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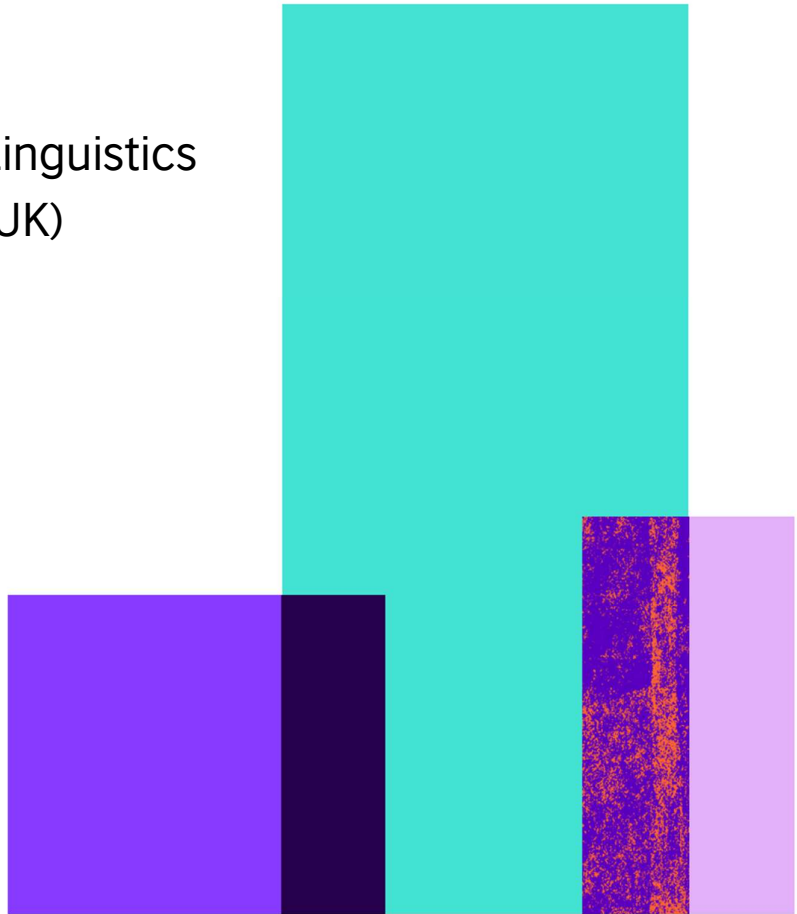
TeachingEnglish

ASEAN/China TeachingEnglish Online Conference 2026

Global Englishes, AI and the case for innovation in assessment

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Resources, links and tasks

1. Including Global Englishes accents in listening assessment

Useful websites with examples of Global Englishes accents:

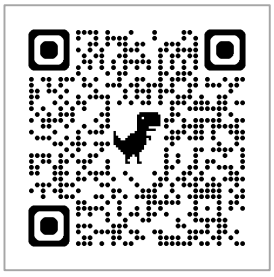
- The Speech Accent Archive: https://accent.gmu.edu/
- IDEA International Dialects of English Archive https://www.dialectsarchive.com/
- TED talks: beyond coursebook accents: https://elfpron.wordpress.com/2014/06/08/ted-talks-beyond-coursebook-accents/

Record your own input:

- Use Audacity® - open access speech recording and editing software: https://www.audacityteam.org/
- Provide speakers with scripts, role-play prompts, conversation topics
- Create a library of Global Englishes varieties

2. The EMI Corpus

Access the EMI Corpus interface



https://emi-corpus.lancaster.ac.uk/query

- Use the interface to explore different search terms
- More information about how to optimize your searches is shown in the manual: https://emi-corpus.lancaster.ac.uk/manual.pdf

A practice task for teachers

Step 1. Search for the following **epistemic stance adverbs** which are used to express (un)certainty in the corpus:

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maybe; perhaps; possibly; potentially; probably
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See if you can find the answers to the following questions:

1. Which adverb is the **most frequent** in the corpus? Which adverb is the **least frequent**? [Hint: use the **Usage Analysis** tool]

Step 2. Take the **most frequent** adverb and see if it is used differently:

2. Across different countries
3. Across different (discipline) areas
4. Across different genres of writing
   [Hint: use the **Visual Analysis** tool]

Step 3: Based on your analysis, what hypotheses can you develop about epistemic stance adverbs showing (un)certainty in academic writing?

3. Exploring chatbot communication

Develop and reflect on a roleplay prompt (teacher activity)

- Follow some of the best practice guidelines for developing prompts found here:
  - https://www.teachingenglish.org.uk/publications/resource-books/ai-activities-and-resources-english-language-teachers (Page 10 gives useful guidance on developing a roleplay prompt)
  - https://www.cambridge.org/elt/blog/2024/03/09/ai-prompt-writing-for-elt-teachers-7-ingredients-of-a-successful-prompt/
- Try-out your roleplay prompt on different LLMs (e.g., Gemini; ChatGPT, Claude)
- Compare the language produced across these versions. What can each chatbot do well? What aspects of authentic language use does each chatbot struggle with?
- Make adjustments to your prompt to enhance authenticity and note the effects of those changes.

Explore a (comparison) corpus of authentic spoken language

- Explore BNCLab, a corpus platform developed at Lancaster University to give students, teachers and researchers easy access to a large sample of spoken British English: http://corpora.lancs.ac.uk/bnclab
- Download some of the worksheets found on the resources site and work through these with your learners https://wp.lancs.ac.uk/corpusforschools/esl-teaching-materials/
- Consider the specific worksheet: “How to disagree politely in spoken English?”. How might you use corpus-based evidence of language use to help create a prompt for a roleplay?