of foods and beverages which are mainly the products of plants. Examples of such products include green teas, black berries, grapes and red wines (Bennion, 1999). The focus of this report is one form of catechin, epigallocatechin-3-gallate (EGCG), which can control the expression of enzymes and genes to promote lipid oxidation (Acheson et al., 2004; Hursel et al., 2009). Lipid oxidation is a major component of the lipid metabolism which converts fatty acids into acetyl-CoA for the release of energy through respiration, and thus leading to weight loss (Nelson & Cox, 2014).

EUS - focus on the 'aha' moments

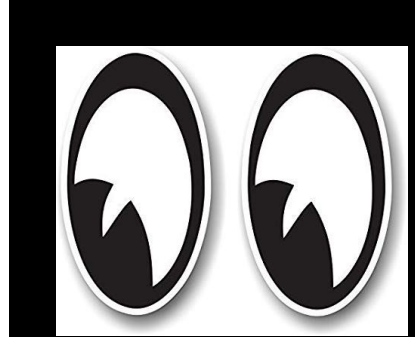
According to Nagao et al. (2016), the absorption of catechin contributes to the reduction of body lipid storage and serum lipid level via boosting the lipid oxidation. Suzuki, Miyoshi and Isemura (2015) suggest that regular intake of catechin, especially EGCG, may provide an anti-obesity effect to humans. Experimental studies with various EGCG consumption levels have also shown that there is a positive effect of catechin on lipid oxidation (Bérubé-Parent, Pelletier, Doré & Tremblay, 2005; Rumpler et al., 2010).

Can students understand the benefit to society?

Fluency in EUS



Can students
get the 'aha'
moment?



Resources

1. **Academic word list** -
How well do our
students really know?

<https://www.victoria.ac.nz/lals/resources/academicwordlist/sublists>



Resources

2. Prefixes and suffixes

- helpful in understanding words, building vocabulary, NOT blindly guessing



https://msu.edu/~defores1/gre/roots/gre_rts_afx2.htm

Resources

3. **Etymology** - better than a dictionary!
Deeper understanding of words and related words!

Addictive in a good way!



<https://www.etymonline.com/>

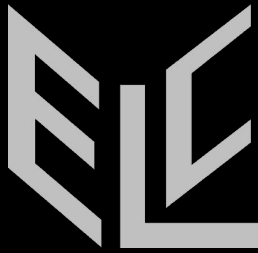
4. **Prosody** - fluency

Non-fiction / society:
Can listen, read aloud,
vocabulary, know it in
a modern context



BBC
LEARNING
ENGLISH

<http://www.bbc.co.uk/learningenglish/english/features/news-report>



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Practical ways to
improve fluency

