

## Language Centre English Seminar

# Teaching Development Seminar

Presented by

**Meilin Chen, Simon Wang, Peggy Lai and Louisa Wong**  
**(Language Centre, HKBU)**

Date: 17 Sep 2018 (Monday)  
Time: 3:30 – 4:30 p.m.  
Venue: OEM906, 9/F, OEN Hall Building (Main),  
Ho Sin Hang Campus,  
Hong Kong Baptist University

### **Teaching and Learning Oral English Presentation using Transcripts Automatically Generated by YouTube by *Simon Wang, Peggy Lai and Louisa Wong***

#### **Abstract**

YouTube Auto-Captioning function, a freely accessible service, is proven to be an invaluable resource for the teaching and learning of spoken English by generating transcripts automatically within a few minutes. The fact that spoken English is transient, resulting in the lack of a permanent record, makes grading moderation nearly impossible. According to Douglas & Selinker (1992), inconsistent ratings of the same speaking performance among assessors are often observed, undermining the credibility of a speaking assessment. On the other hand, the presence of transcripts would enable teachers and students to monitor and reflect on students' speaking performance. Therefore, a transcript or a speech text is of huge significance. The challenge, however, is the time-consuming and labour-intensive process of manual transcription. To address the issue, our team proposes taking advantage of the YouTube Auto-Captioning function for a more reliable speaking assessment and an effective study of spoken texts among teachers and students. Our preliminary research has shown that transcripts inform the teaching practice of spoken English by making the following possible: Pronunciation correction, grammar improvement and analysis of discourse features related to cohesion and vocabulary.

### **Does learning style matter? The association between learner variables and their disposition to the use of corpora in L2 academic writing by *Meilin Chen***

#### **Abstract**

In this presentation, I would like to report on an investigation into the correlations between postgraduate students' learning styles and other learner variables and their perceptions of the use of corpora in writing after attending a corpus-based research writing workshop. Prior to the workshop, they completed a learning style questionnaire and after it a post-workshop questionnaire about the usefulness of corpora in writing. Correlation analyses were carried out between results from both surveys. Findings show that learning styles do not have strong impacts on learners' perceptions of the corpus approach, except for the leveler-sharpener dimension with sharpeners being more positive about the data-driven learning approach than levelers. Learners' preference for computer-assisted learning also corroborates with their attitudes towards the corpus tools. Another significant correlation was identified between learners' study level and their dissatisfaction with certain aspects of the workshop. Findings from this study shed more light on the affordability of corpora in English language teaching.

**ALL ARE WELCOME**