

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**APPLIED LINGUISTICS**

**DEVELOPMENT AND APPLICATION OF CORPUS-BASED TEACHING  
MATERIALS FOR THE GRAMMAR COURSE IN A TERTIARY LEVEL EFL  
SETTING IN TURKEY**

**MASTER'S THESIS**

**Mustafa ÖZER**

**MAY-2019**

**TRABZON**

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**APPLIED LINGUISTICS**

**DEVELOPMENT AND APPLICATION OF CORPUS-BASED TEACHING  
MATERIALS FOR THE GRAMMAR COURSE IN A TERTIARY LEVEL EFL  
SETTING IN TURKEY**

**MASTER'S THESIS**

**Mustafa ÖZER**

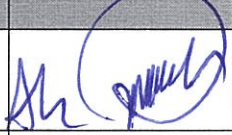


**Supervisor: Asst. Prof. Dr. Ali Şükrü ÖZBAY**

**MAY-2019**

**TRABZON**

## APPROVAL

Upon the submission of the dissertation, **Mustafa ÖZER** has defended the study **“Development and Application of Corpus-based Teaching Materials for the Grammar Course in a Tertiary Level EFL Setting in Turkey”** in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/ majority vote on **13.06.2019**.

Committee Member		Decision		Signature
Title - Name and SURNAME	Mission	Accept	Refuse	
Asst. Prof. Dr. Ali Şükrü ÖZBAY	Supervisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Prof. Dr. Arda ARIKAN	Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assoc. Prof. Dr. Mustafa Zeki ÇIRAKLI	Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Approval of the Graduate School of Social Sciences

.....

Prof. Dr. Yusuf SÜRMEŒ

Director

## DECLARATION OF ORIGINALITY

I, **Mustafa ÖZER**, hereby confirm and certify that;

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,
- this work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,
- all data and findings in the work have not been falsified or embellished,
- this is a true copy of the work approved by my advisor and thesis committee at Karadeniz Technical University, including final revisions required by them.
- I understand that my work may be electronically checked for plagiarism by the use of plagiarism detection software and stored on a third party's server for eventual future comparison,
- I take full responsibility in case of non-compliance with the above statements in respect of this work.

21.05.2019

## ACKNOWLEDGEMENT

I wholeheartedly express my gratitude to the people who gave countenance to me all the way through the preparation of this thesis.

First, and foremost, I am grateful to my thesis advisor Asst. Prof. Dr. Ali Şükrü ÖZBAY who acquainted me with corpus linguistics which caused my teaching career to change profoundly. He has so far been more than an advisor and I would like to express my deep thanks for his guidance, feedback and friendship which he flavoured with his wisdom as a linguist. I can never thank enough for his patience, diligence and limitless energy which kept me going throughout this study. I must also thank him for inspiring me as a novice researcher and a future linguist.

I would also like to express my deepest gratitude to the distinguished members of my thesis jury Prof. Dr. Arda ARIKAN and Assoc. Prof. Dr. Mustafa Zeki ÇIRAKLI.

I would like to extend my special thanks to Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU and Asst. Prof. Dr. Öznur SEMİZ from whom I learned a lot. I would like to express my gratitude to all my colleagues and students, without whom this thesis could not have been written.

Finally, I must express my most profound and sincere gratitude to my beloved mother Tülin ÖZER for providing me with a warm and comfortable study-sphere and my father Kemal ÖZER for the hot Turkish tea served affably at my desk every evening all through my MA studies. I must express my gratitude to them for being by my side whenever I had hard times all my life and I sincerely would like to say that I consider myself lucky to be their son.

May, 2019

Mustafa ÖZER

## CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	IV
<b>CONTENTS</b> .....	V
<b>ÖZET</b> .....	VII
<b>ABSTRACT</b> .....	VIII
<b>LIST OF TABLES</b> .....	IX
<b>LIST OF FIGURES</b> .....	XI
<b>LIST OF ABBREVIATIONS</b> .....	XIII
<b>INTRODUCTION</b> .....	1-5

### CHAPTER ONE

<b>1. THE FRAMEWORK OF THE STUDY</b> .....	<b>6-12</b>
1.1. Introduction.....	6
1.2. Background to the Study.....	6
1.3. Statement of the Problem.....	8
1.4. Purpose of the Study .....	10
1.5. Research Questions .....	10
1.6. Significance of the Study .....	10
1.7. Limitations of the Study.....	11
1.8. The Outline of the Study.....	11

### CHAPTER TWO

<b>2. LITERATURE REVIEW</b> .....	<b>13-24</b>
2.1. Theoretical framework: The Constructivist Approach to Teaching English as a Foreign Language .....	13
2.2. DDL and the Use of Corpora in Language Classrooms.....	14
2.3. The Need for Teacher-prepared DDL Materials.....	18
2.4. Critical Views about the Use of Corpora in EFL Settings .....	21
2.5. Autonomous Learning and DDL .....	23

## CHAPTER THREE

<b>3. METHODOLOGY</b> .....	<b>25-45</b>
3.1. The Overall Study Design .....	25
3.1.1. Getting to Know the Research Environment: A SWOT Analysis .....	26
3.1.1.1. Strengths and Opportunities .....	27
3.1.1.2. Weaknesses and Threats .....	29
3.2. Compilation of the Alternate Corpus of Academic Texts (ACAT) .....	30
3.2.1. The Design Criteria .....	30
3.3. Development of the Corpus-based Teaching Materials .....	31
3.3.1. Piloting the Materials .....	33
3.3.2. Familiarising the Learners with DDL Techniques .....	34
3.4. Application of the Corpus-based Teaching Materials .....	36
3.4.1. Grammar Presentation .....	39
3.4.2. Grammar Application .....	41
3.4.3. Autonomous Practice and Follow-up Tasks .....	42
3.5. Sampling .....	42
3.6. Data Collection and Data Analysis .....	43

## CHAPTER FOUR

<b>4. FINDINGS AND DISCUSSION</b> .....	<b>46-86</b>
4.1. Quantitative Data .....	46
4.1.1. Pre-test .....	47
4.1.1.1. Highlights of the Transition Period from the Pre-test to the Post-test.....	52
4.1.2. Post-test.....	58
4.1.3. Analysis of the Quantitative Data .....	65
4.2. Qualitative Data .....	69
4.2.1. The Research Log .....	70
4.2.1.1. Analysis of the Research Log .....	74
4.2.2. The Focus Group Interview .....	76
4.2.2.1. Interpretation of the Responses .....	77
4.2.2.2. Analysis of the Interview.....	85
<b>CONCLUSION AND IMPLICATIONS</b> .....	<b>87</b>
<b>REFERENCES</b> .....	<b>91</b>
<b>APPENDIXES</b> .....	<b>107</b>
<b>CURRICULUM VITAE</b> .....	<b>176</b>

## ÖZET

Çoklu yöntemli bu çalışma, bütüncü tabanlı ders materyallerinin basitçe bir dilbilgisi dersi olan Language Awareness (LA) dersini alan öğrencilerin küme söz ve eşdizimlilik yetileri üzerinde olan etkisini derlem bilimin eğitimsel uygulamalarının (veri güdümlü öğrenme ve sınıf içi dinleme) mevcut müfredatla ilişkilendirilmesi suretiyle araştırılmasını hedeflemiştir. Bu çalışmaya konu olan örnek grup (n:75) Türkiye'deki bir devlet üniversitesinin akademik amaçlı İngilizce (AAİ) ve Özel Amaçlı İngilizce (ÖAI) eğitimi vermekte olan hazırlık programına dahil ikinci seviye LA dersini alan öğrencilerden oluşmaktadır. Çalışmaya katılan örneklerden 25'i bu dersi daha önce en az bir defa almış öğrencilerden oluşurken, 50'si ise ilk defa alan öğrencilerden oluşmaktadır. Çalışma boyunca 'öğretmen' olarak da anılan araştırmacı, mevcut müfredatla veri güdümlü öğrenme tekniklerinin ilişkilendirilmesi ile, öğrencilerin sınıf içerisinde kullanılmak üzere pek çok özgün kaynaktan derlenen AAİ ve ÖAI metinlerini oluşturan dilbilgisi yapılarını anlamalarını kolaylaştırmayı ve bu sayede bu dersten kalması muhtemel öğrencilerin sayısını azaltmayı ve özgün metinlerin dilbilgisi bakımından nasıl oluştuklarını daha iyi anlamalarını sağlamayı amaçlamıştır. Bu çalışmanın LA ile hazırlık programında öğretilmekte olan diğer dersler arasında bir köprü vazifesi kurması beklenmektedir. Bu maksatla araştırmacı kendisinin derlediği okuma ve dinleme derslerinde 2011 yılından beri kullanılmakta olan çeşitli özgün kaynaklardan derlenmiş okuma metinleri ile dinleme parçalarının yazılı dökümlerinden oluşan yaklaşık olarak, Alternatif Akademik Metinler bütüncüsü -AAMB- adında bir bütüncü veri tabanı ile beraber yine araştırmacının kendisi tarafından daha önceden hazırlanmış seviyeli okuma kitaplarından oluşan bütüncüyü kullanmıştır. Veri toplama yöntemleri yedişer hafta süreli iki dönemden oluşan, veri güdümlü öğrenme teknikleriyle ile güçlendirilmiş dilbilgisi öğretiminin öncesinde ve sonrasında yapılan test verilerini içermektedir. Ayrıca, öğrenciler kendi bireysel tempolarında, bu çalışma için geliştirilen bütüncü veri tabanını keşfettikleri sınıfcı etkinliklere de katılmışlardır. Çalışmanın bulguları nicel ve nitel verilerle desteklenmektedir. Toplanan nicel verilerin analizi neticesinde öğrencilerin test performanslarında istatistiksel olarak anlamlı bir artış gözlemlenmiştir. Çalışmanın nitel bulguları, yapılan hedef grup mülakatı yolu ile toplanan nitel bulgularla de desteklenmiştir. Bu çalışma için geliştirilen ders materyalleri, gelecekte LA 2 derslerinde kullanılmak üzere elektronik ortamda arşivlenmiştir.

**Anahtar Sözcükler:** YDİ, AAİ, ÖAI, veri güdümlü öğrenme, materyal geliştirme, kendi kendine öğrenme, bütüncü, dinleme



## ABSTRACT

This mixed methods study aimed to investigate the impact of corpus-based lesson materials on the colligational competence of EFL learners taking Language Awareness (LA) course, which is basically a grammar course at tertiary level, by incorporating educational applications of corpus linguistics methodology (data-driven learning and classroom concordancing) into the curricula. The samples of the study (n: 75) were learners taking LA at level 2 in an English preparatory programme, which features English for Academic Purposes (EAP) and English for Specific Purposes (ESP) instruction, at a state university in Turkey. 25 of these learners were those taking the same course more than once during their preparatory language education and the other 50 were first-time takers. By incorporating data-driven learning methods into the curricula, the researcher, who is also the teacher in the present study, aimed at enhancing learner comprehension of grammatical forms that comprise EAP and ESP based authentic texts adapted from various original sources for in-class use, and thus reducing the number of learners who are likely to fail the course by increasing their awareness of the authentic language used in academic texts focusing mainly on how these sentences are grammatically formed. This research is expected to build up a bridge between LA and other essential language skills being taught within the preparatory programme. For this very purpose, the researcher compiled a corpus database of approximately 5 million words consisting of authentic texts comprising the reading corpus of the preparatory programme, along with listening tape scripts that have so far been used since 2011, the Alternate Corpus of Academic Texts or the ACAT, in addition to a graded-readers corpus previously compiled by the researcher. Data collection methods included the pre-test and post-test of 2 seven-week terms of grammar instruction explicitly strengthened by data-driven learning techniques. The learners were subject to corpus-based in-class tasks in which they were instructed to explore the corpus database at their own pace. The analysis of the quantitative data yielded a statistically significant increase in the test performances of the samples. The quantitative findings of the study were also supported by qualitative data collection methods featuring a focus group interview. The course materials developed for this study are also electronically archived to be used in LA 2 classrooms in the future.

**Keywords:** EFL, EAP, ESP, data-driven learning, materials development, autonomous learning, corpus, concordance

## LIST OF TABLES

Table No.	Table Name	Page No.
1	The Methodology of the Study .....	26
2	The Design Criteria of the ACAT.....	30
3	The Selection Criteria For the Examples .....	33
4	Language Awareness 2 Lessons and Lesson Content.....	37
5	Constituents of Sub-Sections of Task Sheets .....	41
6	Selected LA2 Groups.....	42
7	The Participants of the Focus Group Interview .....	45
8	Number of Learners in Each Group Participating in the Study .....	47
9	Pre-test Scores of the Learners in Group 1 .....	48
10	Pre-test Scores of the Learners in Group 2 .....	49
11	Pre-test Scores of the Learners in Group 3 .....	49
12	Pre-test Scores of the Learners in Group 4 .....	50
13	Average Pre-test Scores of Repeating Learners (Rs) and First-time Takers (Fs).....	50
14	The Demographic Diversity of Rs in Terms of Learnership. ....	51
15	The Procedure Pertaining to Application Procedures of DDL Methodology .....	53
16	Post-test Scores of the Learners in Group 1 Taking LA2.....	58
17	Post-test Scores of the Learners in Group 2 Taking LA2.....	59
18	Post-test Scores of the Learners in Group 3 Taking LA2.....	60
19	Post-test Scores of the Learners in Group 4 Taking LA2.....	60
20	The Comparison of the Pre and Post-test Scores of the Sample.....	62
21	Learners with Decreased Performance on the Post-test.....	64
22	SPSS Analysis of Pre And Post-test Scores of Group 1 .....	65
23	SPSS Analysis of Pre And Post-test Scores of Group 2 .....	66
24	SPSS Analysis of Pre And Post-test Scores of Group 3 .....	67
25	SPSS Analysis of Pre And Post-test Scores of Group 4 .....	68
26	Sig. (2-Tailed) Values for Groups 1-4 .....	68
27	Encoded Representation of the Codes/Themes that Emerged in the Research Log .....	75
28	Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 1 .....	85
29	Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 2 .....	85
30	Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 3 .....	86

## LIST OF FIGURES

<b>Figure No.</b>	<b>Figure Name</b>	<b>Page No.</b>
1	The Researcher is Showing How to Upload the ACAT to AntConc.....	35
2	LA 2 Course DDL Page Preview on Schoology.....	35
3	A Learner Interacting with the Software and the Database .....	36
4	The Relationship between the Essential Skill Courses Empowered by DDL.....	38
5	A Learner Exploring Concordance Lines at <a href="https://skell.sketchengine.co.uk">https://skell.sketchengine.co.uk</a> .....	39
6	KWIC Search for the Past Modal 'had to' .....	40
7	Learners Exploring the Corpus Data-base to Understand the Use and the Meaning of 'should have + past participle' Form in Lesson .....	41
8	A Learner Taking the Pre-test Via Schoology Test Application Utility in Lesson 1 .....	54
9	Students Helping Each Other with the Technical Details of the New Approach .....	55
10	Learners Collaborating .....	56
11	A Learner Looking a Word Up in the Corpus .....	57
12	Learners Doing Tasks in the Corpus-based Lesson Material on Participle Adjectives ..	58
13	Weekly Timetable for Groups 2 and 4.....	70

## LIST OF ABBREVIATIONS

ACAT	: Alternate Corpus of Academic Texts
BAWE	: British Academic Written English Corpus
BNC	: British National Corpus
CALL	: Computer Assisted Language Learning
COCA	: Corpus of Contemporary American English
CSPAЕ	: The Corpus of Spoken Professional American
DDL	: Data-driven Learning
EAP	: English for Academic Purposes
EFL	: English as a Foreign Language
EGP	: English for General Purposes
ELFA	: English as a Lingua Franca in Academic Settings
ESL	: English as Second Language
ESP	: English for Specific Purposes
F	: First-time taker
KWIC	: Keyword in Context
LA	: Language Awareness
LA2	: Language Awareness 2
MICASE	: The Michigan Corpus of Academic Spoken English
R	: Repeater
SWOT	: Strengths, Weaknesses, Opportunities and Threats
VOICE	: Vienna-Oxford International Corpus of English

## INTRODUCTION

“Every learner a Sherlock Holmes”

(Johns, 1997: 101)

This quasi-experimental study tries to understand the impact of data-driven learning (Johns, 1991) techniques and corpus-based teaching materials on the colligational achievement of tertiary level EFL learners. It basically aims at using computers and pedagogically relevant (Braun, 2005) and digitalized compilations of English for language learning and teaching through the use of linguistic inquiry software and teaching materials developed using these corpora as a source. This notion of using computers for pedagogical gain spurred into my mind years ago. Born in early eighties, I can say that the TV and the radio were the only technology we had in our homes back in the day. Then came along stereo players and they were followed by video players, as far as I can remember. The nineties were vivid, energetic and full of technological novelty with stereo music players and video players finding their ways into our classrooms as learners of English. Computers and mobile communications technologies gradually became a part of people’s lives as of early nineties as well. I was literally grabbed by this everchanging and developing nature of the technology as a teenager and a learner of English. It was during one of my faculty courses at university back in the year 2003 when I first saw a portable computer and I started thinking about my own ways of integrating this technology with my own teaching. Although it has been a relatively short while since the first mobile phone arrived in Turkey, the first internet café opened or the first personal computer was introduced to the public, a lot has changed. Technological convenience has become ample and accessible for many people.

As a technology enthusiast and an EFL teacher with a teaching experience of 13 years now, I have always sought for alternate ways of incorporating computers and the internet into my teaching to address my learners in a more efficient way and, of course, to make teaching more enjoyable for me as well. I had a couple of ideas I frequently implemented such as using camera phones to record videos during class presentations so as to provide constructive feedback for my learners and get them engaged in self-reflection activities, developing webpages to share documents, asking my learners to prepare short videos as homework or prepare slideshows to use in class. However, in the course of time, I somehow felt that I was in a loop, repeating myself and running short of new ideas. This was the moment when I thought I needed to start doing something about it. Doing MA in applied linguistics was suggested by a colleague.

These seemingly unimportant anecdotes bear the core mentality that I possess throughout all this effort I put into this study as the advent of computers and mobile technology has made it possible for almost anyone living in countries like Turkey to access information almost anywhere in no time at all. Considering the fact that I used to spend hours trying to open web pages while surfing the internet on clumsy web browsers through 52K internet modems, I can say that the internet is now much faster, much more reliable and accessible than it has ever been before. Once a privilege, mobile technology is now ample and affordable for the majority of the public in Turkey. Anyone is now able to access data about anything via the internet and these mobile devices. People can now decide about the amount and type of the information they need whenever they need it through a systematic elimination of unnecessary information with the help of developed web search tools. This digitalised way of living has helped transform the way people live as well as they learn. The change is welcome by the society as well as people in charge of education. And now we have high-speed internet access, smartboards, tablets running on Android and learners who are familiar with all this technology.

Speaking out of experience and depending on the conversations I have so far had with colleagues teaching English, I can say that educators like me have been seeking alternate ways of benefiting from this technology-inspired social reality with a view to developing new techniques and approaches to help learners keep up with the pace at which new information emerges every moment. However, the transition from a traditional and non-digitalised approach to education to a relatively and increasingly digitalised and contemporary one seems to require not only learners but also teachers to transform themselves to embrace and respond to novelty and changes fast, which may not always be easy. This new type of tech-heavy classrooms that emerged within the last decade offer learners and teachers valuable opportunities to reach and utilize the information beyond their reach. Knowing how to use these devices, learners can now enjoy the independence and convenience of being able to teach themselves by adapting and adjusting the level and the amount of the input ultimately causing the role of the teacher to transform into a mediator, too (Kennedy and Miceli, 2001). As a personal response to this need in my own realm of teaching, I began seeking possibilities of meeting this new type of learnership with compatible means and approaches to teaching. Being a non-native speaker and teacher of English and a novice researcher, I soon realized that the use of technology for educational purposes in educational contexts where English is taught by non-native speakers of the language is especially liable for educational research aiming at understanding the pedagogical effectiveness of technology in classrooms and the interaction between technology and people as language learners (Ozbay and Ozer, 2017). It didn't take me long to recognize DDL as a practical means of responding to this need in my classes. DDL allowed language learners to self-discover language forms and meaning of these forms and build-up linguistic knowledge. Therefore, DDL seems to be closely related to constructivism as learners step-by-step build up their own knowledge of the language by reading concordance lines in the screen of a computer. However, the transition from traditional methods of learning (studying

course books) to self-discovery of language forms through the use of a computer (DDL) needs to be facilitated by teacher-prepared corpus-based teaching materials which can help learners keep motivated and feel safe in the new learning environment guided by a language teacher.

As physically available publications, such as coursebooks, offering only a limited range of grammatical forms and vocabulary within a relatively narrower outlook on the natural flow of the language (naturally occurring language), can briskly fall behind the most up-to-date version of the language (Farr, 2008), the use of corpora by both teachers and learners seems to be a promising means of enriching teaching-learning procedures by offering a limitless world of words and forms (O'Sullivan and Chambers, 2006: 62) when supported by relevant technology, such as laptops and the internet, in classrooms. Teachers can rely on this sort of technology to inform their teaching decisions and transform their teaching practice, rather than exploit only the technology that suits their current teaching practice (Egbert, Paulus and Nakamichi, 2002: 111). However, it can be challenging to divert this natural flow of English into a language classroom. Therefore, taking a wide-enough panoramic snapshot of that natural flow or authentic use of the language, freezing a moment of this flow and converting it into a pedagogically relevant compilation of the language seemed to be a practical solution for me as an experienced teacher and a novice researcher. I thought my learners could explore this compilation of the natural form of English, which I believe is synonymous with authentic English, to improve as language learners.

Even though an educator may recognise the changes in the way people learn and understand, this does not necessarily mean that learners demand the required adaptation in every context. The possibility that a learner may demand adaptations of teaching to answer their needs as learners seems to be especially weaker in countries like Turkey, where the traditional inductive teaching methodology seems to be the ruling principle in teaching, which allows very little breathing space for, not technological, but theoretical modernisation. Once I meet a new group of learners, I pay special attention to inviting them into my personal understanding of how English should be taught highlighting the need for the use of technologies, such as computers and mobile phones, as a means of teaching or learning languages in a language classroom. One thing that has so far seemed to be a challenge for me is the fact that my students seek mediation between what they are used to (coursebooks) and what I offer them (electronic compilations of language-corpora). There is an apparent need for a smooth transition from the traditional coursebook-based teaching to the new software-based one. This is where corpus-based teaching materials come handy. Developing printables out of corpora can bridge the gap between learners' need for something tangible and my tech-heavy approach to language teaching.

In addition to all these I mentioned above, the impact that these adaptations and alterations in teaching can make may even be underestimated by institutions and people in charge of these institutions. Therefore, there arises a need for a teacher to take responsibility and act as a researcher

so that the problem can be identified, a solution can be developed and applied. A combination of different skills, such as technology skills, interpersonal and intrapersonal skills, that a teacher may possess can yield favourable results when addressed and referred to in a more empirical way, ultimately upgrading a teacher to a researcher-teacher.

Having spent almost 10 years teaching English at primary, secondary and high schools, I thought I had done all I could at those levels of teaching and I needed to explore new territories of language pedagogy in higher education. With these thoughts in my mind, I started my university teaching career at my current institution in 2018. This institution I am currently affiliated to runs a preparatory program featuring a skill-based approach to language teaching. This was not what I was trained for at the university, though, and it required me to reformulate my teaching. As I taught, I realized more and more about possible pitfalls of the program and I decided to focus on only one of the five skill courses, language awareness 2 ( LA 2). I began talking to colleagues teaching the same course about issues they faced. The insight they provided me with led the way to the initiation of this present study. Starting with a personal effort to transform and improve my personal teaching-sphere through the use of technology as a means of offering solutions to some common problems that my learners concurrently face, I am now in the opinion that this study offers a solution that any language teacher with moderate tech-skills can apply.

Since I started working as a university instructor (or teacher), I have so far been able to observe that, though born to a digitally wealthy society, most of my students can hardly go beyond being mere consumers of the technology they purchase. Even though they seem to be doing great when it comes to using technology for entertainment, they somehow struggle using them by themselves (autonomously) to improve their English. As a teacher-researcher, who is looking for ways to integrate the scientific methodology with the decision-taking procedures on behalf of my learners, I think DDL techniques accompanied by corpus-based teaching materials come to the rescue at this very moment. Learners in my classes seemed to be having difficulty finding remedies for their own wounds that they get during their struggle with the educational requirements posed by learner-centred curricular practices (the preparatory program) in which there is a far-reaching emphasis on learner autonomy. Speaking of learner autonomy, this was familiar to me from my DDL readings. There were many studies like Johns (1991; 1997), Braun (2005) or Chambers et al. (2011) showing the effectiveness of DDL in establishing learner autonomy. However, there seemed to be a confusion about ‘autonomous learning’ as a pedagogical concept among both my students and colleagues in my new work-sphere. Therefore, I came up with the idea of applying DDL techniques in my classes to support their (first my students and hopefully my colleagues in the near future) understanding of the concept. I hope this effort I put into my teaching can inspire others to adopt DDL as a teaching methodology offering a valuable opportunity to improve the effectiveness of the curriculum and deepen their insight into learner autonomy resulting in an overall improvement. As it is still a relatively less discovered territory of educational research, data-driven



language learning and the use of corpora by both learners in a hands-on manner and teachers to develop authentic, flexible and adaptable teaching materials that facilitate the guidance of learners through autonomous learning seems to be a valuable opportunity for us as language teachers to come up with practical solutions to implement for further teaching practices. This may also have implications for curriculum developers and suggestions for existing curricula still in practice.

Bearing these in mind, I embarked on the present study hoping the results and implications will offer solutions to the problems faced by both my students and colleagues, contribute to the existing data-driven language learning literature and inspire future teacher-researchers to take responsibility and discover alternate ways and means of exploiting the scientific methodology in order to enhance the flexibility, efficiency, effectiveness and efficacy of language learning environments where English is taught as a foreign language in countries like Turkey.



## **CHAPTER ONE**

### **1. THE FRAMEWORK OF THE STUDY**

#### **1.1. Introduction**

This chapter is dedicated to the establishment of the framework of the study. Firstly, background information about the study is provided. Following this, the problem that led the way to the initiation of this study is explained, and the purpose of the study is stated and defined. After that, research questions that the present study aimed at answering are stated, and the significance of the study is explained. Finally, the limitations of the study are expressed, and the outline of the study is demonstrated.

#### **1.2. Background to the Study**

The pedagogical benefits of the educational applications of corpus linguistics methodology is supported by the findings of many researchers studying in the field of applied linguistics, regarding its ability and flexibility to provide the learners with valuable opportunities to explore naturally occurring language (Reppen, 2009), particularly in English as a foreign language (EFL) settings where learners are in the centre of teaching activities. It is empirically shown through research that learners of foreign languages may not possess the required abilities to recall the correct words to use in a given context and use them accordingly, whether the context be academic or not (Ozbay, 2015). Those who are in support of using explicit inductive instruction in language teaching through data-driven learning (DDL) techniques have shown how useful these techniques can be by developing and using teaching materials with a view to creating a learning atmosphere in which the learner can explore and discover grammatical forms independently instead of being deductively instructed what to do (Tribble 1990; Tribble and Jones 1990; Johns 1991a), thus witnessing how grammatical forms are being used in real life contexts. In their joint study, Ozbay and Ozer (2017: 28) express the difference that corpus methodology can make in EFL settings as follows:

Corpus linguistics, or Data-driven learning in particular, may open up new horizons for learners to become autonomous in language learning as it provides the learner with access to naturally occurring language, which may not be possible to acquire once language teaching and learning is confined to classrooms and course books only, with the guidance of the teacher who is most possibly not a native speaker of the target language.

As shown in studies like Ozbay and Ozer (2017), Boulton and Cobb (2017), Boulton and Landure (2016), Boulton (2016) and Zohairy (2012), the hands-on use of DDL techniques by learners causes the role of the teacher in the classroom to shift from the traditional source of information and the role-model for learners to a mediator who facilitates the learning for learners rather than teaching, thus increasing the amount of learner uptake in classroom settings where learners can also find the opportunity to build up self-confidence and a sense of responsibility for their own learning.

Therefore, the new primary objective of a language teacher needs to be reworded. Presumably, when teaching methods like DDL are adopted, the teacher in a learner-centred learning setting should put their effort into bringing naturally occurring language into their classroom in the form of compilations of texts representing the language outside the classroom and tailor it in such a way that it meets the needs of the learners in an EFL setting rather than following a uniformed path ignoring individual differences of learners. With being able to alter the way learners approach language learning, this approach entails the teacher himself to confront the traditional way of teaching in the first place. This relatively new attitude towards language teaching seems to be quite challenging to adopt in countries like Turkey, where the traditional roles of learners and teachers have somehow settled. The challenge is therefore set not for only the learners but also for teachers, and in a broader sense the institutions themselves.

Bearing what has been stated above in mind, there may be some technical challenges when DDL techniques are to be adopted. It is pretty much obvious that such a large amount of data in the form of corpora cannot possibly be explored and analysed manually. In order to facilitate and speed up the experience of learners, language teachers can resort to digitally compiled corpora. Not only do these samples of authentic texts, saved electronically on a computer and analysed by means of software, can provide the learners with a virtual means that enables them to touch and feel the real world in which the target language is the natural medium of input, they also help the teacher build bridges across the overall objectives of the curriculum and individual needs of learners themselves, thus helping the teacher to fulfil his goals as an educator, as well. Instead of being exposed to decontextualized, invented statements bearing certain forms of grammar in a relatively isolated manner, the learners are granted the chance to taste moments of real life by means of the authentic language that they can experience individually (Maddalena, 2001). The need for learners in EFL or ESL settings to be exposed to certain amounts of naturally occurring language representing real-life occasions, such as a radio talk or a newspaper article, has begun to be recognized by educators (Maddalena, 2001). By observing the same language items in different contexts, learners can build up their own knowledge of the language.

Accordingly, there arises a need for synchronizing the rhythm and music of the language that lives outside the EFL classroom and the one that the learners are exposed to in the classroom.

Obviously, this duty should be carried out by the teacher when a language, English in particular, is taught at schools. At institutions where teaching materials development activities are carried out by teachers, or instructors in a broader and more academic sense, concordancing, the computational analysis of corpora for educational purposes, seems potentially to be a feasible technique for teaching materials developers focusing on EAP and ESP instruction. This is partly due to the fact that learners are expected to build up their own realities as learners of academic English. In the particular context of this present study, following the compulsory twelve years of education during which they were exposed to English at varying levels, learners join universities where the level and content of the language exposure is diverted into a relatively academic vein. Depending on the initial proficiency levels of learners identified by the institution through exemption exams at all of the 4 language skills and grammar, the duration and the amount of the input is scaffolded so as to provide the learners with a smooth transition from what they are already used to and what they will be exposed to in the faculty.

### **1.3. Statement of the Problem**

The need for this present research arose initially from the pedagogical discrepancy between institutional needs designated by the principles of the preparatory programme, which can be found in the academic handbook, and the pedagogical reality observed by the researcher. The academic handbook is the official manifestation of the principles adopted by the institution. It is prepared by the academic staff led by the academic director of the preparatory programme. The handbook is renovated every year in accordance with changes in the curriculum. Academic resolutions for the upcoming term are also explicitly revealed within the handbook. However, actual practice of teaching can vary on an individual scale depending on the dynamics of the groups of learners being taught or individual teachers disregarding the need for learner autonomy as explicitly stated in the academic handbook.

Within the context of this research, before they start their education in the preparatory programme, learners, who are future students of faculties, are held subject to exemption examinations testing both their competence and performance in different language skills in order to understand the learners individually. This allows them to be placed in upper levels of some prep courses which they are good at and lower levels of the others, which they need to improve.

Local and international learners are expected to score a minimum of 70% in tests assessing their knowledge of 5 different language skills in English (reading, listening, speaking, writing and language awareness) to be exempt from the preparatory programme, and join their faculty programmes. According to the results they get from each exemption exam, the learners are either considered completely exempt or placed in skill courses at their own levels. There is also a foundation level in which the learners receive elementary level English within a period of eight

weeks. Here, it is important to know that the preparatory programme is run on a 36-week academic calendar comprising of 4 academic terms and the summer school. Learners are taught every course inductively highlighting autonomous learning, which stands out to be a principle adopted by the academic directorate of the preparatory programme. Therefore, every learner has 8 weeks to master certain aspects of English and move to an upper level of each course, eventually leaving the preparatory programme to join their faculties.

However, learners, mostly local ones, passing the second level of LA course had reportedly been observed to be experiencing difficulty in writing grammatically correct statements in writing level 3 even though they had passed LA and also writing at level 2. The preparatory program necessitates learners to master a certain level of all courses to move to an upper level of each course. Therefore, it can be assumed that if a learner can't succeed in LA 2, he is not allowed to take LA 3 as well as other courses that are directly related to grammar such as writing 3, with an exception that they can keep escalating in other levels of other skills, e.g. reading 3, listening 3 or speaking 3. Past observation and also the number of repeating learners indicated that even though learners passed LA 2, they later appeared to be poor at writing grammatically correct sentences in writing 3, which features essay writing sessions for three main genres (process description, cause and effect, for and against) and the learners often failed to recall necessary language elements when they needed to use unless they were reminded by the teacher. Teachers teaching other skills, especially writing 3, to learners who repeated LA 2 at least once asserted that they needed to explicitly point at grammar topics during feedback sessions to help the learners realise what the mistake is; however, even so, teachers claimed that the learners had had a hard time remembering what that certain grammar pattern was.

As for the teaching materials development aspect of the study, when approached critically, the existing set of LA 2 teaching materials had three potential weaknesses even though they were prepared by instructors who are native speakers of English: firstly, they contained relatively decontextualized and invented statements lacking a sense of naturally occurring language. They focused mainly on the mechanical side of grammatical forms rather than the meaning and the use in context. Secondly, they poorly represented academic use of the language, which is what learners were exposed to in other skill courses. Thirdly they seemed to be poor at providing the learners with opportunities to notice and experience the grammatical forms independently, eliminating the advantages of self-discovery in language learning offering the learners only a limited number of examples, which, apparently, was not enough for the learners whose pace at learning was relatively slower than others, eventually leading to undesired consequences such as repeating the same content for an additional 8 weeks. In some cases, the amount of time wasted repeating the same content could even go beyond this. Finally, there was a weak connection between the input provided by reading and listening course materials and LA 2 course materials. Due to this mismatch between receptive-skill course materials and the existing LA 2 materials, learners

seemed to be having difficulty realizing to correlation between different skill courses that provide input and writing course in which they are expected to turn this input into output and create texts.

#### **1.4. Purpose of the Study**

The purpose of this research was twofold: the primary purpose was to develop new alternative teaching materials to use in LA (grammar) courses at level 2 for in-class use by making use of the authentic language comprising the academic texts that the learners are exposed to at all four levels of reading and listening courses. In reading and listening at levels 1 to 4, learners are expected to read, listen to, understand and do tasks at an academic level. A number of texts of a variety of genres, all of which are academic, comprise the whole body of resources used as course materials in reading and listening courses at the institution where this study was carried out. This research, therefore, sought ways of incorporating methods of computational linguistics, data-driven learning (DDL), concordancing and keyword in context (KWIC) search in particular, into materials development procedures. Secondly, this research aimed at creating a network of teaching materials based on DDL techniques which have demonstrated considerable potential in leading the learners to making connections between what they learned in different skill courses that they were taught as a study skill.

#### **1.5. Research Questions**

As introduced above, this research was conducted in an environment where the learner is in the centre, building up language knowledge for and taking up the responsibility of his own learning, autonomously participating in language learning activities in which he was able to build up knowledge at his own pace and doing activities, not instructed, but rather guided by the teacher in a classroom. In order to address all of the functional variables and components of this learning environment, this research tried to answer the following two research questions.

1. To what extent can corpora be incorporated into curriculum development procedures of a preparatory program featuring EFL instruction?
2. To what extent can the corpus-based teaching materials prepared by the researcher out of the reading and listening materials be used in the corresponding skill courses to foster autonomous learning of grammar in the EFL setting featuring EAP and ESP instruction?

#### **1.6. Significance of the Study**

As for the significance of this particular study, it is possible to say that this study can be significant due to its versatility in presenting a combination of various components of different disciplines in terms of linguistic study. First of all, this study seems to be one of the very few

studies aiming at seeing the effects of using corpora in materials development procedures for language teaching and learning.

Secondly, the intended integration of corpus methodology into the curricula in the given context is another aspect of this study that highlights its significance. A CALL approach to language teaching and learning with a view to fostering autonomous learning and enhancing learner uptake at a farther level puts this study in line with many others trying to address the gap in the literature. For this reason, the findings and future implications of the present study can be significant and empirically proliferous in the sense that it collected data from real teaching procedures by exploiting corpus-based materials through DDL techniques with real learners within the frame of a small-scale alternate curriculum based on a specified corpus compiled by the researcher can yield a relatively more realistic image.

Thirdly, this study can be classified within a league of studies, whose number has been on rise in recent years, that try to collect both qualitative and quantitative data in real life EFL settings, with the latter being relatively scarce in DDL literature. This study can also stand out amongst other similar studies as it combines the procedures of corpus compilation and the use of corpora in language teaching and learning, which are actually two different branches of the same discipline. Finally, this study can be significant as it stems from the needs of a tertiary level language school whose main institutional language focus is on EAP and ESP.

### **1.7. Limitations of the Study**

Like every study, this study also has its limitations. Due to institutional restrictions, the dynamic nature of the preparatory program and time constraints, the research can be carried out with only a number of learners within a designated period of time. Therefore, the results of this study can only represent the realities of the samples of this study within the environment where the research was carried out. Even though they may have had an observable effect on learner achievement and motivation, individual variables, such as learner styles, were therefore not taken into consideration in order to facilitate attainability and understanding of the realities of the participants and the research environment. The results of this study, therefore, are not generalizable. The findings and implications of this study may not go beyond providing inspiration for future researchers, either.

### **1.8. The Outline of the Study**

This present study aims at understanding the impact of data-driven learning and the autonomous use of corpus-based teaching materials by EFL learners on their colligational competence at tertiary level through the incorporation of these into the existing curriculum of a

preparatory programme in a Turkish context on a relatively smaller scale. In order to understand to what extent data-driven learning techniques and corpus-based teaching materials can make a difference on the particular sample with regards to fostering autonomous learning, this present study is designed to include both qualitative and quantitative data collection and analysis methods in a descriptive manner.

In the first chapter, the literature on data-driven learning and the educational applications of corpus linguistics is reviewed under six subheadings. Firstly, the constructivist approach to language learning and teaching is reviewed and stated as the theoretical framework of the present study with a specific focus to DDL. Secondly, literature on data-driven learning as a technique for language teaching and learning is reviewed in connection with the use of corpora in EFL settings. Thirdly, the need for teachers to create corpus-driven teaching materials which can satisfy linguistic needs of learners is discussed. Fourthly, critical views about the use of corpora for educational purposes in language classrooms by teachers and learners are reviewed so that an unbiased tone of language can be adopted. Fifthly, literature on autonomous learning is reviewed in order to bridge the conceptual gap between the theoretical framework of this study and data-driven learning as the proposed and adopted teaching methodology in the particular context of the present study. Lastly, literature on learner motivation is reviewed in order for this study to be able to provide insights into psychological aspects of the adopted techniques and the theoretical framework.

In the second chapter, the methodology adopted throughout the present study is stated in six subsections. Firstly, the overall study design is explained and the research environment is analysed through the use of a SWOT analysis, which is a total quality management technique. Secondly, the compilation of the specified corpus data-base is explained. Thirdly, the procedures pertaining to the development of the corpus-based teaching materials are stated. Fourthly, the procedures of and the rationale behind the application of these peculiar corpus-based teaching materials are stated. Fifthly, the sample of the present study is explained. Finally, the data collection and analysis methods are stated.

In findings and discussion, the findings of the present study are presented and discussed in a straight line with the research questions so as to provide an understanding of the realities of the sample in the light of the reviewed literature and the adopted methodology and what sort of a difference has been made.

In conclusion and implications, the position of the present study in between previous studies and possible future ones is clarified through recommendations which may inspire further research in the field of corpus linguistics, data-driven learning and autonomous learning.



## CHAPTER TWO

### 2. LITERATURE REVIEW

This study has three main technical dimensions all of which have psychological implications with regards to learner motivation as well. These are the adoption of DDL as a teaching method, the use of corpora by learners to explore the linguistic arteries of the target language for self-discovery of language patterns (Zhang, 2015) and the incorporation of corpora and DDL methods into teaching material development procedures. Therefore, with DDL being the umbrella concept, following the establishment of the theoretical framework of the study, literature pertaining to DDL and the use of corpora in language classrooms is reviewed by frequently referring to similar studies where and where possible in the first place. Secondly, in order to strengthen the conceptual bond between the use of corpora by learners and by language teachers, literature on the need for teacher-prepared (Reppen, 2010) DDL materials is reviewed. Thirdly, literature on the arguments against the use of corpora in EFL settings is reviewed to avoid a biased tone. Finally, with an effort to provide an insight into the psychological impact that DDL can make in a language classroom, literature on autonomous learning and learner motivation is reviewed.

#### **2.1. Theoretical framework: The Constructivist Approach to Teaching English as a Foreign Language**

The constructivist (Piaget, 1973; Vygotsky, 1978) manifestation of language teaching and learning, widely accepted by contemporary minds (Bruner, 1966, Schank, 1975; Flavell, 1987; Cooper, 2016; Tang, 2016), has re-defined the roles of the two parties within an EFL classroom, the teacher and the learner. According to this new definition learners are no more passive receivers of linguistic knowledge, often in the form of monologues delivered by a teacher (Marlowe and Page, 2005). Instead, they actively take part in linguistic activities and self-discover language forms and the meaning gradually building up their own linguistic knowledge which eventually required the role of the teacher to change into a mediator between learners and the language (Roblyer and Doering, 2010). Inside a language classroom where the teacher performs as a mentor (Roth, 2000) rather than the only figure delivering information to learners without giving them no or very little chance to experience the language itself, learners will find the valuable opportunity to interact with the genuine language occurring naturally (Sinclair, 1991) outside the walls of the classroom and the borders of their motherland, through various combinations of many different sources of input, thus becoming autonomous (Reinfried, 2000) and taking responsibility of their own learning as

individuals with a developing linguistic intellect. In his definition of learner autonomy, Johns (1991) points at the requirement for learners to build up linguistic knowledge independently, without needing the teacher as the one and only source of information in the language classroom, for which classroom concordancing or data-driven learning can be the perfect fit.

EFL learners may not have the relatively rare chance to experience the naturally occurring (Sinclair, 1991) form of the language that is spoken daily for different purposes worldwide. For this reason, it may seem to be inevitable for educators to resort to course books and other publications that provide learners and the teachers with only a limited and unfortunately artificially compiled loads of input in the target language on which neither the teacher nor learners have any control at all (Biber and Reppen, 2002). This relatively unrealistic comfort zone may well result in undesired consequences such as failure in achieving the goals of the curriculum.

In the context of this study, excluding the international ones whose educational background may vary on a global basis, local learners joining the preparatory programme, after completing the twelve years of compulsory education during which they receive inductive language instruction through the use of course books with the teacher being the source figure of linguistic knowledge, are obliged to take exemption exams so that their individual levels of proficiency can be identified because their proficiency level in English is not certified by the Ministry of education on a national basis. Only very few learners come with a language proficiency certificate issued by private language companies.

With an increasing number of freshmen being identified as complete beginners every year, this may indicate the fact that traditional methods fail in transforming modern generations into real learners. Therefore, it can be assumed that the introduction of the use of linguistic corpora in a language classroom may save valuable time, energy and resources, as this ‘condensed exposure’ (Gabrielatos, 2005: 10) makes it possible to get learners to experience authentic occurrences of language items representing the real-self of the target language, thus promoting and fostering learning. Within this linguistic environment, whose limits and boundaries are defined only by the learner himself, helps him find or even open up new gateways and gain new insights into the language ultimately reaching a factual understanding of language patterns (Granger and Guilquin, 2010). This may eventually cause learning to occur within a relatively short period of time in proportion to the time learners have spent learning very little English.

## **2.2. DDL and the Use of Corpora in Language Classrooms**

Corpora can be defined as vast machine-readable collections of any sort of language produced by the speakers of that language (McEnery, Xiao and Tono, 2006: 5). There are different types of corpora, such as spoken or written corpora, monolingual, bilingual or multilingual corpora,

parallel corpora for translation studies or comparable corpora for academic purposes (Chambers et al., 2011) and pedagogical corpora for language learning (Braun, 2005). The pedagogical use of corpora, which appeals directly to the design of the present study, for learning and teaching a language goes back to the 80s.

In 1980s, in an attempt to help international EAP students learning academic writing, Johns organized “one-to-one consultation sessions” in which the teacher and the learner explored corpora to identify problems with the way learners used the language (Vincent and Nesi, 2018: 1). These consultation sessions in which corpora were used as a source of empirical evidence to demonstrate how English works without the learner interacting directly with corpora (Johns, 1986) were the first couple of steps taken into what Johns later defined as “data-driven learning” (Johns 1991a: 2). Learners had the chance to see the correct usage of expressions which appeared erroneously in their own writing (Johns, 1994). However, as Bernardini (2004) acknowledges, data-driven learning (DDL) has evolved into a more autonomous way of learners’ own effort put into learning.

The interaction of learners with corpora, directly through hands-on exploration or indirectly within teacher-guided exercises has been reported to be beneficial for learners in a number of studies. By providing positive exposure to the correct use of expressions, DDL causes the learners to modify their outputs, which is what Swain (1995: 125) formulates as “output hypothesis”. In a similar vein, Seidlhofer (2002) exploits corpora compiled by trainee English teachers, who are highly motivated, in a collaborative way, and reports that this had a positive effect on linguistic hypothesis testing (Smith, 2004), that is testing the correctness of a learner’s own production of language by consulting to corpora and checking if a particular phrase occurs in the target language in the same way as it is uttered by the learner. As cited in Boulton (2012c), Maia (1997) compiled a themed corpus together with some Portuguese-English translation students, first by transforming paper documents into digital ones and later using the web as the main source of reference, in order to provide learner production of the languages with positive reinforcement in a bilateral way. In a straight line with this, Castagnoli (2006) argues the effectiveness of using the web as a source of reference for DDL practices, as the web can be a vast source for different possible combinations of words and expressions forming the meaning in particular contexts. Additionally, Sha (2010: 375) refers to Google as a “super corpus” in comparison with BNC (British National Corpus).

DDL is often reported to be helpful, occasionally with the help of a concordancer (Sha, 2010), when non-native teachers of English, sometimes even native ones as well, find themselves out of resources representing different usages of grammatical forms and the language patterns that these forms construct (Johns, 2002; Rüschoff, 2002; Hunston, 2002). A comparison of the expressions written by learners with a number of concordance lines bearing the correct use of these expressions, learners are granted the opportunity to realize the systematicity of the language, thus inform their future efforts so as to perform better at using the language (Sha, 2005). It also helps

teachers raise an awareness of language patterns and trigger cognitive mechanisms of learners in favour of linguistic development (Chambers, 2005). DDL methods can also help learners build, if not, strengthen their linguistic self-confidence (Kennedy and Miceli, 2001). This is where concordancing software, or the web itself alike (Renouf, Kehoe and Benerjee, 2007), come handy, as these help learners filter bulks of language down to digestible units so as to nourish their own learning (Gaskell and Cobb, 2004). As explained by McEney and Wilson (1997) learners exploring the language through DDL methodology can find different paths ultimately leading to the same direction. Learners do not only passively acquire language rules by putting words to form a grammatically correct statement, but they also gradually build an understanding of how different combinations of these words change the meaning in different ways (Sinclair, 1991: 109).

Likewise, it is possible to say that DDL causes learners to modify their outputs which is what Swain (1995: 125) formulates as “output hypothesis”. Similarly, Seidlhofer (2002) exploits corpora compiled by trainee-English teachers who are highly motivated in a collaborative way, which is reported to have a positive effect on linguistic hypothesis testing (Smith, 2004). This effect of DDL on learners’ syntactical competence in language use has a strong connection with what Hoey (2005) defines as lexical priming, which postulates that the meaning of words can better be defined with other words that accompany them in different contexts. Through the hands-on experience that DDL provides language learners with, they are granted the valuable opportunity to witness mechanics of a language forming the meaning, and by doing this they can further inform their performance while producing written or spoken language and vary the use of words and expressions through native-like strategies (Gaskell and Cobb, 2004), which is also defined as “intercollocability” by Cowie and Howarth (1996: 83).

The combination of two relatively recent approaches to language teaching and learning, DDL and the use of pedagogically specified corpora, have been frequently emphasized in contemporary ELT literature on a global basis (Bernardini, 2000; Argris, 2004; Braun, 2005; Meunier and Gouverneur, 2009). Not only does the advent of computers facilitate linguistic research, but it also offers new insights into education particularly language teaching (Smith, 2004). In classrooms where DDL is adopted as a learning method, learners are constantly busy discovering rules and patterns with the teacher as a ‘research director and a collaborator’ in linguistic activities (Talai and Fotovatnia, 2012). The use of concordance lines allows learners to explore corpora as the main source of linguistic input and access a large number of real-life occurrences of a certain grammar pattern (Chambers and O’Riordan, 2010). When one concordance line surpasses the proficiency level of a learner, he can easily, by a single click of a computer mouse, move on to another one which may well be more comprehensible for him (Chambers, 2005). By doing this, learners not only explore, discover and realize how the linguistic mechanisms of the target language work, but they also do a substantial amount of reading, if not extensively, in small amounts, which may eventually improve their reading skills as well (Cobb, 1997). Learners can gradually improve their

cognitive strength which will help them cope with and survive the linguistic challenges of the target language (Braun, 2005).

This transforms the teacher role in the language classroom, from a source of linguistic input to a mediator (Braun, 2005). As a mediator, the teacher is now responsible for bridging the linguistic divide between the learners and naturally occurring data by bringing the most appropriate corpus into the classroom considering the proficiency levels of the learners, bypassing age as a variable (Gilquin and Granger, 2010; Braun, 2005). ‘Pedagogic corpus’ (Willis, 2003: 163), or ‘pedagogically relevant corpora’ as Braun (2005) puts it, which can easily be compiled by the teacher using the texts from course books, already seen by learners, and some other texts that the teacher might want the learners to be exposed to, may facilitate the application of DDL techniques increasing the learner familiarity. To suggest an alternative to this, in a study carried out by Flowerdew (1993), transcriptions of lectures that learners attended are used in an ESP course, which follows a similar pattern as this study. Osborne (2001; 2002) makes use of a sequence of native-speaker and learner corpora as a source for teaching materials to establish a sense of “language awareness” in learners. Although there are studies (Aston, 1997; Roe, 2000) suggesting the use of small-size corpora engineered in accordance with the realities and needs of learners, which directly affects the tone of the EFL activities in a classroom, Johns (1997: 100) advocates the idea that it is the responsibility of the teacher to alleviate the transition to DDL methods by preparing corpus-based materials as a “first stage”, what Widdowson (2003: 5) defines as “pedagogic mediation of corpora”. However, the role of the teacher in a language classroom where DDL methods are adopted needs further scrutiny. Hence, there seems to be a need for further research initiated by research questions derived from actual experiences of professionals of language pedagogy, as the answers directly appeal to them as mediators between authentic language and the cognitive mechanisms of learners (O’Keeffe et al., 2007).

On a rather technical side of the topic, it can be argued that the trend of using computers in learner-centred ELT settings has recently gained momentum (Smith, 2004). In order to meet the standards of the trends of the new era in language education, DDL and CALL can be rather promising (Johns, 1997). DDL, which is the practice of self-discovery of language patterns, rules and meaning by learners without the teacher delivering information where learners are passive listeners, has found an auspicious place in language-learning pedagogy (Hyland, 2002). The availability of DDL and CALL compatible classrooms fitted with high-end multimedia technology and broadband wireless internet connection equipment facilitates the transformation of the EFL environment (O’Keeffe et al., 2007). Bearing these in mind, as for how effective DDL techniques can be in meeting the linguistic and educational needs of an EFL classroom in the 21<sup>st</sup> century and to what extent it can facilitate language learning, as mentioned in Granger and Gilquin (2010), there seems to be a need for more studies enriching the DDL literature with empirical data. This study is aimed at addressing this research gap in its own context defining its significance for the

literature. Barbieri and Eckhardt (2007: 320) also support the idea that further research is needed to better understand the effect of the educational applications of corpus linguistics, particularly in EFL settings. However, despite all the potential it offers for language learners and teachers, DDL has not been able to find its way into “mainstream language teaching” (Boulton, 2009: 38). This increases the importance of the educational research carried out by DDL enthusiasts teaching English.

On a final note, speaking of potential research opportunities, there seems to be only a few studies whose results convey practical pedagogical implications for teachers addressing teenagers with a DDL perspective (Braun, 2005). There are a number of DDL studies focusing on the qualitative aspects of the methods; however, there seems to be a need for more others focusing on the quantification of the understanding of the impact that DDL makes in language classrooms (Chambers, Farr and O’Riordan, 2011), such as Stevens (1995) who tried to understand the quantitative impact that DDL makes concluding that learner performance increased after DDL procedures. Researchers like Belz and Viyatkina (2008) point at an urgent need for studies exploiting “pedagogically relevant” (Braun, 2005: 47) corpora that can address the needs of learners, which corresponds directly to the primary objectives of this current research. Bernardini (2002) the use of corpora increases learner satisfaction as it provides an abundance of written examples (Chambers, 2005) with a specific grammatical or lexical focus within a variety of contexts.

### **2.3. The Need for Teacher-prepared DDL Materials**

According to McEnery and Wilson (1997) there are three possible ways to use corpora for language learning: firstly, a teacher can teach what corpora is, secondly how to use corpora to learn languages can be taught to students and lastly teachers can use corpora to teach languages. For the reason that corpora can cognitively be too difficult for language learners (especially lower level ones) to handle, even with the help of a concordancer, there is an apparent need for the guidance of a teacher during DDL procedures (Clifton and Philips, 2006; Basanta and Martin, 2007). The weight of the linguistic input to which learners are exposed during DDL practices can easily go beyond their cognitive limits, resulting in undesired consequences causing demotivation and frustration (Sha, 2010). Systematical selection of relevant and necessary portions of the data presented by the concordancing software to prepare teaching materials that guide learners across the depths and heights of corpora is the responsibility of a teacher adopting DDL techniques (Reppen, 2011). Materials derived from a teacher’s own corpora has a history, though. In similar studies, Aston (1995) used CDROM-based collections of language for grammar and vocabulary practice while Tribble (1997: 106) reports on themed corpora of 30.000-40.000 words designed by teachers in a “quick and dirty” way for pedagogical gain rather than use generic corpora. Tyne (2009) reports on corpora that learners compiled for their own learning.

The development of EAP and ESP teaching materials is usually carried out by teachers depending heavily on their personal knowledge of the language forms and patterns (Simpson-Vlach and Leciher, 2006: 276). The examples comprising these materials represent mostly how teachers view the world and use the language rather than offer a panoramic view of the diversity existing in natural settings (Maddalena, 2001). As these sentences are relatively poor in representing the true contextual patterns of words and expressions, learners often have very little exposure to the actual contextuality of the rules and patterns governing a language. Referring to specialised corpora such as the British Academic Spoken English Corpus (BASE), the Corpus of Spoken Professional American English (CSPAEE) or the MICASE (Chambers et al., 2011) of the University of Michigan (which the ACAT of the present study functions in a similar way) for the very purpose of developing teaching materials that are capable of meeting the linguistic and cognitive needs of learners can offer learners greater opportunities to be exposed to “pragmatically and sociolinguistically likely and appropriate uses of language, rather than just grammatically correct uses” (Simpson-Vlach and Leciher, 2006: 275). By looking at this example, it is possible to say that some institutions like the English Language Institute of the University of Michigan have adopted corpus-based approaches to materials development for language teaching demonstrating a good example for language schools with a focus on authentic teacher-prepared teaching materials.

The wealth of diversity that the use of corpora in the development of teaching materials can compensate for the lack of contextuality in which the target grammatical forms and vocabulary become more meaningful (Paker and Özcan, 2017). As corpora is capable of informing learners about the differences between how expressions and words are used in spoken and written language (Biber, Leech and Conrad, 2002), teacher-prepared corpus-based in-class materials featuring examples from different registers can have a more favourable effect on the linguistic development of learners. Helping learners develop a comparative understanding of the differences between registers of a language, this pedagogical motivation to use corpora can facilitate the process of contextualization of the language that learners are exposed to during in-class activities led by teachers (Braun, 2007: 310). Therefore, it seems to be possible to say that the colligational competence and performance of learners can improve faster, saving much of the valuable time and energy of language teachers (Römer, 2006), which would otherwise be used in feedback sessions.

The reason that teachers and institutions prefer using coursebooks as the primary source of teaching materials is most likely that these ready-made resources facilitate the handling of teaching procedures by offering systematically and thematically coherent exercises, though without much to offer as alternatives for individual tasks (Breyer, 2008; Maddalena, 2001). This is partly why many of these resources attribute to other additional external ones focusing on language items in more detail (Meurnier and Gouverneur, 2009). However, with regards to learner differences, they may not support learning of individuals in a satisfactory manner (Gabrielatos, 2005; MacCarthy, 2008). While one exercise can satisfy the needs of a learner, another learner can be deprived of

pedagogically satisfying input (Burton, 2012). This lack of adaptability may result in the failure of learners with varying levels of motivation and linguistic needs; besides, it may provoke a change in the attitudes of learners towards the target language for the worse (Burton, 2010; Simpson and Mendis, 2003). Cited by McEnery and Xiao (2010), Mindt (1996: 232) argues that the problem with coursebooks is that they present an unrealistic version of 'L1 English', which hardly occurs outside the classroom causing learners to have difficulty communicating with natives. As corpora represents the authentic use of the language by native speakers, learners can get a more realistic image of the language through the adoption of DDL methods (Seidlhofer, 2002). Bearing these in mind, so long as the teacher recognizes the potential of the method, it is highly possible to develop and compile a specified corpus database addressing the needs of the individuals within an EFL classroom disregarding how old the learners are (Biber, 1993; Sinclair, 2004; Braun, 2005).

Even though the adoption of a DDL approach accompanied by corpus-based teaching materials may seem to be arduous for teachers, considering the pedagogical flexibility it offers to learners to self-adjust the level and the type of the input, the use of corpus-based teacher-prepared materials seems to be worth considering (Breyer, 2008). The use of corpora for language learning can make it easier to understand the actual contextual patterns of the language (Tsui, 2004). Corpora are capable of illustrating the true systematicity of languages, which is often delivered to language learners through an EFL teacher's personal effort to invent decontextualized statements exemplifying the grammatical forms and rules (Sealey and Thompson, 2006). However, unlike linguistic researchers working on vast corpora, teachers adopting a DDL perspective on language teaching need pedagogical corpora (Braun, 2005).

Bearing all of these in mind, it should also be considered that genuine data can best be derived from real life settings (Benson, 2001). Despite the fact that the body of research pertaining to the pedagogical applications of corpus linguistics is gradually and rapidly expanding and contributing to the pool of data, the findings and implications of these remain to be a part of the actual teaching practice (Römer, 2006: 121). Meunier (2010) convincingly argues that teachers with no or little background knowledge about how EFL settings can benefit from corpora may resist the change offered by linguists which is broadly mentioned as 'ivory tower effect' in the pre-service or in-service teacher training literature. Thereby a need for researcher teachers who welcome change emerges in order for the research community to access the genuine data that corresponds to the theoretical accounts of the impact that corpora can make on the way EFL is handled (Breyer, 2009). In the new world of ELT where main stream publishers of ELT resources have recognized the benefits of the authentic data that corpora can provide, with this eventually affecting the overall structure of new publications (Meunier and Gouverneur, 2009), it doesn't seem possible for curriculum developers and teachers to remain unaffected.



## 2.4. Critical Views about the Use of Corpora in EFL Settings

A seemingly large portion of the available research on the theme of corpora and language teaching, such as Seidlhofer (2002), Granger (2002) or Braun (2005), focuses on SLA rather than ELT or EFL but it wouldn't be wrong to say that they point out some prevalent issues both SLA and EFL keep within their scope of interest. Although corpora seem to have found its way into pedagogical research (Johns, 1994; Stewart, Bernardini and Aston, 2004), it is not possible to claim that it has received much response from educational practitioners since the commencement of DDL as a practical solution to meet linguistic needs of EAP learners in 1980s (Meunier and Gouverneur, 2009).

In the early days of DDL, the corpora that Johns compiled in order to develop the teaching materials that can answer the needs of his writing students were small in size and comprised of texts from publications that were easy to find, such as daily newspapers and magazines along with a basic computer program that yielded KWIC concordance lines (Chambers and O'Riordan, 2010). This was later doomed to bring about the frequency issue (Vincent and Nesi, 2018). As small size corpora may not bear rare language patterns, these may not have allowed them to go beyond some basic, frequently used language patterns back in the day (Vincent and Nesi, 2018). However, this does not seem to be the exact case it used to be anymore. With the advent of computers and adaptations of digitalized corpora available online, learners and language teachers are able to reach huge amounts of data in no time at all, which both saves time and reduces the possible risk of frustration diminishing learner motivation (Chambers, 2005).

One would expect that the larger the corpus data-base is, the more effective it can be within the process of teaching and learning a foreign language in classrooms. However, this may not always be the case as different needs require different kinds of corpora (Hunston, 2002: 14). DDL can be successful when the most appropriate corpus is chosen considering the needs and proficiency level of learners (Krishnamurty and Kosem, 2007) which seems to be a real challenge for teachers to find because only a few studies, such as Aston (1997), Tribble (1997) or Tyne (2009), feature specified corpora unlike the present study. Taking institutionally compiled large corpora like BAWE, LOCNESS or COCA as a reference for in-class learning activities may cause the learners to be overwhelmed as the linguistic data received may go beyond the proficiency level of learners who learn English for general purposes (Flowerdew, 1998: 550). Vincent and Nesi (2018) cite The Common European Framework of Reference for Language (CEFR, Council of Europe, 2001: 51) to demonstrate the suggested thematic structure of a language lesson for English for General Purposes (EGP) featuring themes such as entertainment, travel, weather etc. and claim that it would be a real challenge for an EGP teacher to find a learner corpus to satisfy the needs of the teenage learners they teach no matter how willing the teacher is to adopt a DDL approach. Another potential threat posed by using corpora like BNC in language classrooms to harvest

pedagogical outcomes is that when learners search for a term or an expression, they might not be able to get any results, which eventually causes frustration (Sha, 2005).

Supporting the idea that corpora that is intended to be used as a source of linguistic information in classrooms by teachers whose main focus is on EGP rather than EAP or ESP, if not adapted according to the needs of specific audiences, the use of corpora may pose a threat to learners as they increase the weight of the demand, requiring them to interpret the meaning and function of unfamiliar language forms and items (Gaskell and Cobb, 2004: 315). Gabrielatos (2005) warns that this form of DDL may not find its way into educational settings below higher education. Manning (2003) also warns that referring to “static corpora” (Sha, 2010: 378) such as BNC, COCA or BAWE may lead to undesired outcomes as language is an evolving phenomenon and these massive collections of language might fail to represent new collocations answering the needs of the people of the new era. Kaltonbock and Mechlmauer-Larcher (2005) fully autonomous student-corpus interaction may cause the learners to feel lost.

Despite the fact that the literature suggesting DDL as an effective method of promoting the autonomy of language learners and fostering learning has been on a rising trend, authors, such as Johns (1986), warn against the shortcomings of this method claiming that it is appropriate for adult learners who are intrinsically motivated implying that DDL may not be a pedagogically suitable technique to use when teaching to younger learners of English. This may be true unless teachers teaching English to younger learners are intrinsically motivated to solve the problems they encounter through their personal effort rather than call for help from outside (Ozbay and Ozer, 2017). The size of the body of research trying to see the effects of DDL on adult language learners may also support this view; however, this is due to the researchers' choice (Talai and Fotovatnia, 2012). Therefore, it can be concluded that there seems to be room and a need for further research focusing on the effects of DDL on younger learners.

The notion of exposing the learners to mild amounts of linguistic data that is pedagogically and cognitively comprehensible may alleviate these scholarly concerns about DDL (Cobb, 1997). However, though still vague when asked how, the steps to take in creation of individual teaching materials require to be sensitively designed allowing space for learner participation to increase learner awareness in order to avoid any possible demotivating factors such as learner disorientation (Quinn, 2015). As demonstrated in Pérez-Paredes, Sánchez-Tornel and Alcaraz Calero (2013), teachers may meet the integration of corpus linguistics with resistance due to concerns about how to keep the balance between learner autonomy and teacher guidance. This may be due to the fact that these possible practitioners of DDL need more experience with DDL techniques and a sense of research to solve their own problems right at the place they occur (Farr, Murphy and O’Keeffe, 2004). Those with a fairer understanding of the possible future benefits of DDL techniques may attempt to eliminate unnecessary occurrences surpassing the proficiency and comprehension level

of learners which are pedagogically irrelevant to the learners by developing paper-based exercises; however, this weakens the chances of peripheral learning, defined as “serendipitous learning” by Bernardini (2004: 17), which can be one of the forthcoming benefits that DDL provides language learners with.

There may be some cultural implications in the way people approach to CALL and DDL in different countries. Namely, how DDL is perceived by stakeholders (teachers, learners, administrators) can vary from culture to culture. For instance, Hadley (2002) reports that a number of Japanese students he worked with thought DDL was difficult. Likewise, Sue and Wang (2003) and Savignon and Wang (2003) also report that Taiwanese teachers thought DDL is time consuming even though autonomous learning and learner-centeredness is encouraged institutionally. Studies like Cheng and Dörnyei (2007) or Cheng, Warren, and Xu, (2003) try to see the effect of culture as a variable in the way learners and teachers perceive DDL in Taiwan and Japan, both of which are Asian countries; however, there seems to be no research done yet trying to understand what the cultural dynamics and mechanism that define or affect the way the euro-asian people of Turkey perceive and approach to the notion of CALL and DDL in particular are.

## **2.5. Autonomous Learning and DDL**

As can be seen in Najeeb (2012) the emergence of learner autonomy (Holec, 1981) as a conceptual approach in pedagogy was during the beginning of 1970s, at University of Nancy in France. Holec (1981) puts forward the idea that taking the responsibility of one’s own learning has practical implications despite being idealistic. According to Benson and Voller (1997: 18), learner autonomy is the “self-regulated” effort of taking the responsibility of one’s own learning and it indicates academic development as well. However, Trebbi (2006) claims that there is no need for the self-contained description of autonomy as taking the responsibility of one’s own learning, as this is already a prerequisite to learning. Dam (1990) argues that learning requires being intrinsically motivated and independent social interaction while Dickinson (1992) asserts that learner autonomy is being actively responsible for one’s own progress within isolation. Alwright (1990) and Little (1991) describe an autonomous learner as someone with an understanding of their individual dynamics and potential of learnership. Thanasoulas (2000) emphasises that the distinctive characteristics of an autonomous learner are willingness to take risks and complete assignments and tasks even if they are not graded.

The leading theoretical motive behind this research is the idea of utilizing DDL techniques in order to foster learner autonomy, the philosophical foundation of which is in a straight line with the curricular design of the institution where this research was carried out. Due to the fact that the adoption of this philosophy requires learners to gradually build up linguistic knowledge for their own benefit (Vygotsky, 1987) independently by going through decision-making processes with the

guidance and advisory of the teacher, the first-hand use of DDL techniques utilizing corpora seems to be closely related (Vickers and Ena, 2006). The traditional methods and means of classroom instruction aiming at teaching a foreign language may not provide learners with the freedom to self-adjust the amount and the level of the input as they prioritize stability (Ushiodo, 2006). This lack of flexibility of input in the target language may be quite demotivating for some learners.

Critics of the traditional approaches to language teaching, such as Brown (1990, 1994), explain that traditional schools are weak at initiating and sustaining intrinsic motivation in learners as they expose learners to a standard level and type of input for everyone in a classroom disregarding various psychological needs of individuals. Therefore, this kind of a curriculum stands a high chance to fail as learners are expected to follow concrete instructions rather than finding their way out by taking steps at their own pace. However, it seems to be highly possible that granting the learners the chance to explore the target language in an “every learner a Sherlock Holmes” fashion (Johns, 1997: 101) can help them discover language patterns and meaning through their own effort. Instead of being viewers of the teacher in the traditional sense and accepting what is told as it is, learners can now be reviewers of the language who have the critical eye, actively questioning (Guan, 2013) so that they can understand the mechanics and principles governing the meaning, thus become independent (Denghan and Darasawang, 2014).

Thinking back to the theoretical framework of the present study, Heins (1991) explains that constructivism is the umbrella term defining the philosophy which postulates that learning occurs when learners construct meaning and build up knowledge by taking up the responsibility of their own learning. In the traditional sense, it can be quite challenging and painful for the teacher, so much that it can even cause teacher burnout, to adapt his instruction and style so that he can address every individual within an EFL classroom. The autonomy that DDL provides the learners with may facilitate this as it increases learner uptake relieving the teacher of this extra load of work (Benson, 2001). By assigning the learners to self-diagnose their needs the response time can be minimized, as well (Carter and Nunan, 2001).

The impacts of these self-diagnostics carried out by learners themselves may not be observable in the short run (Boulton, 2009). However, in the long run, this approach can be rather beneficial in terms of both personal and linguistic development of learners (Wachob, 2005). Learners tend to resist changing their habits as they feel safe in their personal comfort zones identified by traditional approaches, by and large. At this very point, the teacher is advised to take the passionately conscientious tone and avoid any sort of hesitation to face the change on behalf and for the sake of his learners (Benson, 2001).

## **CHAPTER THREE**

### **3. METHODOLOGY**

This chapter focuses on the methodological aspects of this study, whose aim is to understand the impact of DDL techniques on learner achievement considering LA 2 through the incorporation of corpora into teaching material development procedures. Therefore, this chapter will first introduce the overall study design beginning with an analysis of strengths, weaknesses, opportunities and threats existing in the research environment particular to this study. Secondly, the authentic and specified corpus data-base developed specifically for this study is presented with touches to the design criteria, the way it is used to develop teaching materials for in-class use and piloting procedures of these materials to foresee and reduce possible risks stemming from the very nature of the corpus data-base. Thirdly, this chapter deals with how the learner participants of this study are familiarized with DDL techniques. Following this, the basic structure and content of the materials developed are explained. The sampling techniques adopted are described and finally data collection methods and how the data were analysed is explained through descriptive language.

#### **3.1. The Overall Study Design**

The educational applications of corpus linguistics can be promising in terms of the insight they offer into the establishment of an approach to education fostering autonomous learning. From an argumentum a contrario point of view, it is the learner himself who decides what to learn, how and how much to learn within the pre-set parameters designated by the teacher, thus changing the teacher into a mediator of the learning activities, which is also collinear with the theoretical principals of this study. In order to achieve the linguistic goals stated in the research questions specific to this study, a number of steps needed to be taken as outlined in table 1 below.

**Table 1: The Methodology of the Study**

<b>Methodology of the Study</b>	
<b>The Overall Study Design</b>	1. Mixed-methods study: a combination of quantitative and qualitative methodologies 1.1. Getting to know the research environment: the language school of a state university in Turkey a SWOT analysis is carried out to evaluate the current situation and foresee possible risks 1.1.1. Strengths and opportunities: strengths of the research environment are evaluated 1.1.2. Weaknesses and threats: observable weaknesses and possible risks are discussed
<b>Compilation of the ACAT</b>	2. The need for the compilation of the specified corpus is explained. 2.1. The Design Criteria: the design criteria adopted in the process of the preparation of the Alternate Corpus of Academic Texts are explained in comparison with similar studies in the literature
<b>Development of the Teaching Materials</b>	3. The need for the development of new teaching materials is explained 3.1. Piloting the Materials: outsiders were invited to test the new teaching materials 3.2. Familiarising the Learners with DDL Techniques: learners get in touch with DDL techniques, the notion of corpus investigation for self-discovery of language patterns
<b>Application of the Teaching Materials</b>	4. The actual teaching experience emerging right from the field is conveyed 4.1. Grammar Presentation: how grammar is presented through the use of the new teaching materials 4.2. Grammar Application: how learners utilize DDL techniques to make use of both the ACAT and the new corpus-based teaching materials
<b>Sampling</b>	5. Convenient sampling: A total of 75 EFL learners taught by the researcher in two successive terms of 7 weeks each
<b>Data Collection and Analysis</b>	6. The pre-test and post-test of 2 seven-week grammar instruction strengthened by DDL techniques and a focus group interview with 26 participants Quantitative data analysis: Paired sample t-test: analysis of the pre and post-test scores of the samples on SPSS (v. 24) Qualitative data analysis: encoding the qualitative input by the participants and interpretation of high-frequency codes and themes

### **3.1.1. Getting to Know the Research Environment: A SWOT Analysis**

Corporations in control of varying amounts of capital were in search of sustainability of profit in the late 1990s. Therefore, an inevitable need for the increase in the quality of everything produced put an emphasis on the term quality. However, quality did not seem to be relatively easy to define as its dimensions did not use to be definitive (Pfeffer and Coote, 1991). The adoption of the total quality management (TQM) philosophy, therefore, served as a means by which companies attained financial goals within a certain period of time. This new approach required a planned series of actions in which the managerial bodies of these corporations took scientific steps. By collecting empirical data about what needs to be better and what does not, the potential energy and time were spent where and when necessary, thus preventing any unnecessary steps and waste of resources.

In order to achieve this, corporations administered an analysis called SWOT. The acronym SWOT stands for strengths, weaknesses, opportunities, and threats. The notion behind the development of SWOT analyses is the sustainability of the improvement of businesses. By understanding the current situation in terms of SWOT, it was possible to canalize the necessary amount of energy towards weaknesses and threats which could potentially put any business at risk, thus saving time and sources that would otherwise be wasted. Moreover, this could also make it possible to take necessary precautions and actions against undesired situations even before they occurred.

Seeing how businesses flourished by adopting the TQM philosophy, educators started seeking ways to apply TQM in education (Sallis, 1996: 1). As the customer is the centre figure in TQM (Peters and Waterman, 1982), considering a learner in a learning environment a customer seeking quality in whatever he purchases could be an approach that might open up new horizons for learner-centeredness in education. With regards to this understanding of learners, who are at the same time consumers of industry, this research aimed at understanding what was strong, weak, promising in terms of learner-centeredness and threatening considering the future outcomes of the educational provisions of the current curricula before the initiation of the actual study.

Even though SWOT seemingly does not occur frequently in linguistic research, with only a few linguists, such as Knop and Meunier (2014), exploiting a SWOT approach, this research provides a SWOT perspective with a view to offering a more objective understanding of the research environment.

#### **3.1.1.1. Strengths and Opportunities**

Principally, the notion that learners should take up the responsibility of their own learning is institutionally emphasized within the research vicinity, which can in fact be a positive factor as it helps reduce the amount of workload for teachers, sparing them more time to be engaged in professional development activities such as educational research and materials development. This is also supported by the technological infrastructure facilities possessed by the university as mentioned previously. Therefore, it can be presumed to some extent that the pedagogical implications of data-driven learning overlap with the institutional perspectives of the preparatory programme.

Secondly, right from the very beginning, learners are urged and encouraged to get a portable computer for themselves in order for them to be able to access course content, do exercises provided and refer to external sources when they need to. Soft copies of the teaching materials developed by the team of instructors for every skill course are downloaded from Schoology and used by the learners, who can be defined as digital natives (Prensky, 2001). Therefore, it can be

assumed that the learners have already internalized the essence of the rationale behind the integration of technology into EFL settings. The fact that the learners are somehow familiar with the concept of computer-assisted language learning (CALL) appears to be one of the leading strengths of the research environment considering the technique, DDL, that this present research aims at exploiting. This may also increase the potential of this research facilitating the actuation of computational applications of corpus linguistics within the parameter of learner autonomy. Ybarra and Green (2003) point out that the use of computers in a sense of gamification increases learner motivation in second language teaching.

Thirdly, the fact that the academic directorate is supportive of teaching materials developed by instructors themselves stands out to be another distinguishing positive aspect of the research environment. This offers a relatively sound research ground for linguistic research for educational outcomes. The continuous nature of the materials development procedures within the institution purports to be yielding in terms of research planning. For the reason that teaching materials are required by the academic directorate to be up-to-date, adaptations and improvements to the existing materials give way to possible research.

Another point that can be made is that the university accepts learners from around the world creating a multi-national on-campus life in which people are somehow required to use the target language for daily communication. The fact that the medium of language of instruction in the research environment of this research is English, along with the presence of international teaching staff, can be pronounced to be the definitive socio-motivational paradigm that increases learner motivation. As cited by Dörnyei (1994), Gardner (1985) asserts that when social factors act as a source of motivation learners are motivated and eventually learning occurs. A supportive sense of on-campus integrativeness (Gardner, 1985) increases learner motivation as it overrides the learners' collective and individual attitude towards learning a foreign language (Gardner and Lambert, 1972).

Lastly, the programme features a gamified approach to passing levels of skill courses, which provides the learners with an opportunity to master every level within a year without having to wait for another year unlike most of the other preparatory programmes at different universities nationwide. Every level of every skill course takes approximately 8 weeks during which the learners are assessed through a midterm (or continuous assessment) and a final exam. Ybarra and Green (2003) point out that the use of computers in a sense of gamification increases learner motivation in L2 teaching. The combination of a gamified approach to language teaching and the use of technology may unleash the capabilities of DDL techniques.



### 3.1.1.2. Weaknesses and Threats

Learners from a variety of socio-cultural backgrounds join the preparatory programme to master English at a certain level that is enough for them to meet the requirements of faculty courses which are mainly engineering courses. With being fewer than local learners, international ones appear to be better at grasping the need for resorting to English as the primary means of communication on the campus. This may be due to the fact that using a language other than their mother tongue is in their comfort zones, which can be the inspiration behind their arrival in Turkey for education. However, local learners seem to be less motivated when it comes to using English as the primary means of communication, possibly due to the fact that they have no or little input off campus.

A vast majority of the local learners tend to use Turkish with local instructors unless they are asked not to do so. What is more, they, unfortunately, seem to avoid oral communication with the teachers who have an international background. This situation may seemingly be due to either a lack of motivation or self-confidence, and it also increases their affective filter (Krashen, 1981) causing them to be carried away by a self-demotivating mindset. Time constraints and the density of the curricula can be other issues hindering the progress of a linguistic research. The individuals and the number of the learners that a teacher is busy with can differ from one term to another, and this can make it difficult to collect data across the year. Therefore, all the steps to finalizing a research should be taken within a period of 8 weeks. The fact that the teaching materials are custom made poses a potential risk of having unexpected mistakes or level-inappropriate selection of examples.

Another potential threat, as explicitly referred by the academic directorate of the programme, could be the very nature of corpus linguistics. The learner population of the preparatory programme is limited to 18-20-year-old young adults, comprised mainly of generation Y and provisionally generation Z in the following years. When the learning styles, habits, and needs of these learners are taken into consideration, corpus inquiry tools that are intended to be used may not be appealing to them. This may partly be due to the fact that, from a very early age they have been exposed to lively online content, such as videos, games, animations and so on. The fact that concordance lines that a corpus analysis tool yields does not provide the information accompanied by colourful images, music or sound effects may have a demotivating effect on learners even though the content is on a computer. Therefore, it can be concluded that engaging learners with computerized content does not necessarily mean that they will be motivated. Additional tools like web 2.0 tools may have to be utilized so that learners can put their own effort into completing tasks using the data from corpus selected in line with the activities in the teaching materials in order to make classroom concordancing more eighteen-year-old learner friendly.

### 3.2. Compilation of the Alternate Corpus of Academic Texts (ACAT)

Unlike many other linguistic studies adopting the corpus methodology; such as Nesselhauf (2004) or Cheng (2010), this study did not refer to a reference corpus; such as BAWE, COCA or LOCNESS, as it doesn't aim at linguistic inquiry, but rather train learners to be self-sufficient learners of English who can use corpora to devise their own methods to meet their personal needs as language learners. For this purpose, an approximately 1-million-word corpus-database of academic texts has been compiled peculiar to this study. This relatively large body of language can be referred to as a specified corpus due to the nature of the texts included. The academic texts used in reading courses and transcripts of listening materials were converted into plain text format with the file extension '.txt' so that they could be processed and analysed by the software AntConc (Lawrence, 2014). This peculiar database has been named the Alternate Corpus of Academic Texts. The acronym for this database has been designated as ACAT. As the texts have already been attributed by the institution, there seems to be no need to show them in the reference list particular to this study. This corpus database was later combined with a corpus of graded readers that was previously compiled by the researcher to serve a similar purpose and to increase the representativeness of the database. The total volume is approximately 5 million words.

#### 3.2.1. The Design Criteria

This corpus database, compiled ad hoc, was designed according to relatively strict design criteria as can be seen in table 2 below. In the process of the compilation of the ACAT, level-appropriate adaptations of academic texts featuring the authentic use of English used in reading courses and the transcripts of listening materials of similar educational value are compiled in the form of plain texts so that they can be analyzed on AntConc. With the ultimate size being continuously increasing, the academic scope of the database is expected to expand with the new texts and audio included in the reading corpus and the pool of listening materials.

**Table 2: The Design Criteria of the ACAT**

Source	Level	Size
Listening archive	Levels 1-4 (CEFR A1-C2)	10%
Reading corpus	Levels 1-5 (CEFR A1-C2)	40%
Graded readers library	Levels 1-6 (CEFR A1-C2)	50%

The transcripts of listening materials consist of academic monologues, academic dialogues, short academic lectures and general interest videos and audios with academic value. The reading texts consist of adapted versions of research papers, abstracts of research papers, survey reports and

academic reports on various topics. The content was downloaded from the web archive of the department and digitally stored.

Following the archiving of these resources, the plaintexts have been categorized with the initials of the skill courses and the level they belong to; e.g., R1, R2, R3. The miscellaneous and unnecessary wording such as pagination (number of pages), front and back matter (preface, contents, list of figures, acknowledgments etc.) have been manually omitted and the database has been treated.

### **3.3. Development of the Corpus-based Teaching Materials**

As stated in the research questions, the primary goal of this research was to see whether the corpus methodology can compensate for the lack of authenticity in EFL classrooms where the priority is EAP or ESP. Unlike corpora focusing on only one type of register such as VOICE (Seidlhofer, 2002; 2004) or ELFA (Mauranen, 2003), the ACAT of the present study, whose aim is to enhance the learner awareness of both written and spoken language by increasing the exposure to naturally occurring (Sinclair, 1991) examples, has played a crucial role in the establishment of a sense of correlation between the two major receptive-skill courses, reading and listening. In this same vein, by increasing the amount of the exposure to the authentic language, the same kind of sentences like those the learners were or have been exposed to in reading (written register) and listening (spoken register) courses, it was aimed to familiarize them with the academic level of reading and listening which is required by the university. As the university runs only a limited number of academic faculty programmes, there seemed to be no need to get the learners in the preparatory programme to read or listen to academic realia from various other disciplines which they will not study in the faculty, but rather get them to spend this valuable time doing reading and listening practice with texts and audio similar to those that they will be exposed to in the following years with an interdisciplinary outlook.

This has a fairly significant pedagogical implication, as well. Classroom management issues may arise when learners in a classroom are not guided into activities that could keep their attention focused on a given task. As Kounin (1970: 96) puts it, teachers need to avoid interrupting the smooth flow of lessons and keep the “momentum”. Once learners are instructed well through a task and allowed to do the task at their individual pace, there may be fewer classroom issues for teachers to sort out. This was also supported by the observations of the researcher throughout this study. When accompanied by DDL techniques, the new teaching materials were observed to help learners adapt the level of input for themselves, go for repetitions without causing interruptions for others. Therefore, it is fair to say that learning took place for individuals, though at varying levels. Therefore, it can be claimed that as long as learners explore the language within the pre-set

parameters through the (corpus-based) materials, teachers can ensure that the curricular objectives are achieved as well.

Another important point is that the materials should be engineered in such a way that learners can find breathing space when the pre-selected examples in a given task surpass their level of comprehension. With regards to this, teaching materials guiding the learners to using corpora, a pool of examples baring the grammatical components that each of these teaching materials focus on, were observed to be helpful for learners when they had to adjust the difficulty level of the material by resorting to other examples in which they could experience the same grammar element. In brief, when a particular example selected by the teacher was too difficult or not comprehensible enough for an individual learner, even with the help of a dictionary, he was able to briskly refer to the corpus-database to see a less complex one sorting his own problem out without any help from outside. This also helped learners in this study expand their learning environment beyond the classroom and class time. Additionally, the learners were able to add up to their amount of weekly academic reading which is expected to positively affect their reading comprehension levels as well.

In order to bridge the gap between the skill courses that provide language input and LA 2, the researcher aimed at presenting the learners with a set of new teaching materials in which learners could realise, explore and be exposed to grammatical forms and vocabulary comprising these teaching materials which are used in reading and listening courses. The ACAT, which is basically the corpus database of these teaching materials used in reading and listening, is the main source of the examples used during the development of the new set of LA 2 teaching materials. Another corpus database, which was previously derived from graded readers by the researcher himself, was also utilized, as the learners are also expected to read these, which they honestly confess they don't do. Therefore, the new teaching materials based on these corpora compiled by the researcher for educational purposes served a practical function and seemed to have helped increase the 'grammar readership' level of learners.

The researcher had to rely upon his intuition and experience with learners while selecting the example sentences forming each and every one of the new corpus-based LA 2 materials as the difficulty levels of the texts varied. With the graded readers being easy to categorise in terms of difficulty, it was not possible to say the same about reading and listening materials used in reading and listening courses as they are mostly adapted from authentic sources. Therefore, the researcher analysed the ACAT on AntConc to get example sentences representing the grammar focus of each topic in the LA 2 curriculum. Being picky during the selection of example sentences to put into the new teaching materials, the researcher sometimes observed that there were not enough examples in the ACAT representing the target grammar form, which eventually led to the decision of exploiting the readers corpus as well.

With the expansion provided by the readers corpus the number of example sentences representing a certain grammar topic increased to a more desirable level. However, the difficulty level of examples that AntConc yielded was still an issue. In order to overcome this, the researcher tried to select examples that occurred in reading and listening level 1-3 as much as possible along with those occurred in level 1-4 graded readers. When the number of examples representing a target grammar topic within the parameters mentioned above yielded by the concordancing software, AntConc, was less than 5, the researcher had to refer to examples from upper level texts. There were even occasions on which the ACAT seemed to be dry and the software did not return any hits when a specific key term representing a target grammatical form is searched. Therefore, the researcher had to either change the search term or refer to external web sources, such as <http://fraise.it> or <http://skell.sketchengine.co.uk> (Kilgarriff et al., 2014). Table 3 below shows the primary selection criteria for the examples used in the new teaching materials.

**Table 3: The Selection Criteria for the Examples**

Source	Primary Selection Criterion
The Readers Corpus	Level 1-3 mainly
The Listening Archive	Level 1-3 mainly
The Graded Readers Corpus	Level 1-4 mainly

### 3.3.1. Piloting the Materials

In order to eliminate any possible issues that could have put the effectiveness and efficiency of the materials at risk, three English instructors/teachers, who are acquaintances of the researcher from different institutions/schools, were kindly requested to take their time to help out with the piloting of these materials. They were later asked to report on the materials under three main headings:

- Effectiveness in addressing the grammar focus; whether the material successfully addresses the grammar focus of the lesson
- Level of difficulty; whether exemplary statements are level appropriate or not
- Self-attainability; how the tasks can affect learner motivation and uptake

After the feedback on the above-mentioned criteria had been received, necessary alterations and adaptations were made before the actual application. The following statements were received as feedback from these instructors teaching English at different institutions/schools as mentioned above.

**Inst-1:** The sentences in the handouts address the grammar topics adequately, but look quite difficult for preparatory students. Some of the tasks get the learners to write sentences, which is

also good as exam practice. Most students fail in productive sections of exams. I had to refer to a dictionary to understand some statements. I'm not sure if they can manage it or not. But, the idea to use the reading and listening materials is great, I think.

Inst-1, who is a local instructor, sounded rather hesitant about the application of the new materials. This may partly be due to their lack of experience with corpus at this level.

**Inst-2:** I am in full support of tasks being difficult. I think learners will have the chance to see more examples, not just these ones in the handouts. So, if they don't know, they can easily look words up in dictionaries. And, they will have to do a great deal of reading to understand which, I think, is good for them as most of them do not really read at all.

Inst-2 is an international instructor coming from a different educational background. Their outlook on the new teaching methodology was fairly different from other instructors who piloted the teaching materials.

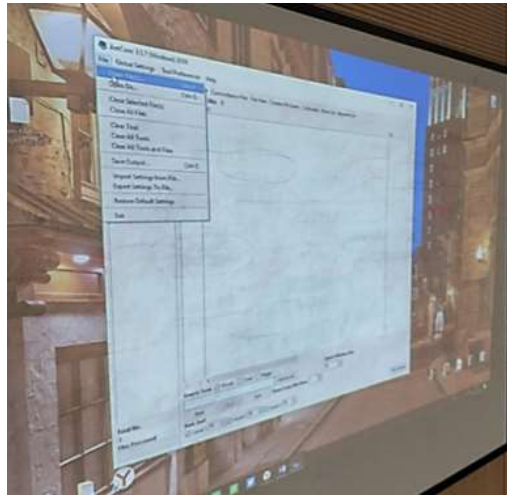
**Inst-3:** Honestly, I am looking forward to seeing the outcome of these; I mean, if they'll like it or hate it. Grammar is notoriously difficult for especially Turkish learners of English. I had experience teaching grammar to both Turkish and international learners in the past and without the teacher they do struggle and sometimes fail. Maybe some traditional teaching is needed. But, change is also good. The task types are kind of different from what they used to be. Some statements can really be above their level. As far as I am concerned, most of the students you have there have been learning academic English for only 2 months. Before this, I doubt they studied English as demandingly as they do there.

Inst-3 was the other local instructor who piloted the new materials. What they have in common with Inst-1 is that they also seemed to resist change, which may mean that when people who learned English through traditional methods become teachers of English, they somehow tend to teach it the way they were taught. However, this research is not concerned with this topic and this can be the topic of another research.

### **3.3.2. Familiarising the Learners with DDL Techniques**

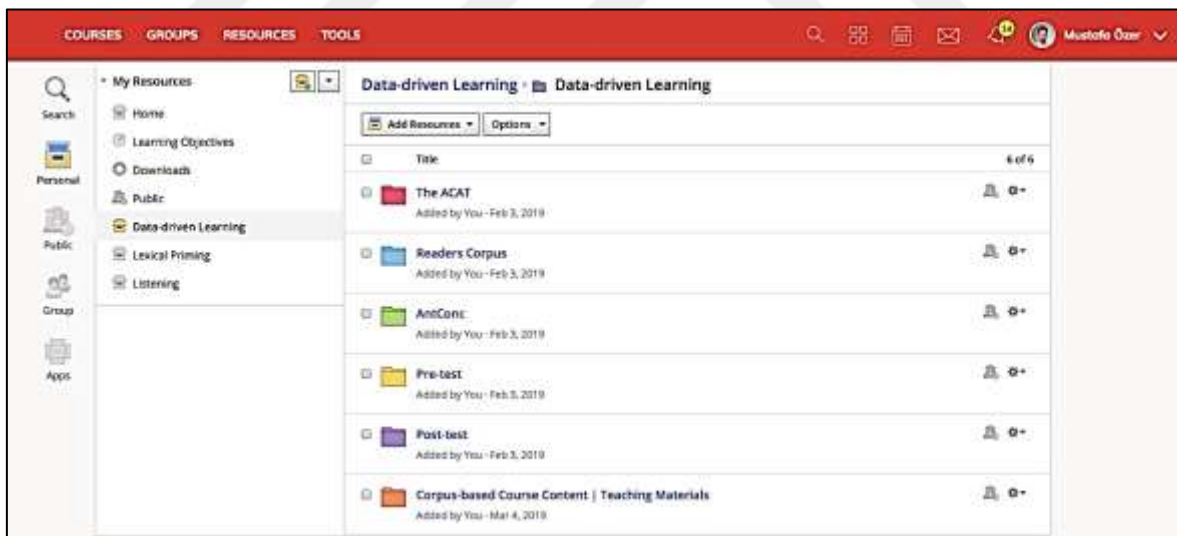
In order to increase the efficiency of the corpus-based teaching materials and help learners internalise the basic notion of the materials as well as the relationship between the ACAT and the corpus-based materials, the first LA 2 lesson administered within the research was dedicated to getting the learners familiar with basics of DDL. As can be seen from the figure below learners were introduced with the interface of the linguistic inquiry software and how they can upload the database to the software so that they can conduct KWIC searches was shown.

**Figure 1: The Researcher is Showing How to Upload the ACAT to AntConc**



The plain text files comprising the ACAT and formerly compiled Graded Readers Corpus (Oxford University Press and Penguin) were uploaded to the online platform Schoology as well as the link to AntConc. Figure 2 below shows an LA 2 course page containing DDL resources on Schoology:

**Figure 2: LA 2 Course DDL Page Preview on Schoology**



Students were able to access and download these files. After they downloaded these required tools, the teacher spent 30-50 minutes demonstrating how the learners can use AntConc to administer simple KWIC searches. Figure 3 below show a learner interacting with the software.

**Figure 3: A Learner Interacting with the Software and the Database**



### **3.4. Application of the Corpus-based Teaching Materials**

Language Awareness course consists of four levels the second of which was suggested by the academic directorate as a liable research ground for this research. LA 2 consists of 30 lessons covering 20 different grammar focus points some of which expand over more than one lesson. The first 2 lessons are spent to get the learners familiar with the course content and assessment procedures. The learners are taught the course 4 hours a week. Throughout each term, lasting 8 weeks with the last being the exam week, there were 28 hours of DDL instruction that LA 2 learners went through. Table 4 below shows the predesignated grammar topics of individual lessons.

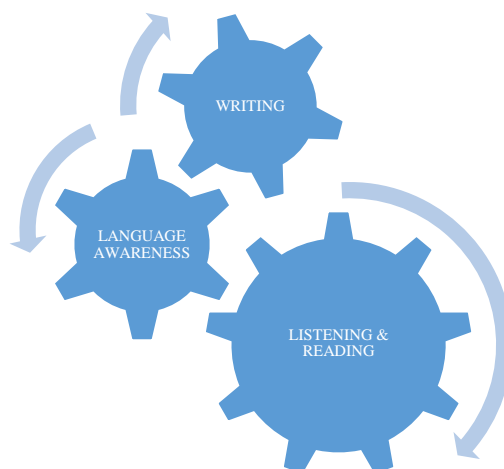


**Table 4: Language Awareness 2 Lessons and Lesson Content**

<b>Lesson Nu.</b>	<b>Lesson Focus</b>
3	Participle Adjectives
4	Types of Sentences
5	Questions
6	Embedded Questions
7	Reporting 1
8	Reporting 2
9	That Clauses
10	Synthesis of Sentence Patterns
11	Introduction to Clauses and Clause Types
12	Conditionals 1
13	Conditionals 2
14	Time Clauses 1
15	Time Clauses 2
16	Relatives 1
17	Relatives 2
18	Reason and Result Clauses
19	Contrast Clauses
20	Purpose Clauses
21	Mixed Tenses Review 1
22	Mixed Tenses Review 2
23	The Future Perfect and The Future Perfect Progressive
24	The Present Perfect Progressive
25	Passives 1
26	Passives 2
27	Passives 3
28	Passives 4
29	Past Modals
30	Preposition Phrases

As mentioned previously the materials that were developed for this particular study served a practical function. Not only were they expected to diversify the way LA 2 courses are taught in a comparatively more empirical way, but they were also believed to help learners build up cognitive bridges between essential skills such as academic reading, listening and writing. The research followed 3 main stages, outlined below, in the application of these materials. These materials helped the researcher collect data about the learners' language development in a collative and cyclical sense by means of which all the other skills are also expected to benefit from the outcomes of the application of these lesson materials as seen in figure 4 below:

**Figure 4: The Relationship between the Essential Skill Courses Empowered by DDL**



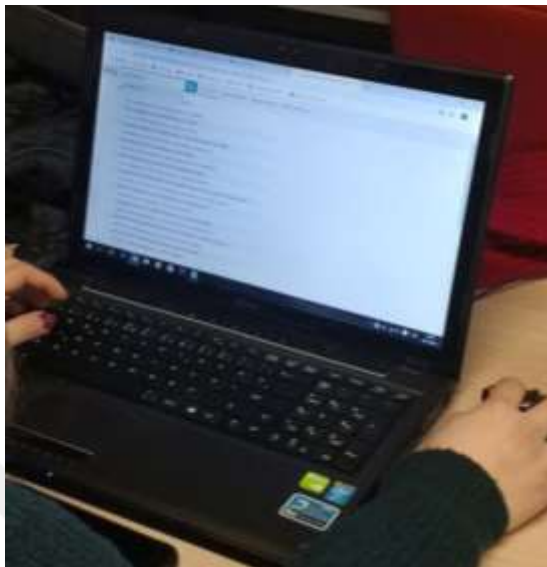
In this study, with reading and listening being the driving pulley empowering LA, LA functioned as the driving factor for writing as can be seen in the figure above. Some learners reported that there was a noticeable decrease in the number of grammatical mistakes they did in writing, and they also reported that the more they read, the better they were able to understand how to write grammatically correct statements in their writing classes. This feedback from learners seems to be credible as all of the learner-participants of this study have been studying academic writing at level 2. Some of them even asked for permission to share the corpus database and DDL techniques they learnt with other students, which indicated an increasing level of learner motivation and trust in the efficiency of the new techniques and approaches introduced by the researcher.

As these learners come from a variety of educational backgrounds, even if they are placed in levels of courses according to the results of a series of multi-stage placement exams called exemption exams as mentioned previously, the difficulty level of the examples selected from the ACAT was sometimes above or below their level of proficiency, both of which caused inattentiveness and even idleness to some extent according to the observations of the researcher. It was also observed by the researcher that working with corpora offered learners opportunities to self-adjust the level of input so that they could keep the momentum and utilize the period of time allocated for a given task. This did not, of course, happen immediately.

At this point, it seems to be practically important to state that teachers who adopt a similar approach in a grammar class are advised to abide by their new role as a guide, a mentor where and when individuals felt a need for advice and refrain from any sort of inductive monologues explaining the form, function or the meaning of any given grammar topic, but rather guide the learners to using corpora like the ACAT or web sources such as the Sketch Engine (Kilgarriff et al., 2014) where they are able to find further examples. By doing this, learners can find the opportunity

to improve their reading skills in close relationship with the grammatical forms they studied. Figure 5 below shows a learner referring to SKELL to see more examples.

**Figure 5: A Learner Exploring Concordance Lines at <https://skell.sketchengine.co.uk>**



This approach to reading academic texts in small amounts with a focus on grammatical forms with the focal point differing from one lesson to another has been defined as ‘simulated academic reading’ (SAR) in this research. Not only was SAR expected to enhance the learners’ ability to notice grammatical forms while reading, but it was also anticipated that this approach could take their reading comprehension levels up to a relatively higher position. By doing academic reading in small amounts, the learner participating in this study were gradually exposed to the academic way of writing, which in return added up to their overall writing skills as well. Cumulatively and gradually learners were expected to build up their own knowledge of the language they have been learning with the help of the empirical approach provided by the adopted linguistic methodology. The findings of the present study match with these expectations which is reflected in the findings of this research in more detail.

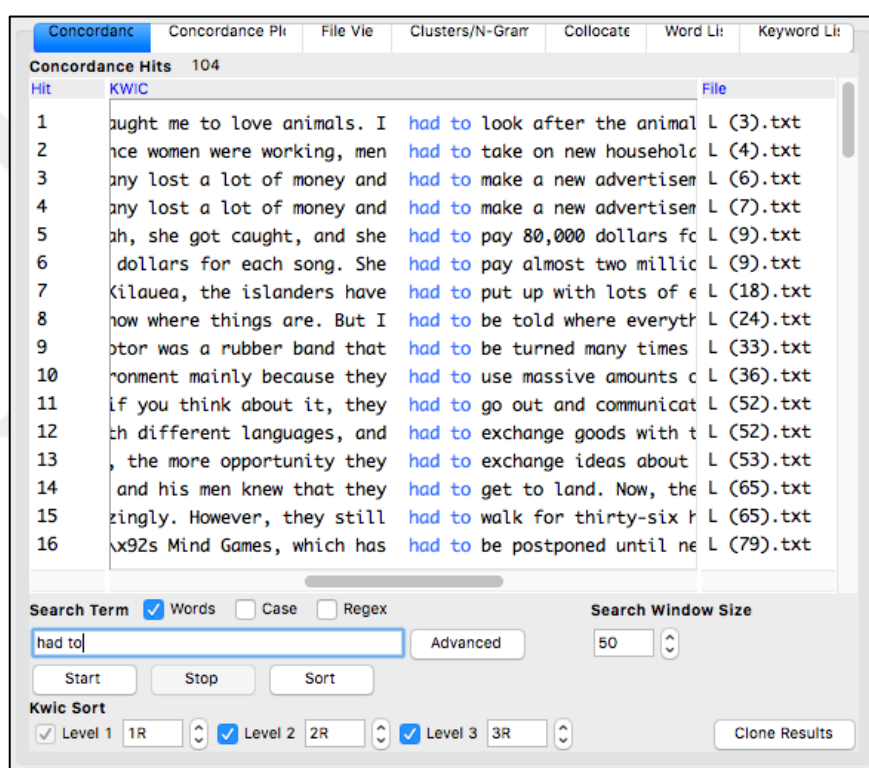
### **3.4.1. Grammar Presentation**

Every and each one of the 30 lessons comprising LA 2 has a specific grammar focus point; e.g., while lesson 3 covers participles as adjectives, lesson 13 covers conditionals. The new lessons that were developed as part of this research start with grammar presentation sections. In these sections, learners were able to see excerpts from the corpus database pertaining to the grammar focus of the lesson which helped them notice the grammatical pattern in use. In the event that learners needed more examples, they were suggested to explore the corpus database on AntConc. Following this self-noticing session, learners went through tasks in which their comprehension of

the grammar focus of a particular lesson was assessed. When they still had trouble figuring out the form, the function or the meaning, they were advised to keep exploring the corpus until they reached a certain degree of comprehension of the grammatical form dealt with in a particular lesson.

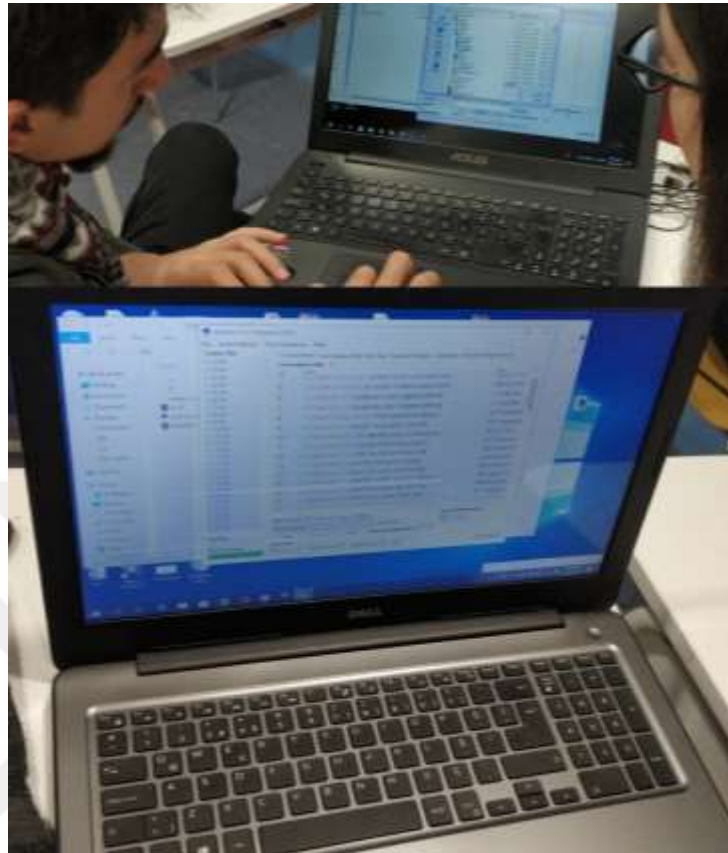
For instance, while studying lesson 29, whose grammar focus was past forms of modals, learners were able to refer to the corpus using AntConc to see more examples in which a certain past form is used. Figure 6 below shows how learners see multiple examples of the past form of the modals ‘have to’ and ‘must’:

**Figure 6: KWIC Search for the Past Modal ‘had to’**



By observing the verbs that follow ‘had to’ learners are expected to conclude that a modal is followed by the bare form of verbs even when the modal itself is in its past form. This provided them with the opportunity to build up their own linguistic knowledge using a computer. As for the teacher’s role right here, he only needed to ask the learners to find the common feature of the words following ‘had to’, thus notice the pattern. The learners are expected to come up with answers like *they are all verbs* and *these verbs are in the base form*. Figure 7 below shows learners exploring the ACAT to see how the past modal form ‘should have + past participle’ is used and what it means.

**Figure 7: Learners Exploring the Corpus Data-base to Understand the Use and the Meaning of ‘should have + past participle’ Form in Lesson 29**



### **3.4.2. Grammar Application**

After the learners were satisfied with the number of examples they saw and noticed how the grammatical form connotes the meaning, they were able to test themselves by means of the tasks developed peculiar to each grammar topic. The total number of tasks were 4 for each lesson, which are gap-filling, error identification and correction, simple sentence writing and finding the meaning. While the former 2 focus mainly on mechanical aspects, the latter ones focus on the use and the meaning. The objectives of each task can be seen in table 5 below:

**Table 5: Constituents of Sub-sections of Task Sheets**

<b>Task type</b>	<b>Task objective</b>
Gap-filling	Learners are prompted to fill in the gaps with the correct forms
Error identification and correction	Learners are prompted to find errors and correct
Finding the meaning	Learners are prompted to find paraphrases for given sentences
Simple sentence writing	Learners are prompted to write simple sentences using the form

### 3.4.3. Autonomous Practice and Follow-up Tasks

LA 2 learners who participated in this study explicitly received 4 hours of deductive grammar instruction highly reinforced through DDL techniques and the in-class use of corpora for 7 weeks without interruptions. The eighth week of each term was the assessment period; thus, no teaching sessions were administered. At the beginning of each term during which data pertaining to autonomous learning reinforced by DDL techniques were collected, the learners received basic training on how to use AntConc for simple KWIC searches in order to enhance their understanding of the topics covered in lessons. This provided the learners with the opportunity to refer to the corpus database (the ACAT) without limiting the learning with certain places, times and people. Without being given any explicit follow-up tasks, learners were frequently advised to seek ways to exploit the database for educational purposes. Learners were especially suggested that they should refer to the techniques for exam practice both before the midterm and the final exams during their individual studies outside the school.

### 3.5. Sampling

Due to the nature of the research environment and variables out of the researcher's control, the sampling technique that seemed to be suitable for this study was convenience sampling. Each of the 2 terms in which this study was conducted lasted 8 weeks as mentioned before. Therefore, samples of this research were only the learners who were those in the researcher's LA 2 classes within these successive terms.

**Table 6: Selected LA 2 Groups**

Group	Term
1	A
2	
3	B
4	

In the first term, represented as term A in table 6 above, the researcher had 2 LA 2 groups and he included both groups into the present study. In the following term, which is shown as term B in table 6 above, the researcher had 3 LA 2 groups and he randomly selected 2 of these. The learners in these 4 groups were all local learners who succeeded at LA 1 in a previous term as well as a number of others who failed LA 2 at the end of the same term. The LA 2 groups in term B comprised of completely different individuals. Therefore, in order to facilitate the control and the interpretation of the data, all 4 of these groups are assumed to have been taught by the researcher as if they had been learners within the research-sphere of the present study in a single term, rather

than 2 successive terms in the following sections of this thesis. This seems not to be much of an issue as the content of LA 2 does not change from one term to another and the demography of LA 2 classes is institutionally required to be different for the same teacher within successive terms, which means the researcher did not meet any repeating learners from term A in term B. This also facilitates the understanding of the realities of the samples as learners can drop classes at unexpected points or change their classes even if they keep studying LA 2 in a given term. It is also worth mentioning that the researcher is only one of many other teachers teaching LA 2. Therefore, in order for this uncontrollable mobility of learners not to affect the flow of the present study in an adverse way, the two terms in which the study was carried out is assumed to be a single term and they are not mentioned separately. The fact that all of the 4 groups with which this study was carried out comprised of different individuals even though they took LA 2 from the researcher in two successive terms also contributed to the facilitation of the processing of both quantitative and qualitative data collected.

Speaking of this uncontrollable mobility of the learners, the initial number of learner-participants was expected to be 78 assuming that the study was conducted within a single term. However, 5 first-time takers dropped the course for different individual reasons. The study had to commence with 73 learners. After the pre-test administered, 1 repeater in group 4 dropped the course. There were 9 others, 1 first-time taker and 8 repeaters, who were absent from more than 3 lessons. These later turned out to be the ones who were not able to increase their performance on the post-test after the application of the lessons.

The demography of the samples is further explained in the findings of this thesis. With this being the case at the beginning, it is possible to say that this mobility of learners can be ignored as the main focus of the present study is on understanding the extent of the impact that the adopted techniques and approaches made on individuals rather than groups.

### **3.6. Data Collection and Data Analysis**

This study utilized quantitative and qualitative data collection tools. Quantitative data was collected through the application of a pre-test that was administered before the initiation of the study before the learners were given the “deductive DDL” (Cresswell, 2007: 270) instruction and a post-test at the end of the 7-week period. The post-test followed exactly the same pattern as the pre-test; however, the scope of the post-test was broader when compared to the pre-test, including some of the topics from the pre-test as well. This was done on intention in order for the tests to comply with the current curriculum and the official assessment procedures maintained by the institution. These pre-test and post-test followed the same pattern as grammar application tasks that the learners were provided with during each lesson.

The actual performance of the learners in official assessment periods, which are a midterm assessment (MA) and a final assessment (FA), were also monitored; however, the results were not considered variables of this study as this would require another great set of quantitative data to be dealt with which could eventually cause the focus of the study to change. Another reason was that the researcher was not able to interfere with the MA and FA procedures and change exam patterns so that these comply with the pre and post-tests due to institutional restrictions. Therefore, the study design was not fully experimental but rather quasi-experimental.

As mentioned above, the quantitative data was collected through the application of a pre and a post-test applied to only the learners taking LA 2 within the study-sphere of the researcher, excluding other LA 2 groups within the same period of teaching. Other LA groups at different levels were also kept outside this research as the researcher was allowed to reach only level 2 students rather than the whole skill. A holistic comparison and understanding of the level of learner achievement of LA through DDL and the in-class use of corpora can only be attained if the suggested techniques and approaches are institutionally adopted, which seems to be far from reality for the time being.

In similar studies, such as Goudarzi and Moini (2012), Kılıçkaya (2015) or Kabir and Kisai (2017), following the application of a post-test, the analysis and the comparison of the data collected, a delayed post-test is applied in order to understand whether the new teaching techniques applied have a long-lasting effect, learning occurs at the end of the procedures adopted, and if so, to what extent these take place. After the delayed post-test is administered, the scores of the learners in the delayed post-test are compared to those they got in the pre-test and the post-test through a one-way ANOVA in order to see whether the test scores represent a statistically meaningful effect. However, within the context of the present study this is highly impossible due to the dynamic structure of the preparatory programme which doesn't allow the researcher to access the same group of learners after each term comes to an end. Therefore, a delayed-post-test was not administered as it does not seem to be possible to administer one within the particular context of this research.

The analysis of the quantitative data was carried out on a computer. For this purpose, the statistical analysis software SPSS was used. Paired sample T-test scores for each group of learners were calculated in order to see the difference that DDL instruction made in the grammatical performance of the learners.

As for the collection of qualitative data, a focus group interview was carried out with the participation of 26 learners. This accounts for almost 33% of the samples, which seems to be a big-enough number to represent the whole body of the samples participating in this study. 13 randomly selected learners from group 2, representing learners in term A, and 13 others from group 4,



representing the learners in term B, participated in the focus group interview. Table 7 below shows the demography of participants in the focus group interview.

**Table 7: The Participants of the Focus Group Interview**

<b>Term</b>	<b>Group</b>	<b>Number of participants</b>
A	2	13
B	4	13

The respondents were asked to provide written answers to three questions asked in the interview due to time constraints. Some respondents, such as respondent 2, 5 and 16, avoided answering the questions one by one. They gave a bulk response in which they summarized what they thought. Therefore, their responses were not included in the encoded analysis of the qualitative data. Following the collection of the responses of those who provided individual answers for individual questions, these were transformed into a small-size corpus and a frequency analysis was carried out on AntConc. The analysis yielded a pattern of common codes and themes. In a similar vein, the field notes in the form of a research log kept by the researcher was the second source of qualitative data in addition to the data collected through the focus group interview. These field notes are first interpreted by the researcher and then a frequency analysis was carried out to see the emerging pattern of common codes/themes. The interpretation of these codes and themes along with the data collected by means of a focus group interview and a research log can be found in the following section in more detail.

## **CHAPTER FOUR**

### **4. FINDINGS AND DISCUSSION**

This chapter is dedicated to the findings of this study and the discussion of these findings. Along with the descriptions of both the quantitative and qualitative data collection methods, the analysis and interpretation of the findings aim at providing an in-depth understanding of the interaction of the samples with the methodology adopted.

From an autonomous learning point of view, it was observed that this study helped the learners gain new insights into learning, develop self-study and problem-solving skills at varying levels with a view to learning English as a foreign language and it raised an awareness in students about the need for self-motivation and self-confidence in order to sustain the functionality and efficiency of independent language learning through DDL. The results of the pre and post-tests before and after a 7-week-deductive DDL instruction were analysed and interpreted in order to reach an understanding of the impact that DDL techniques made.

After the collection of the quantitative data through the means of a pre and a post-test, these results were analysed by dividing the samples into two sub-groups as first-time takers (F) and repeaters (R). Following this, the qualitative data collection procedures are explained in detail. During the encoding and interpretation of the qualitative data whether the respondents are Rs or Fs was not taken into consideration, though.

#### **4.1. Quantitative Data**

Quantitative data was collected through the application of a pre-test and a post test. As previously stated, the pre-test was designed to look similar to the official midterm examination while the post-test was designed to look similar to the official final assessment so that they can also serve as alternate exam practice materials, with the extent of the latter being larger than the former. The marking scheme for both the pre and the post-test were similar to that used for official exams administered at the institution. This was done intentionally to increase the learner commitment and attentiveness so that they can perform at an optimal level.

The test scores of the learners taking part in the study were first categorized and interpreted and later analysed on SPSS in order to see whether the DDL instruction made a statistical

difference or not. For this purpose, a paired sample T-test analysis was carried out on SPSS. The statistical difference between their pre and post-test scores was calculated and interpreted.

#### 4.1.1. Pre-test

As a reminder of the samples of this study, it should be mentioned that the samples of the present study consisted of learners taking LA 2 within 2 of the 5 terms that comprise an academic year of the preparatory programme in which this study was carried out, with a term referring to two months of actual teaching practice.

The number of learners participating this study was N=78 at the beginning; however, due to various personal reasons 5 learners dropped (F-DROP) the course after 4 weeks saying they thought they had better study LA 2 later in the following term, which caused the initial size of the sampling to fall down to 73. Additionally, learner 10 in group 4 also dropped the course before the application of the post-test as he failed on attendance causing the number of the sample to fall down to 72. The study was completed with 72 learners.

Surprisingly, 5 out of these 6 learners dropping the course were not repeaters (R), but rather first-time takers (F) who joined the preparatory programme language awareness courses at level 1 in the previous term which falls to the beginning of the academic year. Learners 2 and 16 in group 4 and 20 in group 3, who are also F-DROPs, took the pre-test but did not answer any questions. Learners 11 and 12 in group 4 took the pre-test but scored below 50 points. Details can be seen in tables 11 and 12 below.

As previously explained, the researcher is the teacher doing LA 2 with 4 different groups in two successive terms in the present study. In order to limit the scope of this study to the effects of DDL only, this difference was not considered a variable affecting learner success in the analysis of the data collected as no two groups in term A and term B had the same individual/s. However, to inform further about the demography of the groups, table 8 below shows the number of learners in each group

**Table 8: Number of Learners in Each Group Participating in the Study**

Group	Number of learners	Term
1	20	A
2	18	
3	20	B
4	20	

Before the initiation of DDL instruction with these learners, the researcher gave them a pre-test comprising of questions about LA 2 grammar topics. The structure of the pre-test can be seen in the methodology section of this thesis, and the pre-test is also available in appendices. There were 40 points available in the test so that the test could represent the official exam pattern. The scores of the learners are calculated first out of 40 points, and then out of 100 and the percentages were rounded off to a bigger decimal. The tables below show every individual learner (L) identified as repeater (R), first-time taker (F) and first-time taker who dropped the course for some reason (F-DROP). The fourth week was a turning point as the official midterm examinations were administered within this week. It is highly possible that the learners dropped the course after they had scored below 60 in LA2 midterm examination which may have caused them to lose hopes of passing the course.

**Table 9: Pre-test Scores of the Learners in Group 1**

GROUP 1	Pre-test score out of 40	Pre-test score out of 100	Round-off score	Category
L1	26,75	66,87	67	F1
L2	27,5	68,75	69	F2
L3	18,25	45,62	46	R1
L4	18	45	45	R2
L5	11,5	28,75	29	R3
L6	16,5	41,25	42	F3
L7	14,5	36,25	37	R4
L8	30,5	76,25	77	F4
L9	16,25	40,62	41	F5
L10	27,75	69,37	70	F6
L11	31	77,5	78	F7
L12	16,75	41,87	42	F8
L13	9	22,5	23	R5
L14	21,75	54,37	55	F9
L15	25,5	63,75	64	F10
L16	24,5	61,25	62	F11
L17	19,25	48,12	49	R6
L18	24,75	61,87	62	F12
L19	22,5	56,25	57	F13
L20	19,25	48,12	49	R7

As can be seen from table 9 above, group 1 consists of 20 learners 7 of whom are repeaters and 13 are first-time takers of LA 2. This group received DDL-reinforced grammar instruction in a deductive manner, through corpus-based teaching materials for 7 weeks with the 8<sup>th</sup> being the assessment week before which the post-test was administered in term A. The same pattern applied to other groups as well.

**Table 10: Pre-test Scores of the Learners in Group 2**

GROUP 2	Pre-test score out of 40	Pre-test score out of 100	Round-off score	Category
L1	23,8	77,5	78	F14
L2	18,25	45,62	46	R8
L3	26,5	66,25	67	F15
L4	16,75	41,87	42	R9
L5	18,75	46,87	47	R10
L6	20,25	50,62	51	R11
L7	23,5	58,75	59	F16
L8	20	50	50	R12
L9	27,5	68,75	69	F17
L10	25,25	63,12	64	R13
L11	27,25	68,12	69	F18
L12	10,75	26,87	27	R14
L13	21	52,5	53	F19
L14	21	52,5	53	R15
L15	7,5	18,75	19	R16
L16	15,25	38,12	39	F20
L17	23	57,5	58	F21
L18	23	57,5	58	R17

Group 2 was the other group that received deductive DDL instruction in term A. This group of learners consists of 10 repeaters and 8 first-time takers, as can be seen in table 10 above.

**Table 11: Pre-test Scores of the Learners in Group 3**

GROUP 3	Pre-test score out of 40	Pre-test score out of 100	Round-off score	Category
L1	20,75	51,87	52	F22
L2	12	30	30	F23
L3	15,5	38,75	39	F24
L4	29,75	74,37	75	F25
L5	21,25	53,12	54	R18
L6	27,5	68,75	69	F26
L7	21,75	54,37	55	R19
L8	25,75	64,37	65	F27
L9	27	67,5	68	F28
L10	26,25	65,62	66	F29
L11	19,75	49,37	50	R20
L12	21,75	54,37	55	F30
L13	20,75	51,87	52	F31
L14	21,25	53,12	54	F32
L15	24,75	61,87	62	R21
L16	23,75	59,37	60	R22
L17	24,5	61,25	62	F33
L18	26,5	66,25	67	R25
L19	25,5	63,75	64	R24
L20	0	0	0	F-DROP

Group 3 received DDL instruction in term B. This group consisted of 7 repeaters and 12 first-time takers one of whom dropped the course, which can be seen in table 11 above.

**Table 12: Pre-test Scores of the Learners in Group 4**

GROUP 4	Pre-test score out of 40	Pre-test score out of 100	Round-off score	Category
L1	31,75	79,37	80	R25
L2	0	0	0	F-DROP
L3	27,5	68,75	69	F34
L4	21,75	54,37	55	R26
L5	17	42,5	43	R27
L6	24,25	60,62	61	R28
L7	20	50	50	F35
L8	28	70	70	F36
L9	16,25	40,62	41	R29
L10	17	56,66	57	R30
L11	12	30	30	F-DROP
L12	18	45	45	F-DROP
L13	25,25	63,12	64	R31
L14	30,25	75,62	76	F37
L15	28	70	70	R32
L16	0	0	0	F-DROP
L17	27,25	68,12	69	F38
L18	26,5	66,25	67	F39
L19	26,75	66,87	67	F40
L20	25,5	63,75	64	F41

20 learners comprised group 4. There were 8 repeaters and 12 first-time takers when the pre-test was administered. However, this group lost 4 first-time takers after 4 weeks as table 12 shows.

As for what these figures mean, first of all, one should bear in mind that these numbers represent the realities of the learners participating in this study within the terms in which the study was carried out and the results along with the interpretations of figures may vary with different groups of learners even if some of the participants of this study may also be the participants of another study that can be carried out within the terms to come. When these numbers pertaining to the pre-test scores are analysed, there seems to be a slight difference between the performance of Rs (n=32; later n=31) and Fs (n=46; later n=41), which can be seen in table 13 below.

**Table 13: Average Pre-test Scores of Repeating Learners (Rs) and First-time Takers (Fs)**

Rs average pre-test score	Fs average pre-test score
53	55

In general, Rs started with a slightly lower performance when compared to Fs excluding F-DROPs. After a closer inspection of the demography of the Rs, it was observed that, out of 32 Rs, 15 were learners from the previous academic year who had to repeat LA 2 for another time and 17 were those who started taking LA 2 at the beginning of the academic year in which this study was carried out. The latter 17 Rs are actually freshmen who joined the preparatory programme right from LA 2 after coming out of the exemption exams with their grammar knowledge being identified as adequate for level 1. The contrast between the success rate of Rs and Fs can be seen in table 14 below.

**Table 14: The Demographic Diversity of Rs in Terms of Learnership**

<b>GROUP 1</b>	<b>Category</b>	<b>Times repeated the same level</b>
L3	R1	3
L4	R2	1
L5	R3	3
L7	R4	1
L13	R5	3
L17	R6	1
L20	R7	1
L21	R8	1
<b>GROUP 2</b>	<b>Category</b>	<b>Times repeated the same level</b>
L4	R9	1
L5	R10	3
L6	R11	1
L8	R12	3
L10	R13	1
L12	R14	3
L14	R15	3
L15	R16	1
L18	R17	1
L19	R18	1
<b>GROUP 3</b>	<b>Category</b>	<b>Times repeated the same level</b>
L7	R19	3
L11	R20	3
L15	R21	1
L18	R25	3
L19	R24	1
<b>GROUP 4</b>	<b>Category</b>	<b>Times repeated the same level</b>
L1	R25	3
L4	R26	1
L5	R27	3
L6	R28	3
L9	R29	1
L10	R30	3
L13	R31	3
L15	R32	1

LA 2 learner population of the preparatory programme at the beginning of the academic year was 68 and 17 of these learners, which accounts for 25% of the total LA 2 population right at the beginning of the same educational year, had to repeat the same level of LA in the second term of the educational year, which is when this study was initiated, after receiving LA 2 instruction with non-corpus-based lesson materials even though autonomous learning and self-discovery were under the spotlight. Although it doesn't seem to be a big number at first sight, considering the continuously and gradually increasing number of LA 2 takers, the number of learners succeeding LA 2 needs to be higher than its present value in order for the curriculum to be carried on without compromising the overall philosophy and simplifying the level of difficulty. As the number of learners taking LA 2 can vary from one term to another, more teachers might need to be assigned to teach LA 2, which can affect teachers adversely by increasing the workload. Therefore, it can be assumed that the less is more principle works very well for the existing system. Bearing these in mind, the pre-test scores of the Rs were promising; however, the post-test scores of the learners should be compared with these pre-test scores to reach a final decision about the real situation in the stated terms.

#### **4.1.1.1. Highlights of the Transition Period from the Pre-test to the Post-test**

In order to provide a brighter view of what happened during the period between the pre-test and the post-test and eliminate any possibility of ambiguity about the actual process of the application of the adopted techniques, there seems to be a need for an intermediary section focusing on the narration of steps taken. For this purpose, anecdotes coming right from the epicentre of the actual research experience can be of greater importance so as to qualitatively support the understanding of the numbers both before and after this section. This subsidiary bridging section is, therefore, expected to project a better visual of what actually happened in the classroom providing sociological input. At this very point, it is imperative to pronounce that these anecdotes are solely based on the researcher's own experiences with one group from term A and one group from term B. Prior to the wording of the highlights of the actual practice, table 15 below outlines the actual steps taken by the researcher throughout the application of the methodology. The same systematization pattern applies to both term A and term B.



**Table 15: The Procedure Pertaining to Application Procedures of DDL Methodology**

Monthly duration	Systematization	Duration	Procedures	Grammar Focus
<b>The procedures until the midterm exams</b>				
<b>Week 1</b>	Pre-test	50 minutes per lesson	Lesson 1	N/A
	Introduction		Lesson 2	DDL & corpora
	Autonomous Practice		Lesson 3	Participle adjectives
	Autonomous Practice		Lesson 4	Types of sentences
<b>Week 2</b>	Autonomous Practice	50 minutes per lesson	Lesson 1	Questions
	Autonomous Practice		Lesson 2	Embedded questions
	Autonomous Practice		Lesson 3	Reporting
	Autonomous Practice		Lesson 4	Reporting
<b>Week 3</b>	Q&A session	50 minutes per lesson	Lesson 1	N/A
	Autonomous Practice		Lesson 2	That Clauses
	Autonomous Practice		Lesson 3	Clause types
	Autonomous Practice		Lesson 4	Conditionals 1
<b>Week 4</b>	Autonomous Practice	50 minutes per lesson	Lesson 1	Conditionals 2
	Autonomous Practice		Lesson 2	Time clauses 1
	Autonomous Practice		Lesson 3	Time clauses 2
	Autonomous Practice		Lesson 4	Relatives 1
<b>The procedures until the final exam</b>				
<b>Week 5</b>	Midterm check	50 minutes per lesson	Lesson 1	Relatives 2
	Autonomous Practice		Lesson 2	Reason Result cls.
	Autonomous Practice		Lesson 3	Contrast clauses
	Autonomous Practice		Lesson 4	Purpose clauses
<b>Week 6</b>	Q&A session	50 minutes per lesson	Lesson 1	N/A
	Autonomous Practice		Lesson 2	Verb tenses 1
	Autonomous Practice		Lesson 3	Verb tenses 2
	Autonomous Practice		Lesson 4	Future perf. & prog.
<b>Week 7</b>	Autonomous Practice	50 minutes per lesson	Lesson 1	Passives 1
	Autonomous Practice		Lesson 2	Passives 2
	Autonomous Practice		Lesson 3	Passives 3
	Autonomous Practice		Lesson 4	Passives 4
<b>Week 8</b>	Autonomous Practice	50 minutes per lesson	Lesson 1	Past modals
	Autonomous Practice		Lesson 2	Preposition phrases
	General revision		Lesson 3	N/A
	Post-test		Lesson 4	N/A
<b>Official final assessment End of the term</b>				

As can be seen in the above table the actual application of DDL methodology as an alternative to traditional teaching with a view to fostering learner autonomy in grammar learning lasted for 7 weeks. Due to time constraints, the number of the pre-determined lessons for LA 2 is usually higher than the number of topics covered in class. Three LA 2 topics included in the course content was later decided to be taken out of in-class action. Instead of dealing with these in the classroom, the teacher assigned the learners to study these. These topics are *4. types of sentences*, *10. synthesis of sentence patterns* and *11. introduction to clauses and clause types*. As these lessons had no specific grammar focus, no corpus-based lessons were developed, but existing ones were used. Figure 8 below shows a learner taking the pre-test via Schoology.

**Figure 8: A Learner Taking the Pre-test Via Schoology Test Application Utility in Lesson 1.**



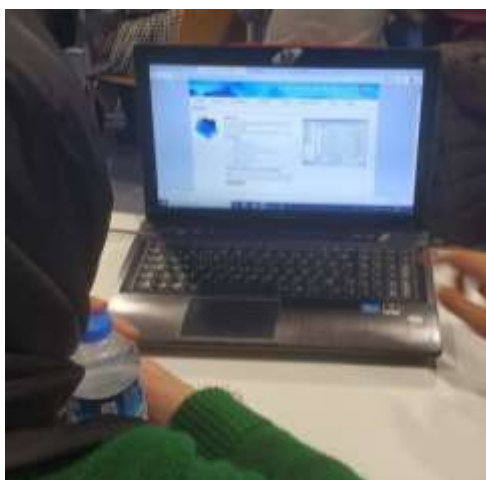
Within an educational context, it wouldn't be misleading to define a class as sociological realia which is a smaller scale embodiment of a larger society from which the individuals forming the class come. When it comes to how this correlates to this study, it is worth saying that throughout the application of the data-driven learning methodology, with which the learners had hands-on experience with corpora for the first time in their lives, the learners were first observed to be having difficulty, at varying levels, in passing to a rather technical and individual means of learning from a traditional mindset which seemed to have dominated their attitude towards English as a school subject and the teacher in their language classroom. Even though autonomous learning is institutionally highlighted by the preparatory school administration, at lower levels the way the courses are handled by the teachers can be closer to the traditional method in which the learners are taken care of by teachers in a motherly manner. As they are used to being taught through the delivery of knowledge in the form of monologues in a relatively passive manner, the idea of learning by one's self through computational analysis of language was met with surprise. Some learners even asked to be excused for not attending the lessons questioning the point in being in the class if everything was to be done individually on a computer. The new role of the teacher did not seem to be satisfying for them; however, the learners soon changed into individuals seeking guidance rather than answers, which emphasized the importance of action rather than declamation.

In other words, as the learners observed themselves to be achieving the linguistic goals of LA 2, they gradually built self-confidence and their motivation was heightened.

At this very point, the researcher appeared to be stricter in the principal of providing the learners with guidance rather than answers when compared to other teachers teaching LA 2. During causal conversations with these colleagues, the researcher got the impression that they were as lenient as possible, using L1 whenever learners had difficulty understanding grammatical forms. Therefore, it is possible to assume that the 'guidance' component of the preparatory programme was not emphasized as much it was in groups taught by the researchers as it was in other LA 2 groups taught by different instructors during the terms in which this study was carried out. As teacher styles were not considered a variable to this study, any kind of data pertaining to this was blocked out. The effects of teacher styles may well be the topic of another educational study, but apparently it is beyond this study which investigates the interaction between learners and corpora. Therefore, no future implications about this particular matter were provided.

After they somehow were adapted to the notion of having guidance rather than answers, exploring rather than witnessing and using computers rather than notebooks and pencils, individual learners gradually began asking for more guidance towards destinations of their own will into the database, indicating the initial stages of the development of a sense of self-discovery occurring in these learners. In order to promote a collaborative classroom environment, the teacher asked the learners who received guidance to help others in need of similar guidance. A sense of collaboration soon became prevalent and the learners began to consult each other as can be seen in figure 9 below.

**Figure 9: Students Helping Each Other with the Technical Details of the New Approach**



Transforming a learner in the traditional sense into a modern one using technology heavily to support their own learning can be challenging at times when technology fails. System crashes,

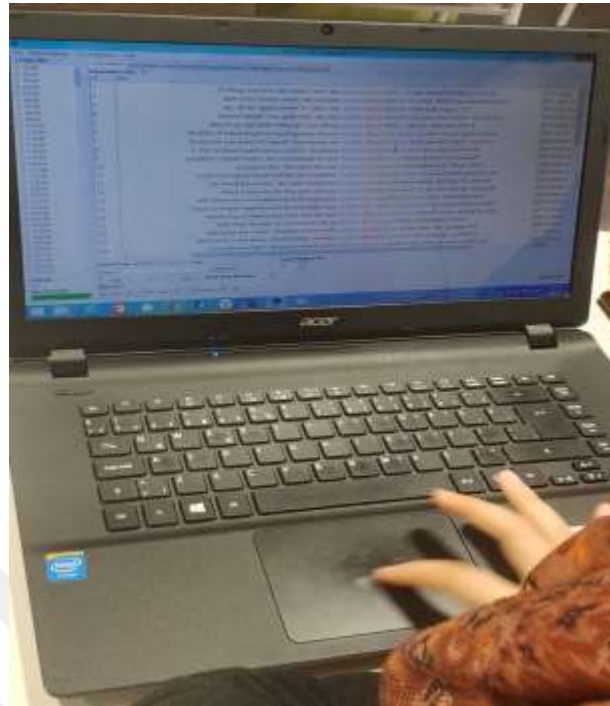
drained batteries and non-responsive software were some impeding factors apart from the content-related aspects of the lessons which the learners needed time to get used to. The collaborative learning atmosphere in the classroom appeared to be a key element to figure out such issues. Learners were eager to help each other out. Some learners were especially observed to be better and faster at adapting to the technology aspect of the new approach and helped others, some of whom reported themselves to be verbal and aural learners. Figure 10 below shows learners collaborating.

**Figure 10: Learners Collaborating**



Nevertheless, this positive atmosphere was not stable in every single lesson throughout the 2-month periods in which the study was carried out. As the techniques suggest, learners find their way through concordance lines which can push them beyond their patience. Especially when the learners attempted to use the corpus database as a dictionary to self-discover the meaning of some words, long lists of concordance lines seemed to be distractors rather than motivators, which required the teacher to approach to these learners with more tolerance and de-suggest stress and guide them to a more familiar means of discovery such as online dictionaries. Learners were first suggested to see 3-10 example sentences and if they still felt uncomfortable with the corpus they were guided to an online dictionary. This was a frequently observed issue. The learner seen in figure 11 below complained that she was overwhelmed by the density of the input provided by the software when she wanted to see a word she thought she knew but could not remember at that moment. Afterwards, the teacher advised her to be selective and read randomly selected 3-5 sentences. The teacher told her if she still thought she had difficulty understanding, she could easily jump to an online dictionary so long as it is a monolingual one. Soon after, she reported that she was feeling less stressful. Figure 11 below shows a learner using the ACAT as a dictionary.

**Figure 11: A Learner Looking a Word Up in the Corpus**



This anecdote demonstrates the fact that, however positive intentions a teacher has while introducing novelty in the classroom, breaking learning habits may not be easy, requires time and patience on both the teacher's and the learners' side.

Another anecdote would be about how things can go badly when learners get panicked. It is essential to convince the learners to trust their teacher as a guide in the first place. Following the presentation of the new techniques, a considerable amount of negative feedback was received from the learners in different groups. Some were worried about using a computer all the way through while some others claimed that they would be lost without a teacher delivering information in front of the class and eventually fail the course. Those who spoke their worries out did this in Turkish. Here, keeping calm and not switching to the learners' mother tongue can be a key element. After calming the reaction from learners down and de-suggesting anxiety, a teacher needs to keep speaking in English only and rephrase his plenary speech until the issue is sorted out.

Day by day, the learners explored their way throughout corpus-based LA 2 content. Even though they were piloted in advance, adaptations to the teaching materials were needed to be administered according to the feedback coming from the learners. This demonstrated the fact that developing a teacher's own set of corpus-based teaching materials can reach its potential faster when supported by feedback from end-users and improved accordingly. The input from learners helped fix the issues with instructions to tasks and excerpts selected from the corpus. Figure 12 below shows learners using the corpus-based material for *lesson 3. participle adjectives*.

**Figure 12: Learners Doing Tasks in the Corpus-based Lesson Material on Participle Adjectives**



After this long and painstaking period, learners took the post-test. The data pertaining to the post-test scores of the learners taking LA 2 can be seen in the following section.

#### **4.1.2. Post-test**

The post-test scores of the learners, with the exception of the ones that dropped the course before the post-test was administered, showed an observable increase in the scores for the majority of the learners. The following tables (table 16, 17, 18 and 19) show the post-test performance of the learners in each of the four groups that received deductive DDL instruction prior to the administration of the post-test.

**Table 16: Post-test Scores of the Learners in Group 1 Taking LA2**

<b>GROUP 1</b>	<b>Post-test score out of 30</b>	<b>Post-test score out of 100</b>	<b>Round-off score</b>	<b>Category</b>
L1	23,25	77,5	78	F1
L2	27,25	90,8	91	F2
L3	17,75	59,16	60	R1
L4	12,5	41,66	42	R2
L5	17	56,66	57	R3
L6	23,5	78,33	79	F3
L7	11	36,66	37	R4
L8	24,25	80,83	81	F4
L9	22,5	75	75	F5
L10	24,75	82,5	83	F6
L11	21,5	71,66	72	F7
L12	23,25	77,5	78	F8
L13	20	66,66	67	R5
L14	24,25	80,83	81	F9
L15	23,5	78,33	79	F10
L16	24,25	80,83	81	F11
L17	12,25	40,83	41	R6
L18	24,5	81,66	82	F12
L19	22	73,33	74	F13
L20	17,75	59,16	60	R7

The post-test scores of group 1, as can be seen in table 16, demonstrate two things: firstly, 18 out of 20 learners, including repeating ones, showed an upward trend, and secondly, this happened right before the learners took the official LA 2 final exams. Even though these learners were subject to a new type of teaching which has a strong emphasis on learners exploring corpora in an autonomous way using computers for the first time in their lives, unlike what they may have been used to in the past which is most possibly having a teacher delivering information and telling what and how much to learn, they were able to overcome the lack of experience and show improvement. This means that learning can also take place in the absence of a parenting teacher, too. It can be assumed that these learners have developed a sense of independence as learners at some level. Nevertheless, this may be too much to allege by looking at the results of a single study. There seems to be an apparent need for similar studies trying to understand other possibilities with different variables.

**Table 17: Post-test Scores of the Learners in Group 2 Taking LA2**

<b>GROUP 2</b>	<b>Post-test score out of 30</b>	<b>Post-test score out of 100</b>	<b>Round-off score</b>	<b>Category</b>
L1	25,5	85	85	F14
L2	20,75	69,16	70	R8
L3	28,5	95	95	F15
L4	17,5	58,33	59	R9
L5	19,75	65,83	66	R10
L6	18	60	60	R11
L7	22,5	75	75	F16
L8	19,5	65	65	R12
L9	25,5	85	85	F17
L10	17,5	58,33	59	R13
L11	26,25	87,5	88	F18
L12	20,5	68,33	69	R14
L13	23	76,66	77	F19
L14	16,75	55,83	56	R15
L15	10,5	35	35	R16
L16	23	76,66	77	F20
L17	24,5	81,66	82	F21
L18	20	66,66	67	R17

Table 17 reports on the upwards trend which can also be observed in group 2 that accommodates 10 Rs. With Fs being better on the post-test by and large, the lowest scores appeared to be those of Rs. With that being the case, the overall picture seemed relatively promising in terms of learner autonomy.

**Table 18: Post-test Scores of the Learners in Group 3 Taking LA2**

<b>GROUP 3</b>	<b>Post-test score out of 30</b>	<b>Post-test score out of 100</b>	<b>Round-off score</b>	<b>Category</b>
L1	24,25	80,83	81	F22
L2	25,25	84,16	85	F23
L3	24,5	81,66	82	F24
L4	23,25	77,5	78	F25
L5	21	70	70	R18
L6	22,25	74,16	75	F26
L7	19	63,33	64	R19
L8	24,25	80,83	81	F27
L9	25	83,33	84	F28
L10	22,5	75	75	F29
L11	19,5	65	65	R20
L12	25,5	85	85	F30
L13	21,25	70,83	71	F31
L14	22	73,33	74	F32
L15	19,5	65	65	R21
L16	21	70	70	R22
L17	24,25	80,83	81	F33
L18	19,25	64,16	65	R23
L19	18,75	62,5	63	R24
L20	0	0	0	F-DROP

Group 3 was able reach the final destination, which is the post-test in this study which tried to see what educational outcomes could be achieved through the interaction of a group of learners of English for academic purposes and corpora, with 19 learners. The same upwards trend was also observed in post-test scores of groups 3 and 4 learners as can be seen in table 18 above and table 19 below.

**Table 19: Post-test Scores of the Learners in Group 4 Taking LA2**

<b>GROUP 4</b>	<b>Post-test score out of 30</b>	<b>Post-test score out of 100</b>	<b>Round-off score</b>	<b>Category</b>
L1	19	63,33	64	R25
L2	0	0	0	F-DROP
L3	23,5	78,33	79	F34
L4	19	63,33	64	R26
L5	20	66,66	67	R27
L6	20,25	67,5	68	R28
L7	23	76,66	77	F35
L8	26,25	87,5	88	F36
L9	20	66,66	67	R29
L10	N/A	N/A	N/A	R30
L11	9	30	30	F-DROP
L12	13,5	45	45	F-DROP
L13	19,25	64,16	65	R31
L14	25,5	85	85	F37
L15	16	53,33	54	R32
L16	0	0	0	F-DROP
L17	24,75	82,5	83	F38
L18	22,75	75,83	76	F39
L19	24,5	81,66	82	F40
L20	26,75	89,16	90	F41



A comparison between the post-test scores of groups that received DDL instruction in different terms may help understand the fact that learners can do equally well even though they were off the traditional margin of teaching that they are used to. However, it should be remembered that young people are prone to adapting changes relatively quickly. The fact that their post-test scores are higher than their pre-test scores does not necessarily have to mean that they have been transformed into fully autonomous learners and they will never need assistance of any kind throughout their language education. It is fairer to claim that these learners adapted to the change designated by the pre-set parameters of the study design governing this research. The increase in their test scores demonstrated their efforts to survive the new approach which they eventually achieved. Therefore, we can assume that with a decent amount of motivation, encouragement, a scientific approach to material development and a true guidance throughout using technology for language learning, learners can manage the cognitive challenges of LA 2 without being spoon-fed by a teacher even when there is no input in L1. It should be emphasized once more that this is the case with the samples of the present study and the results may well be different even when the same study is carried out with different groups. The fact that the study was carried out with 4 different groups in 2 different terms does not change this reality much.

Taking a comparative tone, it can be said by looking at the pre and post test scores of the learners in all of the 4 groups that the change in the test scores of the learners before and after the application of DDL instruction depicts an upward trend. Most of the learners, except for only a few, got higher on the post-test than the pre-test, which indicates a positive change supporting the effectiveness of the techniques. Table 20 below shows the change in the test scores of the learners.

**Table 20: The Comparison of the Pre and Post-test Scores of the Sample**

<b>GROUP 1</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L1	67	78	16,41	POSITIVE	F1
L2	69	91	31,88	POSITIVE	F2
L3	46	60	30,43	POSITIVE	R1
L4	45	42	-6,66	NEGATIVE	R2
L5	29	57	96,55	POSITIVE	R3
L6	42	79	88,09	POSITIVE	F3
L7	37	37	0	NEGATIVE	R4
L8	77	81	5,19	POSITIVE	F4
L9	41	75	82,92	POSITIVE	F5
L10	70	83	18,57	POSITIVE	F6
L11	78	72	-7,69	NEGATIVE	F7
L12	42	78	85,71	POSITIVE	F8
L13	23	67	191,30	POSITIVE	R5
L14	55	81	47,27	POSITIVE	F9
L15	64	79	23,43	POSITIVE	F10
L16	62	81	30,64	POSITIVE	F11
L17	49	41	-16,32	NEGATIVE	R6
L18	62	82	32,25	POSITIVE	F12
L19	57	74	29,82	POSITIVE	F13
L20	49	60	22,44	POSITIVE	R7
<b>GROUP 2</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L1	80	85	6,25	POSITIVE	F14
L2	46	70	52,17	POSITIVE	R8
L3	67	95	41,79	POSITIVE	F15
L4	42	59	40,47	POSITIVE	R9
L5	47	66	40,42	POSITIVE	R10
L6	51	60	17,64	POSITIVE	R11
L7	59	75	27,11	POSITIVE	F16
L8	50	65	30	POSITIVE	R12
L9	69	85	23,18	POSITIVE	F17
L10	64	59	-7,8125	NEGATIVE	R13
L11	69	88	27,53	POSITIVE	F18
L12	27	69	155,55	POSITIVE	R14
L13	53	77	45,28	POSITIVE	F19
L14	53	56	5,66	POSITIVE	R15
L15	19	35	84,21	POSITIVE	R16
L16	39	77	97,43	POSITIVE	F20
L17	58	82	41,37	POSITIVE	F21
L18	58	67	15,51	POSITIVE	R17
<b>GROUP 3</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L1	52	81	55,76	POSITIVE	F22
L2	30	85	183,33	POSITIVE	F23
L3	39	82	110,25	POSITIVE	F24

**Table 20 Continued**

<b>GROUP 3</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L4	75	78	4	POSITIVE	F25
L5	54	70	29,62	POSITIVE	R18
L6	69	75	8,69	POSITIVE	F26
L7	55	64	16,36	POSITIVE	R19
L8	65	81	24,61	POSITIVE	F27
L9	68	84	23,52	POSITIVE	F28
L10	66	75	13,63	POSITIVE	F29
L11	50	65	30	POSITIVE	R20
L12	55	85	54,54	POSITIVE	F30
L13	52	71	36,53	POSITIVE	F31
L14	54	74	37,03	POSITIVE	F32
L15	62	65	4,83	POSITIVE	R21
L16	60	70	16,66	POSITIVE	R22
L17	62	81	30,64	POSITIVE	F33
L18	67	65	-2,98	NEGATIVE	R23
L19	64	63	-1,56	NEGATIVE	R24
L20	0	0	0	N/A	F-DROP
<b>GROUP 4</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L1	70	64	-8,57	NEGATIVE	R25
L2	0	0	0	N/A	F-DROP
L3	69	79	14,49	POSITIVE	F34
L4	55	64	16,36	POSITIVE	R26
L5	43	67	55,81	POSITIVE	R27
L6	61	68	11,47	POSITIVE	R28
L7	50	77	54	POSITIVE	F35
L8	70	88	25,71	POSITIVE	F36
L9	41	67	63,41	POSITIVE	R29
L10	57	0	0	N/A	R30
L11	30	0	-100	NEGATIVE	F-DROP
L12	45	0	-100	NEGATIVE	F-DROP
L13	64	65	1,56	POSITIVE	R31
L14	76	85	11,84	POSITIVE	F37
L15	70	54	-22,85	NEGATIVE	R32
L16	0	0	0	N/A	F-DROP
L17	69	83	20,28	POSITIVE	F38
L18	67	76	13,43	POSITIVE	F39
L19	67	82	22,38	POSITIVE	F40
L20	64	90	40,62	POSITIVE	F41

What the data above shows is that the DDL techniques adopted for LA 2 have apparently contributed to learner development. However, attributing all the credit to the DDL techniques would be unrealistic as the depth of the change made seems to be profound considering the

educational habits and backgrounds of the learner-participants. There can be other factors that contributed to learner performance such as collaboration with other learners, which was promoted by the teacher, aptitude and positive motivation along with social factors. Even the fact that the application of the study took place on relatively colder days of the year may have contributed to learner achievement as learners had presumably fewer opportunities for social activities outside. Despite the fact that a deeper understanding of the techniques can better be reached through the analysis and comparison of the data collected from a series of applications carried out in successive terms, the current situation seems to be promising as the number of Rs who scored higher on the post-test seems to be promising. Although this study bears no implications about student pass rate, with the exact pass rate being unknown to the researcher, the upwards trend in the post-test is expected to have affected the overall pass rate positively.

When the pre and post-test scores of the learners are compared, only 9 students appear to have scored lower on the post-test than the pre-test. Table 21 below shows the learners whose pre and post-test scores did not indicate a positive change.

**Table 21: Learners with Decreased Performance on the Post-test**

<b>GROUP 1</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L4	45	42	-6,66	NEGATIVE	R2
L7	37	37	0	NEGATIVE	R4
L11	78	72	-7,69	NEGATIVE	F7
L17	49	41	-16,32	NEGATIVE	R6
<b>GROUP 2</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L10	64	59	-7,81	NEGATIVE	R13
<b>GROUP 3</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L18	67	65	-2,98	NEGATIVE	R23
L19	64	63	-1,56	NEGATIVE	R24
<b>GROUP 4</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>% of Change</b>	<b>Result</b>	<b>Category</b>
L1	70	64	-8,57	NEGATIVE	R25
L15	70	54	-22,85	NEGATIVE	R32

As the figures in the table above show, 8 repeaters and 1 first-time taker were not able to demonstrate a positive change in the post-test. There may have been various reasons, so many that this could become the incentive for a follow-up research. However, as the demographic mobility of learners through this utterly dynamic preparatory programme cannot be controlled by the researcher, these possibilities have to be ignored.

#### 4.1.3. Analysis of the Quantitative Data

The pre and post-test performances of the learners who received deductive DDL instruction as part of this study are analysed on SPSS to see if the training could make a statistically significant difference. For this purpose, a paired sample t-test for each group was administered separately after the average pre and post-test scores of the groups were calculated ignoring the test scores of learners who took only one or both of the tests but did not answer any questions. The results were analysed through a paired sample t-test as the number of the variables is 2; an average pre-test and an average post-test score for each group. The following 4 tables show the statistical analysis of the pre and post-test scores of each of the 4 groups.

**Table 22: SPSS Analysis of Pre and Post-test Scores of Group 1**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	53,2000	20	15,40198	3,44399
	Post_Test	69,9000	20	15,46439	3,45794
Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test		20	,544	,013
Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
		Lower			
Pair 1	Pre_Test - Post_Test	-16,70000	14,74378	3,29681	-23,60030
Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre_Test - Post_Test	-9,79970	-5,066	19	,000

As can be seen in paired samples statistics in table 22 above, the learners in group 1 appeared to have scored higher on the post-test than they did on the pre-test which is represented by mean values. The mean value for the pre-test is 53,2 and the post-test mean value is 69,9. Here, what SPSS does to see whether these numbers have any statistical significance is, first, subtract the pre-test value from the post-test value, which equals to -16,7 for group one. However, this is not the part of the table above that tells whether there is statistical significance in these findings. The 't' value in the paired samples test for group one tells the statistical significance of the results. And for group 1, the t value is -5,006 which is a relatively small and negative number. This correlates to a

very small significance value which is ,000 for group 1; however, this is not equal to zero. There are digits to the right which are not represented in the table yielded by the software and the significance value, or the 'p' value, is less than 0,001. Therefore, in order to evaluate the t-test, the null hypothesis needs to be rejected. If the null hypothesis is taken into consideration, there is no significant difference; however, as the significance value is less than 0,5 it is possible to say that there is enough statistical difference which makes it possible to say that there is a change for the better in group 1 at the end of the study.

**Table 23: SPSS Analysis of Pre and Post-test Scores of Group 2**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	52,8333	18	15,12789	3,56568
	Post_Test	70,5556	18	14,29612	3,36963
Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test		18	,690	,002
Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
		Lower			
Pair 1	Pre_Test - Post_Test	-17,72222	11,61037	2,73659	-23,49592
Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre_Test - Post_Test	-11,94852	-6,476	17	,000

As shown in table 23 above, the interpretation of the paired sample t-test results for group 1 seems to apply to group 2 as well. With the pre-test mean value for group 2 being roughly 52,8 and the post-test mean value 70,5, the mean difference was calculated to be -17.7. Speaking of how this affects the significance of the results, the t value was calculated to be -6,476, which is again a small and negative number just like the one in table 22. The p value appeared to be ,000 which is less than 0,001 but not equal to zero. Therefore, the null hypothesis needs to be rejected. P value for group 2 is less than 0,5 which represents a statistically significant change for the better.

**Table 24: SPSS Analysis of Pre and Post-test Scores of Group 3**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	54,9500	20	16,67799	3,72931
	Post_Test	70,7000	20	18,25867	4,08276
Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test		20	,651	,002
Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
		Lower			
Pair 1	Pre_Test - Post_Test	-15,75000	14,67140	3,28062	-22,61643
Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre_Test - Post_Test	-8,88357	-4,801	19	,000

Similarly, as represented by table 24 above, the test scores of the learners in group 3 also represent a change for the better. The pre-test mean value was 54,95 and 70,7 was the post-test mean value which represented a difference of -15,75. The t value, which is the significance value was calculated to be -4,801 and this correlates to the p value of ,000, which is less than 0,001 but again not zero. Therefore, it is possible to say that there was a change for the better in group 3 as well.

**Table 25: SPSS Analysis of Pre and Post-test Scores of Group 4**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	53,4000	20	21,86899	4,89005
	Post_Test	58,3000	20	31,48450	7,04015
Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test		20	,817	,000
Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
		Lower			
Pair 1	Pre_Test - Post_Test	-4,90000	18,54128	4,14596	-13,57758
Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre_Test - Post_Test	3,77758	-1,182	19	,252

Unlike groups 1, 2 and 3 group 4 yielded the lowest number for the t value but the highest for the p value as table 25 shows above. With the t value being -1,182, SPSS calculated the significance value to be ,252 which is higher than 0,001 but at the same time lower than 0,5. Therefore, it is possible to say that the change that the study made in group 4 was for the better and statistically meaningful. However, group 4 appears to have changed less than the others as the higher the p value is, the lower the significance of the difference made by the methodology applied. However low, there seems to be a statistically significant change with group 4, too.

The Sig. (2-tailed) value of the paired samples t-test has to be below 0.5 so that the training can be considered to have made a statistical difference. The tables above demonstrate the statistical analysis of the four groups comprising the sample of this study. According to the analytical results yielded by SPSS, Sig. (2-tailed) values are as shown in table 26 below:

**Table 26: Sig. (2-tailed) Values for Groups 1-4**

Group	Sig. (2-tailed) value
1	0,000 < 0,5
2	0,000 < 0,5
3	0,000 < 0,5
4	0,252 < 0,5



As can be seen in table 26 above, the deductive DDL instruction seems to have made a statistically significant difference at the end of 7 weeks. With these being the statistical output of SPSS, it is not possible to give all the credit to the DDL methodology, though. It is pretty much obvious that there are other factors contributing to the efficiency of the techniques one of the most significant of which can be motivation. Towards the end of any given term learners were observed to be intrinsically motivated more than they had been at the beginning and during the application. This motivation that comes from inside may have also contributed to the learners' relatively increased success on the post-test.

#### **4.2. Qualitative Data**

Throughout the application of DDL techniques, in terms A and B, the researcher had one-on-one talks about what the learners thought and how they felt about the new technique that they went through. The researcher also kept a research diary the entries of which represented his personal experience with the learners in order to provide future researchers with insights into possible opportunities and obstacles that an educational researcher may have to deal with throughout studies like the present study. In order to support the quantitative findings, 2 focus group interviews were held with group 2 in term A and group 4 in term B so as to increase the scope and the reliability of the findings through the analysis of the qualitative data collected.

Groups 2 and 4 were interviewed at different times. Group 2 was interviewed within week 4 of term A and group 4 was interviewed at the end of week 7 in term B. The groups were interviewed on a two-week-lapse in terms A and B so that the researcher could understand how the learners would react to the techniques within the course of time and if the motivation levels of the learners decrease or increase considering the official exams being close. As can be remembered, week 4 of every term is when midterm exams are administered and week 7 is right before final exams in any given term. Likewise, the research log features notes about what happened in groups 2 and 4, which were selected randomly and are expected to represent the realities of the groups in general terms. Therefore, it can be assumed that the qualitative data collected from groups 2 and 4 can help understand the overall perception of the learners participating in this study as learners from different groups have possibly interacted and communicated about the new and relatively different technique that they all had been exposed to. Some learners may have hesitated to ask about some aspects and the steps of the new procedures to the teacher, which makes it possible to presume that they learned these from other friends taking LA 2 who had a fairer communication with the researcher. The researcher deliberately encouraged the learners to ask for help from other learners as there may have been quite many a student who avoided direct interaction with the teacher at the beginning of the terms during which both the teacher and the learners needed time to get to know each other. After the ice between the teacher and the learners was broken, there happened an influx of qualitative input from the learners. No matter how sparse this verbal input

was, the interpretation of utterances of learners, their facial expressions and body language spoke out loud. Having been offered an alternative that they had never seen before, some learners seemed to be somehow captivated by the new idea that they were presented with. In order to reflect his personal experience, the researcher organized the field notes he had taken in the form of a research log.

#### 4.2.1. The Research Log

Prior to the statement and interpretation of field notes from the researcher’s diary, it seems essential to mention the weekly schedule that the researcher was assigned to in order to present an overall understanding of the time effect on the learners. As can be seen from the figure below, lessons started at 0810 hours and finished at 1510 hours throughout the terms, which may be different for individual groups and the teacher in the terms to come. Figure 13 below shows the timetable for group 2 in term A and group 4 in term B within the same figure as if they had been done within the same term, which was mentioned previously as a strategy that can facilitate the understanding and the control of the data and the interpretation of the data.

**Figure 13: Weekly Timetable for Groups 2 and 4**

	Monday	Tuesday	Wednesday	Thursday	Friday
#1 08:10	GROUP 4	GROUP 4	GROUP 4		
#2 09:10					GROUP 4
#3 10:10					
#4 11:10					
#5 12:10	LUNCH				
#6 13:10			GROUP 2		
#7 14:10		GROUP 2			
#8 15:10	GROUP 2			GROUP 2	

What can be interpreted from figure 13 (the timetable) above is that group 4 started the day early with grammar across the board and group 2 did LA 2 courses after lunch. What was observed by the researcher with these 2 groups was that learners in group 4 were mostly sleepy at the beginning of the lessons and the teacher had to engage them with motivational talks reflecting positive energy on them. De-suggesting the lack of motivation and interest through the use of inspirational music that can be found online was another step taken by the researcher. Playing

instrumental and motivational jazz music was also appreciated by many learners during morning classes. Likewise, group 2 seemed to be less motivated during classes on Monday, Wednesday and Thursday. The researcher applied the same procedures to increase their motivation and de-suggest idleness. What was observed in group 2 was somehow different from that in group 4. The learners in group 2 found it strange at first, saying that it was the first time that a teacher played music for themselves in a class; however, later they seemed to enjoy the idea, and some learners even asked the teacher to play some music in the background when he forgot to do so. This particular anecdote illustrates the therapeutic value that DDL can add into a grammar lesson when embellished with musicality.

The research log kept by the researcher including field notes from the lessons done with groups 2 and 4 feature notes taken on 7 different days in 7 different weeks in each of the two terms. This was done deliberately so that the qualitative input by the researcher himself can represent a wide range of incidences. Notes and interpretations of these can be seen below.

**Entry 1:** group 4, some learners don't have computers with them. Others who have are helping these out. A sense of collaboration is beginning to form. A repeating student from the previous term asked why I didn't teach them and he thought I should. I explained the benefits of self-discovery and told them that this approach, which is also the philosophy of the department, had scientific foundation. I showed them statements from some authors studying in the field such as Sinclair, Johns and Biber. I told them I wouldn't give them fish but teach them how to catch their own fish.

It is actually inspiring for a researcher-teacher to hear a learner question the procedures he is going through as, without trusting what is being done, motivation may not function in a helpful way for learning to occur. This repeating learner actually spoke out the minds of others who hesitated to ask the same or a similar question. After the explanation delivered by the researcher, it was observed that learners seemed to be satisfied by and large. The fact that the explanation made by the teacher was supported by empirical evidence may have been what made it satisfactory enough.

**Entry 2:** group 2, some learners complained about the software they are supposed to use, AntConc. The problem, according to what they said, was that they had to upload the database files one by one because 'open dir.' feature did not work properly. I had to explain that issues might occur, but this does not necessarily mean that the software cannot answer their needs. Another complaint was about the database itself, which helped me realize that AntConc worked better with UTF-8 rather than Unicode plain text format. An apostrophe is represented by some meaningless figures. For example, this is what they saw \x93We didn\x92t instead of 'We didn't.

This anecdote, which happened luckily in the second week of the study, showed that it may not always be possible to embark on a research with flawless steps. Within the course of a research, researchers can realize some shortcomings of the tools they have developed and started using and

go for adaptations. Being in progressive terms of communication with the sample during the applications and the administration of the procedures of an educational research of experimental nature helps the researcher accomplish solid goals through concrete data emerging right from the heart of the field. As, the transformation of the Unicode files to UTF-8 seemed quite time consuming due to curricular restrictions faced by the researcher, the researcher had to confine himself to what is close at hand and move on by explaining to the students that this was a technical issue which they did not have to bother and it would later be dealt with by the researcher himself. In order to avoid a mass confusion, the researcher had to inform other students about this fallacy. Fortunately, this was so small an issue that it did not hinder or retard the overall progress of the study.

**Entry 3:** group 2, learners seem to have sped up in using the software. They are helping each other out. When one learner finds a statement that facilitates his understanding of the form from the corpus data-base, he immediately shares this with me or others. There have been multiple cases of these. But, whether this will work for all other topics is yet to be seen. There are 2 students in this group who do not seem to be sufficiently motivated, one male and one female. The female one said she liked doing it pen and pencil style. Maybe she couldn't afford a laptop. Think about new ways to motivate her! And the male one is a repeater. I remember seeing him read a book in one of the lessons. He may be suffering from personal issues. He looks upset very often.

Speaking of language education, some habits may be quite difficult to break and nurturing a good habit takes time and effort. Students making their way into this preparatory programme through a traditional way of learnership that has little to imply about the use of technology in a language classroom may have difficulty adapting to such an intense way that computers are used in. This female learner, mentioned in the field notes, likes studying with hardcopies of the materials. And the male one has a world of his own and gets out of this only to answer when asked directly. However, towards the end of the term he somehow seemed to be engaged with the tasks and the software which may be due to the fact that he feels safe studying by himself. Some learners can be quite prejudiced against novelty in classrooms. These required the teacher to take some extra steps. In the case of this male learner, the researcher first had one-on-one talks and later allowed some breathing space for him so that he could get rid of the tension that stopped him from joining the majority of the class and later he was prompted to take initiative upon his own learning, albeit reluctant at the beginning, he gradually gained momentum. The researcher also explained the benefits of using a database of one's own without needing internet access.

**Entry 4:** group 4, some learners came to me and said they were able to study until their laptops were out of power during last night's power failure. Today they had their midterm exams. Though they didn't have any internet connection last night, they were able to study which shows that the corpus database has been useful.

Having a specified corpus database of one's own, close at hand and ubiquitous on demand has been quite helpful in the context explained in the above field note. Though broadband wireless

internet connection is something that can be found almost anywhere urban these days, one cannot guarantee that no issues may arise. The ACAT was a real day-saver in that night's drama. The learners seemed to be grateful that they had previously downloaded the database. This did not, of course, apply to all of the students. Some may not have had their computers charged at the time of the power failure, therefore, had a hard time trying to study.

**Entry 5:** this is the fifth week. I see some students, though only a few, are captivated. This is good and motivating for me as well. Obviously, they have started to believe that they can answer their own questions. The only time they call on me for help is when they come up with some ideas and they don't know if there is a better search key that can yield what they want to see in the screen. Some even asked if it was possible for them to add some texts into the database and make it even larger. They only ask me what the topic is and immediately start studying. However, this is not the case with the majority of the learners I teach. Especially, with the learners in group 4, morning classes are getting more and more painful for me as a teacher because almost all of the students are sleepy. The weather outside is grey and cold. These young people, boys and girls, have hard times waking up. DDL has some sort of a dull nature. I tried YouGlish (<https://youglish.com>) within the last 15 minutes of the lesson today.

Authors and educators who criticize DDL and corpus linguistics because of the dull nature of the concept may be right to some extent. However, at tertiary level this criticism seems to be relatively irrelevant, as the learners are cognitively mature enough to cope with these challenges, and they join their universities not for entertainment but rather for academic development. At technical universities where research is in the foreground, students must show some extra effort to transform and adapt to the new environment in which they will receive a university degree, which seems to be more of an orientation issue rather than a responsibility of teachers. What causes this discrepancy between the expectations of learners from their courses, classes, teachers and the teaching materials may result from what they were used to in the past and what they need to get used to for the future. This contrast between the past and the present (also the future) of their learnership does affect the application of new techniques like DDL; however, little is directly related to the nature of the technique which does not necessarily need to be any different in academic terms. Having said these, it should also be stated that language teaching in EFL settings has got to have a motivational aspect which should be taken into consideration by the educator himself. Therefore, it seems to be a matter of choice for the educator in the class as for whether a teacher needs to be cold-hearted and ignore the decreasing motivation or be conscientious and allow some breathing space for learners and then let them go on at their own pace, whether it be slower than expected.

**Entry 6:** the study is about to be finalized. Some data has been collected. The idea of having a database of academic texts and study grammar through these was embraced by some learners, though the number is small. I see some others referring to grammar reference books as well. This is a kind of triangulation of one's own learning. Here, a question comes to mind: Should the learners be restricted to the database? They, of course, have the right to consult other books and people. But, can this minimize the effects of DDL techniques? Should I consider the results contaminated? Or, are the students only trying to minimize the shocking effect that the movement from traditional to experimental teaching had on them? When I asked why they

consulted grammar books and if the database we had wasn't enough, some confessed that they first read the explanations from the book, which is a traditional way of learning, and later they read concordance lines to get a better understanding of the grammar element they were studying. This actually made me happy, because without my instruction, learners 'autonomously' started to compensate for their lack of understanding by applying a combination of two different approaches.

Considering the very nature of social research, unlike research in natural sciences, variables may be different at different stages of the research, they may have varying effects on the results even when they do not change and unexpected changes may occur. All of these, draw a different picture of the realities of the sample and the researcher has to re-interpret the new picture that the samples give. What can be concluded from the diary entry above is that learners as humans have a strong inclination to adapt to changes. Even without the interference of a teacher, learners with a traditional educational background who are used to being led by teachers, have demonstrated positive reinforcement of themselves as learners through some relatively effective means of their own device, which, to some extent, shows that the application of DDL techniques was useful in terms of converting traditionally dependent learners into independent and self-sufficient contemporary ones and the perpetuation of self-learning is ensured. What is more, learners seemed to have started discovering themselves as learners, identifying their needs and finding and applying remedies.

**Entry 7:** general revisions prior to the post-test. Learners will take the LA 2 final exam very soon. The term was pretty dense for both the learners and me. After spending 7 weeks with DDL, the results of the post-test seem to be positive. During lessons learners yielded positive feedback. Only 3 or 4 have attendance issues. They missed classes. When I ask if they did what they were supposed to do, they say yes, but I doubt they did. As they are university students, I do not want to try to instil anything into them. They do it or they don't. This is their responsibility, not mine. They said they will send me messages on schoology and asked if I could answer their questions. I told them they could ask me anything before the finals. None of them have showed up yet, though.

Keeping learners motivated at the same rate may not be possible as motivation is a fluctuating phenomenon by nature. Human psychology can affect in-class performance of learners in a negative or a positive way. Events that occur beyond the control of the teacher happening outside the classroom can have an extended effect on learners' motivation levels. Teachers, therefore, may need to take precautionary steps so that the amount of time that a learner spends in a language classroom to practice language is not wasted due to some external factors. Nevertheless, this is a difficult task to achieve for a language teacher with curricular concerns and time constraints. Some teachers may even consider this a sisyphian task.

#### **4.2.1.1. Analysis of the Research Log**

In an effort to reach an understanding of the pattern emerging in the research log a corpus of the seven entries was compiled and a frequency analysis was carried out using AntConc.

Depending on the frequency list yielded by the software, six content words denoting useful qualitative input appeared to occur more frequently than others. Following the frequency analysis, concordance lines bearing these words were produced using the software to see which other words accompanied them. As a representation of the emerging themes, three words to the left and three words to the right were taken into consideration so as to unveil any meaningful pattern that might emerge within the selected concordance lines. In three of the selected concordance lines (number 8, 9 and 13 in the table below) the fourth word to the right was also included as the meaning was somehow weak without these. After that, these concordance lines with a reference to sentences which have a different focus other than technical and applicational routines were read and interpreted. The following table demonstrates the words with highest frequency and codes/themes that emerged in the research log in the form of concordance lines.

**Table 27: Encoded Representation of the Codes/Themes that Emerged in the Research Log**

Keyword	Frequency	Number	Codes and Themes
Learners	12	1	... without my instruction <b>learners</b> autonomously started to ...
		2	... positive. During lessons <b>learners</b> yielded positive feedback ...
		3	... embraced by some <b>learners</b> though the number ...
Database	7	4	... add new text into the <b>database</b> and make it ...
		5	... of having a <b>database</b> of academic texts ...
Students	5	6	... they are university <b>students</b> I do not ...
		7	... or, are the <b>students</b> only trying to ...
		8	... I see some <b>students</b> though only a [few]...
Grammar	4	9	... texts and study grammar through these was [embraced] ...
		10	... others referring to <b>grammar</b> reference books as ...
		11	... why they consulted <b>grammar</b> books and if ...
		12	... understanding of the <b>grammar</b> element they were ...
Asked	4	13	... some even <b>asked</b> if it was [possible] ...

As can be seen in table 27 above, five content words appeared to have analytical value. As individual research log entries were interpreted separately in the previous section, no further interpretations about individual entries are provided in this section. Instead, the focus is on the pattern that the particular selection of concordance lines forms.

‘Learner’ is the most frequently used word in the research log. However, being the most frequent word may not provide a deep-enough insight into the reality emerging in the field notes. As for what concordance lines 1, 2 and 3 have in common is that DDL techniques gradually gained popularity among learners. This may be due to the fact that a large number of learners hesitated to

trust and adopt novelty. However, it is possible to say that learners demonstrated an increasing level of engagement with the new techniques.

With 'Database' being the second most frequently used content word, the qualitative value of the word was not as high as others except for 'asked'. Apart from the daily routines, the word 'database' demonstrates learners' personal commitment into the application of the new techniques in two concordance lines only. Embraced by a number of learners, the idea of having one's own language database seemed to be in close interaction with the establishment of learner autonomy. The realization of this notion by the learners seems to have contributed to the 'positive' atmosphere in grammar classes taking part in the study.

Even though they can be used interchangeably in various contexts, the words 'learners' and 'students' appear to be of different qualitative value in this research. As for how 'students' differ from 'learners', 'learners' can be associated with a more positive atmosphere while 'students' appears to be used when there arose an issue with operational procedures of the new techniques applied.

'Grammar' and 'asked' received 4 hits each on the frequency analysis. Although these two words have the same number of occurrences, 'grammar' seemed to have greater qualitative value as four concordance lines provide insights into realities of the samples. Taking a closer look, it can be argued that the way DDL techniques perceived by the learners did not change their minds about traditional methods of learning and teaching such as course books and grammar reference books which is what they are used to. Instead of abolishing their learning habits altogether, they somehow tend to keep one foot on the safe territory, which seems to be grammar reference books for them. As for 'asked' with the least qualitative value among all other words discussed above, it denotes the effort of some individuals to speculate about the usefulness of and manipulate the new techniques so as to address their personal pedagogical needs as language learners.

#### **4.2.2. The Focus Group Interview**

A focus group interview was held by the researchers to understand what the learners thought about the new techniques and approaches applied, first in week 6 of term A with group 2 and later in week 7 of term B with group 4 as the post-test was going to be administered right before the final exams. In order to reach the qualitative data, the researcher asked the learners in groups 2 and 4 to send messages including their replies. There was a total of 26 respondents, 13 respondents from each group, accounting for almost 1 in every 3 learners participating in this study. The questions that were asked are as follows:



1. Do you think DDL techniques helped you improve your grammar? Yes; how? No; why?
2. Do you think DDL can also help you improve your academic writing skills? Yes; how? No; why?
3. What is your overall opinion about DDL techniques? Please, share.

The reason why the researcher preferred to receive written responses rather than spoken ones is three-fold: firstly, the learners in groups 2 and 4 unanimously suggested that the interview be done in this way, explaining they would feel more comfortable when they were not directly asked. Secondly, in order to eliminate any prejudices and the risk of potential invented answers to the questions asked and increase the reliability of the responses, the responses were tried to be received as anonymously as possible. Lastly, due to time constraints and the researcher's professional responsibilities, the researcher preferred the responses to be in a written format.

The responses from the learners were either in Turkish or in English. Therefore, translations of those in Turkish will be provided below. The learners who responded to the questions will be referred to as 'RES' in the following section. First the qualitative input from the RESes (respondents) and next the researcher's interpretation will be provided.

#### **4.2.2.1. Interpretation of the Responses**

**RES-1 Q1:** Yes, I think I improved my grammar through this software (AntConc). Because, it helps me find out which word to say and which words are followed by what kind of other words (means collocations).

**RES-1 Q2:** Yes, because it is very important for academic writing and the language we should use in academic writing must be different from that we use daily. Where different kinds of words should occur in a sentence is important. This software helps us realize how to use words in a sentence.

**RES-1 Q3:** In today's world, we are forced to use the internet almost anywhere. This application can work offline and this is really effective when you don't have internet access. It not only allows us to see the use of words in a sentence, but it also allows us to see these words in their contexts which makes it easy for us to understand the meaning better. Therefore, I think this application/software (means DDL and AntConc) can have a greater impact as the database (the ACAT) expands. It has a bright future.

It can be deduced from the above statements of RES-1 that the idea of being independent, which was one of the basics of this research, was something fancied by the learners. What RES-1 outlines in their response to Q1 was actually the answer to a concurrent question by the learners: How can I study grammar? DDL techniques seemed to have worked for some learners as an answer to this question. Once they acquired the notion behind having one's own database of natural form of the language and studying grammar through this, they were observed to have built up self-confidence in problem solving and they reported that they believed that they could study much of what is required.

**RES-2:** I was able to realize various uses of a given word and different meanings of it. I think I can develop my lexicon through this application. In addition to these, the fact that I can use this application without being online seems to be useful for me.

RES-2 avoided giving separate answers to the questions asked and tells what the respondent thinks in a paragraph. What he stated as benefits of the application seems to be in a straight line with what RES-1 said. They both confirmed the fact that internet dependency is not favoured by the learners even if they have been studying at a relatively tech-heavy university. The colligational benefits of the application seem to have been recognized by the learners.

**RES-3 Q1:** I think this software was really useful for me. Because I was able make vocabulary searches and therefore see how a word is used and what other words accompany the word I search. We use 'fraise.it' online and I think this software is more useful because the sentences we can see easier alternatives as well. Therefore, it is a good means of improving my grammar.

**RES-3 Q2:** I think I am going to use this software frequently because it is essential to use different words and to know different usages of words for academic writing.

**RES-3 Q3:** In general terms, the software is useful. Another advantage could be its availability offline. However, I'd love it if there were a mobile application too. I would be able to use it whenever I like.

There are multiple applications available online such as <http://fraise.it> that allow users to access concordance lines. However, as RES-3 states above, these are mostly native speaker corpora which may be above the comprehension level of EFL learners. Therefore, having a specified corpus database, such as the ACAT used in this study, can work better with EFL learners. The offline usability of the application was also highlighted by RES-3. However, RES-3 also suggested that there be a mobile application as well. As learners may somehow be used to having mobile applications of all sorts of things nowadays, this learner may have come up with a question after they were convinced about the usability of the techniques. As the university in which the study was carried out has a department for computer engineering as well, the transformation of these techniques into a mobile application downloadable via Google Play Store or Apple Store can be the point of interest as a follow-up to this study. Learners developing technologies to support their own learning would be the genuine autonomous learning came true.

**RES-4 Q1:** It certainly did. This technique encourages us to study independently from the instructor. People who are eager to learn English cannot achieve this at a desired level at schools or private courses. The reason for this is the fact that learners don't know how they could use the resources and that they cannot use the words they learn in different structures. The number of the example sentences this application provides us with higher than any other professional/main stream dictionaries and this helped us improve our grammar.

**RES-4 Q2:** Considering my own learning, I can say that writing is the field of study I had the greatest difficulty in and the reason for this is the fact that I am not able to write academic level sentences. These techniques have offered us countless numbers of example sentences in which we can see how words and expressions are used so that we can see them in our own writing. We can self-check our progress and need the instructors less for feedback.

**RES-4 Q3:** According to my personal point of view is that these techniques must be appreciated more. However, some (students) think that memorizing formulas (of grammar patterns) is easier. We, the students, have a considerable lack of autonomous learning. It may take us some time to get used to this technique; however, once we do I think learning a language is going to be way easier and nothing can hinder this.

RES-4 also agrees that DDL provided them with independence from the instructor, chances of self-discovery of language patterns, collocations and colligations and self-determination. Being critical of themselves, RES-4 also confirms that there is an apparent need of change speaking of the way they approach to language learning. RES-4 also seems to have reached some level of self-awareness emphasizing the fact that traditional way of schooling was poor at teaching English to them.

**RES-5:** I think this software is really helpful. It helps us understand the use when we have difficulty and this way we can remember more. Vocabulary choice is especially important in academic writing and this application helps us see how to use words in an academic way. Moreover, it can be used offline, which is awesome.

The preparatory programme requires English to be taught in separate skill courses, which requires learners to transfer what is learned in one skill course to another. They are supposed to build up their own cognitive bridges across different courses so that they can have a holistic picture of what they learn. However, as previously mentioned the overall impression that the instructors gave prior to the commencement of this study and as RES-5 clearly emphasized as a learner, which overlaps what was unofficially told by the instructors, learners have difficulty relating one course to another which results in a flamboyant and disintegrated conception of English as a school subject rather than a contemporary means of communication and learning. What RES-5 qualitatively provides this research with is that DDL techniques have a subliminal sense of building up bridges between various skills. Once the learners reached a basic understanding of the real notion behind the application of these techniques, they obviously start contemplating on how to apply the same procedures with other skill courses such as writing, which has been obvious from what all of the 5 respondents have so far said.

**RES-6 Q1:** Yes, I think that application helped me with grammar skills because we can analyse more information without wasting time.

**RES-6 Q2:** In my opinion, it doesn't help (with writing) because we have to write more academic sentences. In this application, these sentences look like less academic but I have to analyse more the app.

**RES-6 Q3:** I liked it.

At first, some learners were hesitant to trust the new techniques that came into their classroom. Unlike respondents 1-5, respondent 6 thinks they need more time with the application to understand whether it will help them become better at writing or not, which supports the idea that there is a need for a combination of multiple studies until the full, if not, a more comprehensive and

comprehensible understanding of how much DDL techniques can facilitate language learning activities for learners and teachers alike.

**RES-7 Q1:** Yes, good.

**RES-7 Q2:** Yes, but I do not know.

**RES-7 Q3:** Good, beautiful, successful, wonderful.

Learner commitment and contribution to the collection of the qualitative data showed a fluctuating pattern. RES-7 is a good example of those who resorted to some quick answers, rather than providing comprehensible enough responses, apparently, just for the sake of having done something told by the teacher. What this kind of responses provides this research with can be two-fold: this sort of responses can be ignored. This is seeing the glass half empty. However, when it is an experimental type of research trying to apply novelty in classroom settings, researchers had better focus on the part of the glass that is filled with opportunities. Therefore, from this point of view, it can be assumed that respondent 7 has a generally positive idea about the techniques used, which may increase potential motivation for further applications of the techniques under different categories of teaching.

**RES-8 Q1:** Yes, I can learn any word I don't know how to use in a sentence.

**RES-8 Q2:** I can learn sentence types and where they are useful.

Respondent 8 answered only the first two of the 3 questions asked taking quick steps just like respondent 7. As for what contribution the responses given by respondent 8 can make to the understanding of their ideas about and attitudes towards the new techniques, it seems to be doing nothing but confirm what respondents 1-6 said.

**RES-9 Q1:** I think yes.

**RES-9 Q2:** Yes, because it easily brings the sentences to us.

**RES-9 Q3:** I don't have any ideas.

**RES-10 Q1:** Yes. We can learn how to use words.

**RES-10 Q2:** Yes. We can learn how to use words.

**RES-10 Q3:** It is a nice software which works without network connection.

Just like respondent 7 and 8, respondent 9 and 10 also confirm what was said by respondents 1-6 in short quick statements giving little chance to interpret. The only difference was the answer given to question 3 by respondent 8 which highlights the practicality of having a corpus database of one's own.

**RES-11 Q1:** Yes, it helped me improve my grammar well because there are a number of sentences that include the words I look for. It can be good for learning grammar.

**RES-11 Q2:** Yes, because there are so many sentences in the app by authors. If they could be an author, it means they write so well. I can look at sentences and I can learn to write.

**RES-11 Q3:** As I mentioned in the first and second sentences, it is a very useful and easy app for learning English.

The steps to take in DDL seems to be comprehensible enough for the learners: search for keywords, look through concordance lines and read as many exemplars as possible to understand words and grammar. As can be understood from what was said by respondent 1, 2, 3, 6 and 11, the simple logic of the use of the database through AntConc facilitates learner engagement with data decreasing the amount of time for learners to see the real effects.

**RES-12 Q1:** I think this app can improve my grammar. Because sometimes I need to see examples that is why this app will help me more.

**RES-12 Q2:** I don't think so, writing skills needs a general information about writing.

**RES-12 Q3:** I can use while I am studying.

It can be assumed from what respondent 12 wrote as an answer to questions 1 and 2 that this learner is one of the repeating learners who seems to have spent a considerable amount of time studying LA 2 (at least 2-6 months at the same level). By looking at their response to the second question, this learner seems to be having difficulty realizing the need for transferring the knowledge from one course to the other, which is an essential skill in the preparatory programme. Being demotivated by the former failures this learner had, he seems to be hesitant in trusting the new techniques. Therefore, there seems to be little to do for this learner other than anticipating he did not fail the course once again. As the writer of this response is anonymous it is quite difficult to have a clear definition of this particular learner.

**RES-13 Q1:** I think I can improve my grammar through DDL because if I read more, I can remember easily what I saw.

**RES-13 Q2:** DDL can help me improve my writing skills because I can learn structure of sentences, when I learn grammar.

**RES-13 Q3:** If I forget something I will use that. I don't like fraze.it because there are so many words which I don't know. Instead of fraze.it, I prefer DDL.

While reading these responses, one must bear in mind that the colligational competence of these learners are constantly improving, changing and stabilising which means that their level, power and correctness of expressing themselves using English may not be at its best yet. The mistakes they make is a strong indication of a developing lexicon and grammar skills. One of the highlights of LA 2 throughout the study was that the learners referred to 'fraise.it' along with the ACAT rather than dictionaries when they saw an unknown word within the teaching materials. This may be why the learners kept repeating the fact that they can or could benefit from DDL in

terms of vocabulary as well. As for respondent 13, this learner seems to have internalised using the database as a dictionary unlike most others who still needed a dictionary when they saw a new word.

**RES-14 Q1:** Yes, different sentences is (are) showed by DDL.

**RES-14 Q2:** Yes. we can learn to how can we use new words in the sentences.

**RES-14 Q3:** Interface is not good, it has a complex and confusing screen.

The fact that learners are able to see a number of examples of the word or the grammar pattern they want to learn appears to be the most useful aspect of the application as explicitly stated by the majority of the respondents participating in the interview. One criticism uttered by respondent 14 is that the interface of the software is complicated and it takes time to get used to it. Seeing concordance lines one after another on the screen may appear to be eye straining for some learners. The response to question 3 by respondent 14 may mean that these learners look for some sort of similarity between the technology used at school and the one that they are exposed to outside the school. What this means is that these learners are used to being visually stimulated, and if educational technology lacks this sort of stimuli they somehow have difficulty getting used to it or they simply refuse to use it. Fortunately, the latter was not observed throughout this study.

**RES-15 Q1:** Yes. I can see different usages in different sentences so after I learn a subject, I can use this subject in my speeches easily.

**RES-15 Q2:** Yes. When I see different types of sentences, I can make different sentences in my writing.

As mentioned previously, the learners are expected to transfer the skills they develop in one course to another to achieve an overall language development. One issue with this basic notion which may not be adopted easily by learners is that the previous learning experiences of these learners, most possibly, are not reminiscent of any technology being used as intensely as DDL purports. Therefore, schemata related to this might not be activated. Even when learners are explicitly addressed about the need for transferring knowledge acquired and skills developed in one course should be transferred to other courses so that they can accomplish a holistic language learnership, this seems to have very little effect in real life. However, when learners are encouraged to take responsibility of their own learning, as it was done throughout this study, they gradually started looking for alternative ways of using the resources provided by the teacher. Even though the learners were prompted mostly about writing and grammar throughout the term, respondent 15 seems to have sought alternate ways of exploiting DDL techniques.

**RES-16:** I think it (AntConc and the ACAT) is not necessary because there are many online sites.

It may not be possible to please or appeal to every learner in a classroom. When an experimental approach is adopted in a language classroom, the researcher-teacher should refrain from conditioning the learners either in favour of the applications and techniques or against some other, which can be seen as DDL versus the traditional way of language instruction in this research. By doing this it may be more probable for a research of this kind, which bears little generalizability, to yield reliable outcomes. Therefore, what respondent 16 uttered seems to be important in that it somehow demonstrates the fact that learners were not under the pressure of the teacher.

**RES-17 Q1:** Yes, I improved my grammar through DDL techniques, because DDL could correct my mistakes and show me the correct one.

**RES-17 Q2:** Yes, it is. DDL would help us when we are writing something. Like changing the word, using comma etc.

**RES-17 Q3:** DDL makes our life easier. We can learn everything that we want easily, which is the main purpose of it.

The establishment of a sense of exploration happened relatively fast at the beginning of this study. A number of learners, such as respondent 17, seemed to adapt to the change in the way language was instructed. Only a few learners, like respondent 16, seemed to take a resistant stance against the novelty introduced in their grammar class. This may have happened due to a culturally unspoken rule and a set of behaviours instilled into the young of the society which accentuate being obedient. However, the very presence of learners like respondent 17 rules this possibility out, isolating the words uttered by respondent 16 within an individual environment. The anonymity of the responses to the interview was another factor that minimizes the risk posed by individuals who may otherwise have tried to please the authority by responding in an affirmative tone. Therefore, the credibility and reliability of the affirmative responses seem not to have been compromised.

In the following section, responses from respondents 18-26 that are similar to responses from respondents 1-8 will be presented but will not be interpreted in order to eliminate repetitive interpretations. Only the ones that seem to be somehow different will be interpreted.

**RES-18 Q1:** Yes. Read to a lot of sentences.

**RES-18 Q2:** I'm not sure.

**RES-18 Q3:** Actually, good. We can see lots of examples.

**RES-19 Q1:** Yes, because the DDL techniques have got a lot of examples so I can learn easy.

**RES-19 Q2:** Of course, because in my mind I change the words, so I see the correct version of the word.

**RES-19 Q3:** It's very helpful.

**RES-20 Q1:** Yes, because I think that everything about English can improve my grammar.

**RES-20 Q2:** Yes, because I think that everything about English can improve my writing skills.

**RES-20 Q3:** I think DDL is fine for English.

**RES-21 Q1:** It helped to improve my grammar because reading is very important for our grammar.

**RES-21 Q2:** It will help to improve my writing skills because grammar is important for our writing and this app helps us to improve grammar.

**RES-21 Q3:** Actually, it is like fraze.it so it is a good app but it is not indispensable.

A certain amount of reading with a view to self-discovery of grammatical forms appears to be essential in learning grammar. The sentence-based reading practice, which is called SAR in this study, provided by the applications allowed the learners to practice both their reading skills and gave them the opportunity to realize how certain forms are used, how they function in a context and what other words accompany these. As acknowledged by RES-21, this reading of academic realia in small amounts demonstrate a good example of how statements at an academic level should be formed, thus allowing the learners to emulate these in their writing. By doing this, learners can transfer what they learn in grammar courses by making use of their reading skills to writing and this can contribute to the achievement of a whole-learner performance.

**RES-22 Q1:** Yes, because we can see use of the words in different types.

**RES-22 Q2:** Yes.

**RES-22 Q3:** It is too easy to use this application.

**RES-23 Q1:** I think it helps to improve my grammar. It is easy way to learn how people use the words in a sentence.

**RES-23 Q2:** Yes, the same reason.

**RES-23 Q3:** It is useful technique and it is similar to fraze.it.

**RES-24:** I think the software provides useful learning and also it is so important for grammar lessons in spite of the program has so basic structure. I liked it.

**RES-25 Q1:** Yes, when I need to find how to use some verbs or etc. I can find it.

**RES-25 Q2:** Yes, it shows a lot of examples.

**RES-25 Q3:** It is a good technique.

**RES-26 Q1:** Yes, because it makes possible to learn how words using in different form.

**RES-26 Q2:** Yes, because I can see many examples that I can use for writing later.

**RES-26 Q3:** It is easy way to find the information.

In a straight line with the general impression that one would get from the above responses of 26 learners participating in the interview, there seems to have been a positive atmosphere during lessons. This can be partly due to the novelty introduced through the application of DDL techniques, and to some extent the way that the researcher handled the procedures all the way through. The interaction between learners and the teacher may have contributed to the facilitation of learner adaptation of the techniques by simply fostering motivation. The learner attitude towards the software used, the idea and the philosophy behind this seem to have met with little resistance with only a few learners being critical about the application.



#### 4.2.2.2. Analysis of the Interview

A relatively minuscule corpus of the responses from the participants of the focus group interview was developed by the research in order to reach the frequency of the words and expressions used by the respondents. This corpus was then analysed on AntConc in order to get the most frequent words that formed the ideas and attitudes governing the interview. The frequency list yielded by the software demonstrated a positive atmosphere.

**Table 28: Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 1**

Question 1	Codes/themes	Responses
Do you think DDL techniques helped you improve your grammar?	Yes	1, 6, 7, 8, 9, 10, 11, 14, 18, 19, 20, 22, 26
	improve my grammar	4, 11, 12, 13, 20, 21,23
	help me/us learn	15, 8, 19, 4, 23, 10, 26, 11, 6, 21

The first question of the interview was aimed at investigating the overall attitude towards and perception of the computational techniques of the study. As can be seen from table 28 above “yes” was a frequent answer to the question. 13 out of 26 respondents, which equals to 50% of all the respondents, replied to the first question saying “yes” which demonstrates an overall positive attitude towards the methodology applied. The second most common code/theme that appeared in the responses represented the fact that the students thought DDL techniques helped “improve their grammar”. With a strong connection to the second code/theme, the third code/theme also confirms this affirmative trend in the answers with 10 respondents reporting that they thought DDL techniques “helped them learn” grammar.

**Table 29: Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 2**

Question 2	Codes/themes	Responses
Do you think DDL can also help you improve your academic writing skills?	Yes	1, 6, 7, 8, 9, 10, 11, 14, 18, 19, 20, 22, 26
	I can improve/remember/learn	4, 11, 12, 13, 20, 21,23
	different sentences/forms/usages	15, 8, 19, 4, 23, 10, 26, 11, 6, 21

The study was anticipated to have some effect on the way learners perceive and approach other skill courses as stated in the introduction of this thesis. As learners are highly expected to transfer their grammar knowledge to academic writing courses in particular, it was also important to know whether they thought the techniques could be applied in other courses as well. With a view to the pioneering rationale of DDL, summarized in the literature review of this thesis, it is possible to say that DDL originates in writing. The codes/themes that appeared in the focus group interview

in this study confirmed the fact that the learners participating in this study thought the DDL methodology applied offered some solutions for writing problems, too. As can be seen in table 29 above, 13 out of 26 respondents replied saying “yes”, 7 of them reported that they thought they could improve their writing as DDL helped them remember and learn more. 10 other respondents clarified their positive attitude by referring to the fact that DDL is a source of “different example sentences, forms and usages” which eventually increased their exposure to the naturally occurring language.

**Table 30: Encoded Representation of the Codes/Themes that Emerged in the Focus Group Interview for Question 3**

<b>Question 3</b>	<b>Codes/themes</b>	<b>Responses</b>
What is your overall opinion about DDL techniques?	(AntConc) is a good application	1, 6, 7, 8, 9, 10, 11, 14, 18, 19, 20, 22, 26
	(I/We) can use/learn	4, 11, 12, 13, 20, 21,23
	(DDL/AntConc) is helpful	15, 8, 19, 4, 23, 10, 26, 11, 6, 21

The third interview question aimed at receiving subjective wording of what the respondents thought about DDL techniques. As table 30 shows, 13 out of 26 students said that the software was a “good” application. With only a few suggesting a mobile application that could have facilitated the procedures, 7 said that they were able to use the software to learn while 9 others reported AntConc to be a helpful tool for learning grammar.

## **CONCLUSION AND IMPLICATIONS**

It is possible to say that any educational study can yield positive or negative results depending on the variables and circumstances defining the flow of applications. In this study, whose aim was to see the extent of the effects that the interaction between learners taking LA 2 and DDL techniques, the results were in favour of what is frequently put forth in DDL literature reviewed in this study.

This study had some key features: first and foremost, it aimed at understanding realities of a particular group of learners in the short run. Therefore, it can be said that the results help understand the impact of DDL on these learners only and can only imply that similar studies can be carried out with learners of English at tertiary level to see how the effects of the adopted techniques will be. However, it should never be forgotten that the result will be different from that of this research. Even a follow up study with the same learners under similar circumstances can yield different results. These are yet to be discovered and beyond the capabilities of a single research. More effort should be put into understanding the long-term effects of these experimental techniques. Only experimental because DDL enthusiasts need to take further steps to get people in charge of education to believe in the effectiveness of the techniques and adopt it as the principal method of teaching. Whatever the opportunities it offers, in the context of the institution at which this study was carried out, DDL is considered a study skill by the academic directorate rather than an independent body of methodology.

From a more technical point of view, it is possible to say that in today's rapidly changing and growing world, learners need to become self-sufficient in terms of accessing information so that they can keep up with the pace. Therefore, the abundance of digital technologies, which allow users to access information wherever and whenever they need, can easily find solid grounds as a source of inspiration for technology enthusiasts teaching languages to incorporate these into their teaching in an effort to provide their students, who were born into a relatively more digitalized world, with better opportunities than traditional printed teaching materials, which remain unchanged and become obsolete in a very short period of time after learners obtain them, may not. In this same vein, in the context of the present study, in order to introduce the notion of combining computer technologies and, also web to some extent, as a source of information with self-guided learning as a study skill and a major technique to utilize in order to learn a language, AntConc 3.4.4 (Anthony, 2014), freeware available online that can be used for linguistic inquiries in and outside classrooms by learners, was exploited all the way through. The learners were required to carry out KWIC

searches using a specified corpus database named the ACAT so that they can notice patterns and inform their future language performances. These direct and teacher-guided experiences of learners with corpora helped the researcher understand the impact caused by DDL both quantitatively and qualitatively, which offers a multidimensional perception of these realities of the samples of the present study, though.

From a research-oriented point of view, though, it wouldn't be assertive to assume that only a combination of a chain of similar studies with different variables can yield a better understanding of the effects of DDL in the long run. Secondly, this study aimed at developing both the main source of language input, the specified corpus database which was named 'the ACAT', and teaching materials out of this pool of naturally occurring language. With the steps taken to the development of these being simple, it took quite a lot of effort and time. It was a painstaking task to prepare a whole set of teaching materials prior to the initiation of the study. Thirdly, this study highlighted the notion of learner autonomy, which actually means the learners being active and taking responsibility of their own learning. This is also in a straight line with the main philosophy of the institution where this study was carried out. What this study brought about as novelty was the notion of using the materials of receptive-skill courses (listening and reading) and turning them into a database to which learners could refer in order to understand grammatical patterns governing the meaning and use them in grammar lessons. It can be said that the methodology adopted in this study was able to establish reading, and to a smaller extent listening, as the part and parcel of language learning activities led within the institution. It was reported by some learners that they can now identify grammar items while reading and listening, which in return seems to have helped them realize and recall the true pattern of use when they had to use these in academic writing and speaking. However, it should never be forgotten that there is still a possibility that the effects of the techniques can fade away in time. This deductive and relatively more empirical approach to one's own learning of a language may not be inherited by following generations of learners so long as these techniques and this philosophy are not accepted as a general principle by the institution. Unfortunately, this research may not go beyond being a mere suggestion of an alternative way of how English can be taught as a foreign language.

As for what can be said about the future of teaching English through DDL methods, this study, which suggests DDL as a practical approach to both learning and teaching English as a foreign language, may not be able to fulfil its purpose without the statement of some future implications for researchers studying in the field of corpus linguistics and its educational applications, language learners, language teachers who are eager to update, improve and enrich their teaching through research as well as tertiary-level curriculum developers who are in search of experimental solutions for the long vexed and concurrent problems in language teaching and learning.

It may be highly unrealistic to say that a single study can ask and answer all the possible questions and find solutions for every single issue that may arise. However, it could be possible to say that a combination of multiple studies can compensate for what individual studies in the same field lack. Therefore, it can be assumed that the scope of this study can be extended through applications of other studies that focus on different aspects of the educational applications of corpus linguistics and different elements of English which this study doesn't.

Thinking back to the initial phase of this thesis, the researcher was inspired by the idea that when learners are allowed to explore the language by their own means making use of computers to analyse digitalized compilations of naturally occurring language, it would be easier to both satisfy the needs of the learners and the curricular requirements and objectives of an institution teaching English as a foreign language. Therefore, individual differences between learners would not be much of an issue as the level and speed of the input is adapted by the learners themselves rather than an outsider which is the teacher in a language classroom. Problem solving skills, self-determination and a sense of independence appear to be the essential survival skills for individuals with an academic outlook on life. At this fast pace that knowledge and information emerge and evolve, it seems to be a contemporary must for educational institutions to equip their learners with autonomous learning skills taking advantage of technology that can be utilized by individuals independently. Speaking of autonomy, self-driving vehicles that can access and use information from digitalised data-bases to reach a destination safely and soundly seem to be available for consumers in a not-so-far future. In a world where even machines can use the web and self-determine, one may not keep up with this hectic pace of the civilization without being able to learn independently and apply what is learned in a way of their own.

Having said all of these above, it should be mentioned that this research aimed at understanding the realities of a specific and relatively small group of learners. While the following statements may be true about the sample of this study, they may not apply to the whole population of learners even in the same institution. Therefore, it would be more feasible to limit the future implications of this peculiar study with the specific context of LA 2 learners for following terms.

Regarding the particular context of this research, it can be claimed that, this study shows to some extent that the adopted methodology bears educational practicality and that educational research carried out by teachers in real life settings can be a way of understanding the learner potential within a certain context. Within the vicinity this research was carried out, reportedly and as mentioned previously, learners' achievement in academic writing is expected to be higher even though this may not always be the case. This may result from a lack of enough reading at an academic level. A survey on how learners perceive themselves as academic writers and how faculty teachers evaluate the learners' current status can yield data supporting the findings of this research and inspiring further research that can contribute to the literature. Moreover, further practice

materials exploiting corpora other than the ones used in this study can be developed and deepen the understanding the issues emerging in classrooms and the effect of the techniques applied in this study.

Every year, the number of students accepted to universities in Turkey increases due to the growing population of young people. In the particular context of this study, the primary implication of this is twofold: first of all, it means there are now more learners to go through this peculiar system which increases the burden on teachers teaching subjects like LA and writing which require the teacher to provide individual feedback for every learner unless the number of teachers doubles, which seems to be a weak possibility. Secondly, the aptitudinal characteristics of new learners may not be favourable enough to support a curricular structure which highlights autonomous learning and self-sufficiency of language learners. These increase the importance of the need for the learners' self-efficacy and self-determination considering their own learning. It can be assumed that DDL techniques and a curriculum based on the use of these techniques can facilitate possible difficulties posed by external variables. Therefore, the application of these techniques and teaching materials is highly advisable in the particular context of the preparatory programme. This research is therefore significant and considerable in that it offers insights into the utilization of DDL techniques as a means of problem solution in educational contexts.

To sum up, DDL as a concurrent theme in corpus linguistics is capable of making a change in the way English is, or in more general terms, languages are taught. DDL seems to be the perfect fit for language schools that run on a tight schedule as it highlights learner autonomy with the use of technology carrying language learning beyond the walls of classrooms. Therefore, DDL could possibly be a remedy for concurrent shortcomings of in-class language teaching and it can also be a language learning skill needed for the perpetuation of learning at one's own pace offering valuable opportunities for learners to develop and apply their personal strategies for language learning.

## REFERENCES

- Allwright, D. (1990), **Autonomy in Language Pedagogy**, CRILE Working Paper 6, Centre for Research in Education, University of Lancaster.
- Alwright, R. L. (1990), **What Do We Want Teaching Materials for?: Currents in Language Teaching**, Oxford University Press, Oxford.
- Aoki, N. (2002), **Aspects of Teacher Autonomy: Capacity, Freedom, and Responsibility**, Authentik, Dublin.
- Argris, C. (2004), "Teaching Smart People How to Learn", **Harvard Business Review on Developing Leaders** (83-110), Harvard Business School Publishing Corporation, Boston.
- Aston, G. (1995), **Corpora in Language Pedagogy: Matching Theory and Practice**, G. Cook and B. Seidlhofer (Eds.), (275-270).
- Aston, G. (1997), "Small and Large Corpora in Language Learning", **Practical Applications in Language Corpora**, (51-62), Łódź University Press, Łódź.
- Barbieri, F. and Eckhardt, S. (2007), "Applying Corpus-based Findings to Form-focused Instruction: The Reported Speech", **Language Teaching Research** 11(3), 319-346.
- Basanta, C. and Martin, M. E. R. (2007), "The Application of Data-driven Learning to a small-scale Corpus Using Film Transcripts for Teaching Conversational Skills", E. Hidalgo, L. Quereda and J. Santana (Eds.), **Corpora in the Foreign Language Classroom**, (141-158), Rodopi, Amsterdam.
- Belz, J. and Viyatkina, N. (2008), "The Pedagogical Mediation of a Developmental Learner Corpus for Classroom-based Language Instruction", **Language Learning and Technology**, 12 (3), 33-52.
- Benson, P (2001), **Teaching and Researching Autonomy in Language Learning**, Harlow, England, Longman.
- Benson, P., and Voller, P. (1997), **Autonomy and Independence in Language Learning**, Longman, London.
- Berardo, S. A. (2006), "The Use of Authentic Materials in the Teaching of Reading", **The Reading Matrix**, 6(2), 60-69.

- Bernardini, S. (2000), "Systematising Serendipity: Proposals for Concordancing Large Corpora with Language Learners", **Rethinking Language Pedagogy from a Corpus Perspective: Papers from the Third International Conference on Teaching and Language Corpora**.
- \_\_\_\_\_ (2002), "Exploring new directions for discovery learning", **Teaching and Learning by Doing Corpus Analysis**, 165–82, Rodopi, Amsterdam and New York.
- \_\_\_\_\_ (2004), "Corpora in the Classroom: An Overview and some Reflections on Future Developments", **J. Sinclair, How to Use Corpora in Language Teaching (15–36)**, John Benjamins, Amsterdam and Philadelphia.
- Biber, D. (1993a), "The multi-dimensional approach to linguistic analyses of genre variation: An overview of methodology and findings", **Computers and the Humanities**, 26, (331- 345).
- \_\_\_\_\_ (1993b), "Representativeness in Corpus Design", **Literary and Linguistic Computing**, (243–57).
- Biber, D., Leech, G. and Conrad, S. (2002), **Longman Student Grammar of Spoken and Written English**, Longman, Harlow.
- Biber, D. and Reppen, R. (2002), "What Does Frequency Have to Do with Grammar Teaching?", **Studies in Second Language Acquisition**, 24, (199–208).
- Biber, D., Johansson, S., Leech, G., Conrad, S. and Finegan, E. (1999), **Longman Grammar of Spoken and Written English**, Longman, New York.
- Boulton, A. (2009), "Testing the Limits of Data-driven Learning: Language Proficiency and Training", **ReCALL**, 21(1), 37 – 51.
- \_\_\_\_\_ (2010), "Data-Driven Learning: On Paper, in Practice", **Corpus Linguistics in Language Teaching**, (17–52), Peter Lang, Bern.
- \_\_\_\_\_ (2011), "Data-driven Learning: The Perpetual Enigma", S. Gozdz-Roszkowski (Ed), **Explorations Across Languages and Corpora**, (563–580), Peter Lang, Frankfurt.
- \_\_\_\_\_ (2012), "Beyond Concordancing: Multiple Affordances of Corpora in University Language Degrees", **Languages, Cultures and Virtual Communities. Elsevier Procedia: Social and Behavioral Sciences**, 34 (33-38).
- \_\_\_\_\_ (2012a), "What Data for Data-driven Learning?", **Eurocall Review**, 20(1), 23-27.
- \_\_\_\_\_ (2012b), "Computer Corpora in Language Learning: DST Approaches to Research", **Mélanges Crapel**, 33, (79-91).
- \_\_\_\_\_ (2012c), "Corpus Consultation for ESP: A Review of Empirical Research", Boulton, A., Carter-Thomas, S. and Rowley-Jolivet, E. (Eds.), **Corpus-Informed Research and Learning in ESP: Issues and Applications**, (261-291), John Benjamins, Amsterdam.



- \_\_\_\_\_ (2016), “Integrating Corpus Tools and Techniques in ESP Courses”, **ASp**, 69 (111-135).
- \_\_\_\_\_ (2017a), “Data Driven Learning and Language Pedagogy”, S. Thorne and S. May (Eds.), **Language, Education and Technology, Encyclopedia of Language and Education**, Springer, New York.
- \_\_\_\_\_ (2017b), “Research timeline: Corpora in language teaching and learning”, **Language Teaching**, 50(4): 483-506.
- Boulton, A. and Cobb, T. (2017), “Corpus Use in Language Learning: A Meta-analysis”, **Language Learning**, 67 (2), 348-393.
- Boulton, A. and Landure, C. (2016), “Using Corpora in Language Teaching, Learning and Use”, **Recherche et Pratiques Pédagogiques en Langues de Spécialité – Cahiers de l’APLIUT**, 35 (2).
- Boulton, A. and Thomas, J. (2012), “Corpus Language Input, Corpus Processes in Learning, Learner Corpus Product”, **Input, Process and Product: Developments in Teaching and Language Corpora**, (7-34), Masaryk University Press, Brno.
- Boulton, A., Carter-Thomas, S. and Rowley-Jolivet, E. (2012), “Issues in Corpus-informed Research and Learning in ESP”, **Corpus-Informed Research and Learning in ESP: Issues and Applications**, (1-14), John Benjamins, Amsterdam.
- Boulton, A. and Thomas J. (2012), “Corpus Language Input, Corpus Processes in Learning, Learner Corpus Product”, J. Thomas and A. Boulton (Eds.), **Input, Process and Product: Developments in Teaching and Language Corpora**, (7-34), Masaryk University Press, Brno.
- Braun, S. (2005), “From Pedagogically Relevant Corpora to Authentic Language Learning Contents”, **ReCALL**, 17 (1), 47–64.
- \_\_\_\_\_ (2007), “Integrating Corpus Work into Secondary Education: from Data-driven Learning to Needs-driven Corpora”, **ReCALL**, 19 (3), 307-310.
- Breyer, Y. (2008), “Learning and teaching with corpora: Reflections by student teachers”, **Computer Assisted Language Learning**, 22 (2), 153-172.
- \_\_\_\_\_ (2011), **Corpora in Language Teaching and Learning: Potential, Evaluation, Challenges**, Peter Lang, New York.
- Brooks, J. and Brooks, M. (1993), **In Search of Understanding: The Case for Constructivist Classrooms**, ASCD, Alexandria.

- Brown, F. D. (1990), "M&Ms for Language Classrooms? Another Look at Motivation", in J. E. Alatis (Ed.), **Georgetown University Roundtable on Language and Linguistics**, (383-393), Georgetown University Press, Washington DC.
- Brown, F. D. (1994), **Teaching by Principles**, Prentice Hall, New Jersey.
- Bruner, J. S. (1966), **Toward a Theory of Instruction**, Harvard University Press, Cambridge.
- Carter, R. and McCarthy, M.J. (2006), **Cambridge Grammar of English**, Cambridge University Press, Cambridge.
- Carter, R. and Nunan, D. (2001), **Teaching English to Speakers of Other Languages**, Cambridge University Press, Cambridge.
- Castagnoli, S. (2006), **Using the Web as a Source of LSP Corpora in the Terminology Classroom**, M. Baroni and S. Bernardini (Eds.), (159-72).
- Chambers, A. (2005), Integrating Corpus Consultation in Language Studies, **Language Learning and Technology**, 9 (2), 111–125.
- \_\_\_\_\_ (2007), "Popularising Corpus Consultation by Language Learners and Teachers", **Corpora in the foreign language classroom**, (3–16), Rodopi, Amsterdam.
- Chambers, A., Farr, F., and O’Riordan, S. (2011), "Language Teachers with Corpora in Mind: from Starting Steps to Walking Tall", **The Language Learning Journal**, 39 (1), 85–104.
- Cheng, H. F. and Dörnyei Z. (2007), "The Use of Motivational Strategies in Language Instruction: The case of EFL Teaching in Taiwan", **Innovation in language Learning and Teaching**, 1 (1), 153-174.
- Cheng, W., Warren, M. and Xu, X. (2003), "Indirectness, Inexplicitness and Vagueness made clearer", **Pragmatics**, 13 (3, 4), 381-400.
- Clifton, J., and Phillips, D. (2006), "Ensuring High Surrender Value for Corporate Clients and Increasing the Authority of the Language Instructor: The Dividends of a Data-driven Lexical Approach to ESP", **The Journal of Language for International Business**, 17, 72–81.
- Cobb, T. (1997), "Is there any measurable learning from hands on concordancing?", **System**, 25 (3), 301–15.
- Cooper, S. (2016a), "Metacognitive Research", **The theories of learning in educational psychology**, <http://www.lifecirclesinc.com/Learningtheories/learningmap.html> (09.04.2019)
- Cowie, A. P., and Howarth, P. (1996), "Phraseological Competence and Written Proficiency", Blue, G. M. and Mitchell, R. (Eds.), **Language and Education**, (80–93), Multilingual, BAAL.

- Cresswell, A. (2007), "Getting to 'Know' Connectors? Evaluating Data-driven Learning in a Writing Skills Course", **Corpora in the Foreign Language Classroom**, (267–287), Rodopi, Amsterdam.
- Csomas, E. (2005), "Linguistic Variation Within University Classroom Talk: A corpus-based Perspective", **Linguistics and Education**, 15 (3), 243-274.
- Cuban, L. (1986), **Teachers and Machines: The Classroom Use of Technology Since 1920**, Teachers College Press, New York.
- Dam, L. (1990), "Developing Awareness of Learning in an Autonomous Language Learning Context", **Learning Styles**, (189-97), Presses Universitaires de Nancy, Nancy.
- Dehghan, A. and Darasawang, P. (2014), "Independent Learning through the Use of Data-driven Learning", **Proceedings of the International Conference DRAL 2**
- Dickinson, L. (1992), **Learner Autonomy 2: Learner Training for Language Learning**, Authentik, Dublin.
- \_\_\_\_\_ (1994), "Preparing Learners: Toolkit Requirements for Preparing/orienting Learners", **Self-access and the Adult Language Learner**, (39-49), CILT, London.
- Dörnyei, Z. (1994), "Motivation and motivating in the foreign language classroom", **Modern Language Journal**, 78, 273-284.
- Egbert, J., T.M. Paulus and Y. Nakamichi. (2002), "The Impact of CALL Instruction on Classroom Computer Use: a Foundation for Rethinking Technology in Teacher Education", **Language Learning and Technology**, 6 (3), 108–26.
- Farr, F. (2007), "Spoken Language As an Aid to Reflective Practice in Language Teacher Education: Using a Specialised Corpus to Establish a Generic Fingerprint", Campoy, M. C. and Luzo, M. J. (Eds.), **Spoken Corpora in Applied Linguistics**, (235–58), Peter Lang, Bern.
- Farr, F. (2008), "Evaluating the Use of Corpus-based Instruction in a Language Teacher Education Context: Perspectives from the Users", **Language Awareness**, 17 (1), 25–43.
- Farr, F., Chambers, A. and O’Riordan, S., (2010), "Corpora for Materials Development in Language Teacher Education: Principles for Development and Useful Data", Mishan, F. and A. Chambers, A. (Eds.), **Perspectives on Language Learning Materials Development**, (33–61), Peter Lang, Oxford.
- Farr, F., Murphy, B. and O’Keeffe, A. (2004), "The Limerick Corpus of Irish English: design, Description and Application", **Corpora, Varieties and the Language Classroom**, (5–29), IRAAL, Dublin.

- Fisher, D., Hafner, C. and Young, J. (2006), "Integrating independent learning: lessons learned and implications for the classroom", **Learner Autonomy 10: Integration and Support**, (33- 55), Authentik, Dublin.
- Flavell, J. H. (1987), "Speculations about the Nature and Development of Metacognition", F. E. Weinert and R. H. Kluwe (Eds.), **Metacognition, Motivation and Understanding**, (21-29), Hillsdale, New Jersey.
- Fligelstone, S. (1993), **Some Reflections on the Question of Teaching, from a Corpus Linguistics Perspective**, ICAME, 17, 97–109.
- Flowerdew, J. (1993a), "Concordancing as a Tool in Course Design", **System**, 21 (2), 231-244.
- \_\_\_\_\_ (1998), "Integrating 'Expert' and 'Interlanguage' Computer Corpora Findings on Casuality: Discoveries for Teachers and Students", **English for Specific Purposes**, 17 (4), 329-345.
- Flowerdew, J. (2001), "Concordancing as a Tool in Course Design, Ghadessy", M., Henry, A., and Roseberry, R. (Eds.), **Small Corpus Studies and ELT: Theory and Practice**, (71- 93), John Benjamins, Amsterdam.
- Flowerdew, L. (1995), "Designing CALL Courseware for an ESP Situation: A report on a case study", **English for Specific Purposes**, 14 (1), 19-35.
- Gabrielatos, C. (2005), "Corpora and Language Teaching: Just a Fling or Wedding Bells? Teaching English as a Second Language", **Electronic Journal**, 8 (4), 1–35, <https://files.eric.ed.gov/fulltext/EJ1068106.pdf> (06.10.2018)
- Gagnon, Jr. G. W., and Collay, M. (2001), **Designing for Learning: Six Elements in Constructivist Classrooms**, Corwin Press, California.
- Gardner, R. C. (1985), **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**, Edward Arnold, London.
- Gardner, R. C., and Lambert, W. E. (1972), **Attitudes and Motivation in Second Language Learning**, Newbury House, Rowley.
- Gaskell, D. and Cobb, T. (2004), "Can Learners Use Concordance Feedback for Writing Errors?", **System**, 32 (3), (301–19).
- Gavioli, L. and Aston, G. (2001), "Enriching Reality: Language Corpora in Language Pedagogy", **English Language Teaching Journal**, 55 (3), 238–46.
- Gilmore, A. (2004), "A comparison of textbook and authentic interactions", **ELT Journal**, 58(4), 363-74.

- Gilquin, G. and Granger, S. (2010), **How Can DDL be Used in Language Teaching**, [https://www.researchgate.net/publication/228984095\\_How\\_can\\_DDL\\_be\\_used\\_in\\_language\\_teaching](https://www.researchgate.net/publication/228984095_How_can_DDL_be_used_in_language_teaching) (03.07.2017)
- Goudarzi, Z. and Moini, M. R. (2012), **The Effect of Input Enhancement of Collocations in Reading on Collocation Learning and Retention of EFL Learners**, [https://www.researchgate.net/publication/268271552\\_The\\_Effect\\_of\\_Input\\_Enhancement\\_of\\_Collocations\\_in\\_Reading\\_on\\_Collocation\\_Learning\\_and\\_Retention\\_of\\_EFL\\_Learners](https://www.researchgate.net/publication/268271552_The_Effect_of_Input_Enhancement_of_Collocations_in_Reading_on_Collocation_Learning_and_Retention_of_EFL_Learners) (08.12.2018)
- Granger, S. (2002), "A bird's-eye view of learner corpus research", Grander, S., Hung, J., Petch-Tyson, S. (Eds.), **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching**, (3–33), John Benjamins, Amsterdam.
- Granger, S., and Tribble, C. (1998), "Learner Corpus Data in the Foreign Language Classroom: Form-Focused Instruction and Data-Driven Learning", **Learner English on Computer**, (199-209), Longman, London.
- Guan, X. (2013), "A Study on the Application of Data-driven Learning in Vocabulary Teaching and Learning in China's EFL class, **Journal of Language Teaching and Research**, 4 (1), 105-112.
- Guariento, W. and Morley, J. (2001), Text and task authenticity in the EFL classroom, **ELT Journal**, 55 (4), 347-353.
- Hadley, G. (2002), **An Introduction to Data-driven Learning**, <https://journals.sagepub.com/doi/abs/10.1177/003368820203300205> (10.05.2019)
- Heins, G. H. (1991), "Constructivist Learning Theory", **The Museum and Needs of People**, <http://www.exploratorium.edu/ifi/resources/research/constructivistlearning.html> (09.05.2019)
- Hoey, M. (2005), **Lexical priming: A New Theory of Words and Language**, Routledge, London.
- Holec, H. (1981), **Autonomy in Foreign Language Learning**, Pergamon, Oxford.
- Hundt, M., Nesselhauf, N. and Biewer, C. (2007), "Corpus Linguistics and the Web", **Corpus Linguistics and the Web**, (1–6), Rodopi, Amsterdam.
- Hunston, S., and Francis, G. (1999), **Pattern Grammar: A Corpus-driven Approach to the Lexical Grammar of English**, Benjamins, Amsterdam.
- Hunston, S. (2002), **Corpora in Applied Linguistics**, Cambridge University Press, Cambridge.
- Hyland, K. (2002), **Teaching and Researching Writing, Second Edition**, [https://www.researchgate.net/publication/286008229\\_Teaching\\_and\\_researching\\_writing\\_second\\_edition](https://www.researchgate.net/publication/286008229_Teaching_and_researching_writing_second_edition) (12.05.2019)
- Johns, T. (1986), "Micro-concord: a Language Learner's Research Tool", **System**, 14 (2), 151–62.

- \_\_\_\_\_ (1991a), “Should You Be Persuaded: Two Examples of Data-driven Learning”, Johns, T. and King, P. (Eds.), **Classroom Concordancing, English Language Research Journal**, 4, 1-16.
- \_\_\_\_\_ (1994), “From Printout to Handout: Grammar and Vocabulary Teaching in the Context of Data-driven Learning”, Odlin, T. (Ed.), **Perspectives on Pedagogical Grammar**, (293–313), Cambridge University Press, Cambridge.
- \_\_\_\_\_ (1997), “Contexts: the Background, Development, and Trialling of a Concordance-based CALL program”, Wichman, A, Fligelstone, S., McEnery T. and Knowles, G. (Eds.), **Teaching and Language Corpora**, (100–15), Longman, London.
- \_\_\_\_\_ (2002), “Data-driven Learning: The Perpetual Challenge”, Ketterman, B. and Marko, G. (Eds.), **Teaching and Learning by Doing Corpus Analysis, Proceedings of the Fourth International Conference on Teaching and Language Corpora**, (107–117), Rodopi, Amsterdam and New York.
- Kabir, M. F. and Kiasi, G. A. (2017), “The Effect of Task-induced Involvement Load on Iranian Intermediate EFL Learners’ Learning of Phrasal Verbs”, **European Journal of English Language Teaching**, <https://oapub.org/edu/index.php/ejel/article/download/1054/3046> (11.04.2019)
- Kaltenbock, G. and Mehlmauer-Larcher, B. (2005), “Computer Corpora and the Language Classroom: On the Potential and Limitations of Computer Corpora in Language Teaching”, **ReCALL**, 17 (1), 65 – 84.
- Kaufman, D. (2004), “Constructivist Issues in Language Learning and Teaching”, **Annual Review of Applied Linguistics, Theory in practice database**, George Washington University Online, <http://gwis.circ.gwu.edu/~tip/bruner.html> (29.03.2019)
- Kennedy, C. and T. Miceli. (2001), “An Evaluation of Intermediate Students’ Approaches to Corpus investigation”, **Language Learning and Technology**, 5 (3), 77–90.
- Kennedy, C., and Miceli, T. (2002), “The CWIC Project: Developing and Using a Corpus for Intermediate Italian Students”, Kettermann, B. and G. Marko (Eds.), **Teaching and Learning by Doing Corpus Analysis**, (183–192), Rodopi, Amsterdam.
- Kennedy, C., and Miceli, T. (2010), “Corpus-assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Resource”, **Language Learning and Technology**, 14 (1), 28–44.
- King, P. (1991), “Classroom Concordancing”, **English Language Research Journal**, 4, 1 – 12, Birmingham University, Birmingham.

- Kılıçkaya, F. (2015), “Computer-based Grammar Instruction in an EFL Context: Improving the Effectiveness of Teaching Adverbial Clauses”, **Computer Assisted Language Learning**, 28 (4), 325-340, <https://www.tandfonline.com/doi/pdf/10.1080/09588221.2013.818563> (10.05.2019)
- Kounin, J. S. (1970), **Discipline and Group Management in Classrooms**, Rinehart and Winston, New York.
- Krashen, S. D. (1981), “The Fundamental Pedagogical Principle in Second Language Teaching”, **Studia Linguistica**, 35, 1-2, University of South Carolina, South Carolina.
- Krishnamurty, R., and Kosem, I. (2007), “Issues in Creating a Corpus for EAP Pedagogy and Research”, **Journal of English for Academic Purposes**, 6 (4), 356–73.
- Lamb, T. and Reinders, H. (2006), **Supporting Independent Learning: Issues and Interventions**, Peter Lang, Frankfurt.
- Lee, D. J. (2007), “Exploring corpora for Korean secondary school EFL learning: A computer-aided error analysis and data-driven learning”, **Proceedings of Practical Applications in Language and Computers**, Lodz, Poland.
- Little, D. (1991), **Learner Autonomy: Definitions, Issues and Problems**, Authentik, Dublin.
- Loman, M. (2002), “Constructivist approach”, **Learning Theory**, <http://www.encyclopedia.com> (10.03.2019)
- Maddalena, S.R. (2001), **An investigation into how corpus analysis may be used in the second language classroom to solve some of the problems surrounding non-native speakers’ understanding of seemingly synonymous words**, <https://eric.ed.gov/?id=ED458795> (03.03.2019)
- Manning, C. (2003), “Probabilistic Syntax”, Bod, R., Hay, J., and Jannedy, S. (Eds.), **Probabilistic Linguistics**, (289–341), MIT Press, Cambridge.
- Marlowe, B. A., and Page, M. L. (2005), **Creating and Sustaining the Constructivist Classroom**, 2nd Ed., Corwin Press, California.
- Mauranen, A. (2003), “The Corpus of English as a Lingua Franca in Academic Setting”, **TESOL Quarterly**, 37 (3), 513–527.
- McCarthy, M. (2008), “Accessing and Interpreting Corpus Information in the Teacher Education Context”, **Language Teaching**, 41 (4), 563–74.
- McCarthy, M. J. (1998), **Spoken Language and Applied Linguistics**, Cambridge University Press, Cambridge.

- McEnery, T. and Xiao, R. (2010), **What Corpora Can Offer in language Teaching and Learning**, [https://www.lancaster.ac.uk/fass/projects/corpus/ZJU/xpapers/McEnery\\_Xiao\\_teaching.PDF](https://www.lancaster.ac.uk/fass/projects/corpus/ZJU/xpapers/McEnery_Xiao_teaching.PDF) (04.02.2019)
- McEnery, T. and A. Wilson. (1997), “Teaching and language corpora”, **ReCALL**, 9 (1), 5–14.
- McEnery, T., Xiao, R., and Tono, Y. (2006), “Corpus-based Language Studies: An Advanced Resource book”, **Routledge Applied Linguistics Series**, (67), Routledge, London and New York.
- Meunier, F. (2010), “Learner Corpora and English Language Teaching: Checkup Time”, **International Journal of English Studies**, 21(1), 209-220, Anglistik, Heidelberg.
- Meunier, F. and Gouverneur, C. (2009), “New Types of Corpora for New Educational Challenges: Collecting, Annotating and Exploiting a Corpus of Textbook Material”, K. Aijmer (Ed.), **Corpora and Language Teaching**, (179–201), John Benjamins, Amsterdam.
- Mindt, D. (1996), “English Corpus Linguistics and the Foreign Language Teaching Syllabus”, J. Thomas, J. and Short, M. (Eds.), **Using Corpora for Language Research**, (232–247), Longman, Harlow.
- Mishan, F. (2004), “Authenticating Corpora for Language Learning: A Problem and Its Resolution”, **ELT Journal**, 58 (3), 219-227.
- Mozzon-McPherson, M. (2000), “Promoting and supporting independent learning out of the classroom: an analysis of the skills of advising and their implications on the emerging role of language learning advisers”, **Links and Letters**, 7, <https://www.sciencedirect.com/science/article/pii/S0346251X06001199> (19.02.2019).
- Najeeb, S. S. R. (2012), “Learner Autonomy in Language Learning January 2013”, **Procedia - Social and Behavioral Sciences**, 70, (1238-1242) [https://www.researchgate.net/publication/271889275\\_Learner\\_Autonomy\\_in\\_Language\\_Learning](https://www.researchgate.net/publication/271889275_Learner_Autonomy_in_Language_Learning) (09.05.2019).
- O’Keeffe, A. and Farr, F. (2003), “Using language corpora in language teacher education: pedagogic, linguistic and cultural insights”, **TESOL Quarterly**, 37 (3), 389–418.
- O’Keeffe, A. and McCarthy, M. (2010), **The Routledge Handbook of Corpus Linguistics**, Taylor and Francis, London and New York.
- O’Keeffe, A., McCarthy, M. J. and Carter, R. A. (2007), **From Corpus to Classroom**, Cambridge University Press, Cambridge.



- O'Sullivan, I. and Chambers, A. (2006), **Learners' Writing Skills in French: Corpus Consultation and Learner Evaluation**, *Journal of Second Language Writing*, 15, 49–68, <http://eprints.teachingandlearning.ie/3286/1/O%27Sullivan%20and%20Chambers%202006.pdf> (22.12.2018).
- Odlin, T. (1994), **Perspectives on Pedagogical Grammar**, Cambridge University Press, Cambridge.
- Osborne, J. (2001), "Integrating Corpora Into a Language-Learning Syllabus", B. Lewandowska-Tomaszczyk (Ed.), **PALC 2001: Practical Applications in Language Corpora**, 479-492, Peter Lang, Frankfurt.
- \_\_\_\_\_ (2002), "Top-down and Bottom-up Approaches to Corpora in Language Teaching", U. Connor and T. Upton (Eds.), **Applied Corpus Linguistics: A Multidimensional Perspective**, (251–265), Rodopi, Amsterdam.
- Ostler, N. (1992), **Corpus Design Criteria**, *Article in Literary and Linguistic Computing*, University of London, London.
- Ozbay, A. S. (2015), **Corpus Analysis of the Support Verb Construction Development and Use by EFL Learners**, PhD Thesis, The Graduate School of Social Sciences, Karadeniz Technical University.
- Ozbay, A. S., and Ozer, M. (2017), "Effects of Data-driven Learning on Collocational Competences of EFL Learners in a Turkish Context", **The International Journal of Research in Teacher Education**, 8(3), 27-39, Educational Research Association.
- Paker, T. and Özcan, Y. E. (2017), **The Effectiveness of Using Corpus-based Materials in Vocabulary Teaching**, [https://www.researchgate.net/publication/315348372\\_The\\_Effectiveness\\_of\\_Using\\_Corpus-Based\\_Materials\\_in\\_Vocabulary\\_Teaching](https://www.researchgate.net/publication/315348372_The_Effectiveness_of_Using_Corpus-Based_Materials_in_Vocabulary_Teaching) (10.05.2019)
- Perez-Paredes, P., Sanches-Tornel, M., and Alcaraz Calero, J. (2013), "Learners' Search Patterns During Corpus-Based Focus-on-Form Activities", **International Journal of Corpus Linguistics**, 17(4), 482–515.
- Peters, T. and Waterman, R. (1982), **In Search of Excellence**, Harper and Row, New York.
- Pfeffer, N. and Coote, A. (1991), "Is Quality Good For You?", **Social Policy Paper**, 5, Institute of Public Policy Research, London.
- Piaget, J. (1973), **The Child and Reality: Problems of Genetic Psychology**, (Trans. Arnold Rosin), Grossman, Oxford.
- Prensky, M. (2001), "Digital Natives, Digital Immigrant, Part II: Do they really think differently?", **On the Horizon**, 9 (6), 1-9.

- Quinn, C. (2015), "Training L2 Writers to Reference Corpora as a Self-Correction Tool", **ELT Journal**, 69(2), 165–77.
- Rapti, N. (2010), **A Study Of Classroom Concordancing In The Greek Context: Data-Driven Grammar Teaching And Adolescent EFL Learners**, Thesis submitted to the University of Nottingham, Nottingham.
- Reinfried, M. (2000), **Can Radical Constructivism Achieve a Viable Basis for Foreign Language teaching? A refutation of the "Wolff-Wendt" theorem**, [http://webdoc.gwdg.de/edoc/ia/eese/artic20/marcus/8\\_2000.html](http://webdoc.gwdg.de/edoc/ia/eese/artic20/marcus/8_2000.html) (22.06.2018)
- Renouf, A. (2009), "Corpus Linguistics Beyond Google: The WebCorp Linguist's Search Engine", **Digital Studies**, 1 (1), <https://www.digitalstudies.org/articles/10.16995/dscn.138/> (16.02.2019)
- Renouf, A., Kehoe, A. and Banerjee, J. (2007), **WebCorp: An Integrated System for Web Text Search, In Corpus Linguistics and the Web**, (47–68), Rodopi, Amsterdam.
- Reppen, R. (2009), "English Language Teaching and Corpus Linguistics: Lessons Learned from the American National Corpus", P. Baker (Ed.), **Contemporary Corpus Linguistics**, (204-213), London.
- Reppen, R. (2010), **Using Corpora in the Language Classroom**, Cambridge University Press, Cambridge.
- Roblyer, M. D., and Doering, A. H. (2010), "Integrating Educational Technology into Teaching", **Roger Schank Script Theory**, <http://www.lifecircles-inc.com> (01.03.2019)
- Roe, P. (2000), "The ASTCOVEA German Grammar in conText Project", B. Dodd (Ed.), **Working with German Corpora**, (199-216), Birmingham University Press, Birmingham.
- Roth, W. M. (2000), "Learning Environments Research, Lifeword Analysis and Solidarity Practice", **Learning Environments Research**, 2, 225-247.
- Römer, U. (2006), "Pedagogical Applications of Corpora: Some Reflections on the Current Scope and a Wish List for Future Developments", **The Scope and Limits of Corpus Linguistics – Empiricism in the Description and Analysis of English**, (121-134), Anglistik und Amerikanistik, Heidelberg.
- \_\_\_\_\_ (2008), "Corpora and Language Teaching", **Corpus Linguistics, An International Handbook**, 1, 112–130, Berlin: Mouton de Gruyter.
- Römer, U. (2010), "Using General and Specialized Corpora in English Language Teaching: Past, Present and Future", **Corpus Linguistics and the Web**, M. Hundt, N. Nesselhauf and C. Biewer (Eds.), 47–68, Rodopi, Amsterdam.

- Rüschhoff, B. (2002), **Data-driven learning (DDL): The idea**, [http://www.ecml.at/projects/voll/rationale\\_and\\_help/booklets/resources/menu\\_booklet\\_ddl.htm](http://www.ecml.at/projects/voll/rationale_and_help/booklets/resources/menu_booklet_ddl.htm) (27.12.2018)
- Sah, P. K. (2014), **An investigation onto the Relative Effectiveness of Data-Driven Learning (DDL) with Integration into PPP and III**, Unpublished MA Dissertation, submitted to the University of Central Lancashire, UK.
- Sallis, E. (1996), "From work loading to case loading: A resource-based approach", S. Carroll (Ed.), **Caseloading, Further Education Development Agency Report, Developing FE**, 1(3), London
- Sardinha, B. (1999), "Beginning Portuguese Corpus Linguistics: Exploring a Corpus to Teach Portuguese as a Foreign Language", **Revista de documentação de estudos em lingüística teórica e aplicada**, 15 (2), 289-300.
- Savignon, S. J., and Wang, C. C. (2003), "Communicative Language Teaching in EFL Contexts: Learner Attitudes and Perceptions", **IRAL**, 41, 223-249.
- Schank, R. C. (1975), **Conceptual Information Processing**, North-Holland Publishing, Amsterdam.
- Scott, M., and Tribble, C. (2006), **Textual Patterns: Keyword and Corpus Analysis in Language Education**, Benjamins, Amsterdam.
- Seidlhofer, B. (2002), "Pedagogy and Local Learner Corpora, Working with learning-driven data" **Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching**, S. Granger, J. Hung and S. Petch-Tyson (Eds.), 231-34, John Benjamins: Amsterdam
- Seidlhofer, B. (2004), **In search of 'European English': Or Why the Corpus Can't Tell Us What to Teach**, Paper presented at EuroCALL 2005, Vienna.
- Sha, G. Q. (2010), "Using Google as a Super Corpus to Drive Written Language Learning: A Comparison with the British National Corpus", **Computer Assisted Language Learning**, 23(5), 377-393.
- \_\_\_\_\_ (2005), "Corpora and Concordancers in Composition Instruction: A DLL Approach", **Sichuan Business Journal**, 54, 42-45.
- Shei, C. (2001), "FollowYou!: An Automatic Language Lesson Generation System", **Computer Assisted Language Learning**, 14 (2), 129-144.
- Simpson, R., and Mendis, D. (2003), "A Corpus-based Study of Idioms in Academic Speech", **TESOL Quarterly**, 37 (3), 419-442.

- Simpson-Vlach, R. and Leicher, S. (2006), **The MICASE Handbook: A Resource for Users of the Michigan Corpus of Academic Spoken English**, [https://www.press.umich.edu/101203/micase\\_handbook](https://www.press.umich.edu/101203/micase_handbook) (11.05.2019)
- Sinclair, J. (1991), **Corpus, Concordance and Collocation**, Oxford University Press, Oxford.
- \_\_\_\_\_ (2004), **How to Use Corpora in Language Teaching**, Benjamins, Philadelphia.
- Smith, F. (2004), **Understanding Reading**, 6th Edition, Erlbaum, New Jersey.
- Smith, R. (2003), “Pedagogy for Autonomy As (Becoming-) Appropriate Methodology”, D. Palfreyman and R. C. Smith (Eds.), **Learner autonomy across cultures: Language education perspectives**, (129-146), Palgrave Macmillan, Basingstoke.
- Smith, S., Huang, C., Kilgarriff, A., and Chen, C. (2007), “Corpora for SLA: using Sketch Engine to learn Chinese and English”, **Proceedings 2007**, (430-436), Conference and Workshop on TEFL and Applied Linguistics, Taoyuan.
- Smith, S., Kilgarriff, A., Gong W, Sommers, and S., Wu G. (2009), **Forthcoming: Automatic Cloze Generation for English Proficiency Testing**, Paper Presented at the 2009 LTTC International Conference on English Language Teaching and Testing, Taipei.
- Stevens, V. (1995), “Concordancing with Language Learners: Why? When? What?”, **CAELL Journal**, 6 (2), 2-10.
- Stewart, D., Bernardini, S., and Aston, G. (2004), “Introduction: Ten years of TaLC”, G. Aston, S. Bernardini, and D. Stewart (Eds.), **Corpora and Language Learners**, (1–18), John Benjamins, Amsterdam.
- Swain, M. (1995), “Three Functions of Output in Second Language Learning”, G. Cook, and B. Seidlhofer (Eds.), **Principle and Practice in Applied Linguistics: Studies in Honour of H. G. Widdowson**, (125-144), Oxford University Press, Oxford.
- Talai, T. and Fotovatnia, Z. (2012), “Data-driven Learning: A Student-centered Technique for Language Learning”, **Theory and Practice in Language Studies**, 2 (7), [https://www.researchgate.net/publication/276017180\\_Data-driven\\_Learning\\_A\\_Student-centered\\_Technique\\_for\\_Language\\_Learning](https://www.researchgate.net/publication/276017180_Data-driven_Learning_A_Student-centered_Technique_for_Language_Learning) (12.03.2017)
- Tam, M. (2000), “Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Education”, **Educational Technology and Society**, 3 (2).
- Tang, A. (2016), **Learning theories of Chris Argyris and Donald Schön**, <http://www.lifecircles-inc.com/Learningtheories/learningmap.html> (04.02.2019)
- Teubert, W. (2005), “My version of corpus linguistics”, **International Journal of Corpus Linguistics**, 10 (1), 1–13.

- Thanasoulas, D. (2000), "What is Learner Autonomy and How Can It Be Fostered?", **The Internet TESL Journal**, 6 (11).
- Tognini-Bonelli, E. (2001), **Corpus Linguistics at Work**, John Benjamins, Amsterdam.
- Trebbi, T. (2006), "Is Freedom a Prerequisite for Autonomy? Classroom Innovation and Language Teacher Education", T. E. Lamb and H. Reinders (Eds.), **Learner and Teacher Autonomy: Concepts. Realities and Responses**, John Benjamins, Amsterdam.
- Tribble, C. (1997), "Improvising Corpora for ELT Quick-and-Dirty Ways of Developing Corpora for Language Teaching", B. Lewandowska-Tomaszczyk and P. Melia (Eds.), **PALC'97 Practical Applications in Language Corpora**, (106-17), Lodz University Press, Lodz. [https://www.researchgate.net/publication/238591857\\_Multimedia\\_Corpora\\_for\\_Applied\\_Linguistic\\_Contexts](https://www.researchgate.net/publication/238591857_Multimedia_Corpora_for_Applied_Linguistic_Contexts) (15.01.2019)
- \_\_\_\_\_ (2008), "Some Emerging Norms in Lingua Franca English Writing in the Sciences" **Proceedings of the 8th Teaching and Language Corpora Conference**, ISLA, Lisbon.
- \_\_\_\_\_ (2015), "Teaching and Language Corpora: Perspectives from a Personal Journey", A. Lenko-Szymanska a A. Boulton (Eds.), **Multiple Affordances of Language Corpora for Data-driven Learning**, (37–62), John Benjamins, Amsterdam.
- Tribble, C. and G. Jones. (1990), **Concordances in the Classroom: A Resource Book for Teachers**, Longman, Harlow.
- Tsui, A. B. M. (2004), "What Teachers Have Always Wanted to Know and How Corpora Can Help", J. M. Sinclair (Ed.), **How to Use Corpora in Language Teaching**, (39-65), John Benjamins, Philadelphia.
- Ushiodo, E. (2006), "Language Motivation in a Reconfigured Europe: Access Identity, Autonomy", **Journal of Multilingual and Multicultural Development**, 27, 148-161.
- Van Lier, L. (1996), **Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity**, Longman, London.
- Vickers, C. H. and Ena, E. (2006), "Grammatical Accuracy and Learner Autonomy in Advanced Writing", **ELT Journal**, 60 (2), 109-116.
- Vincent, B., and Nesi, H. (2018), **The BAWE Quicklinks Project: A New DDL Resource for University Students**, [https://journals.openedition.org/lidil/5306?fbclid=IwAR0YDrKGSKSId6V\\_CDSbLY\\_1OFeh9DyQDIiV56BBULeF6dXaE9YdDHtXVPg](https://journals.openedition.org/lidil/5306?fbclid=IwAR0YDrKGSKSId6V_CDSbLY_1OFeh9DyQDIiV56BBULeF6dXaE9YdDHtXVPg) (20.02.2019)
- Vygotsky, L. S. (1978), **Mind in society: The Development of Higher Psychological Processes**, M. Cole, V. John-Steiner, S. Scribner, and E. Souberman, (Eds.), Harvard University Press, Massachusetts.

- Vygotsky, L.S. (1987), "Thinking and Speech", R. W. Rieber, and A. S. Carton (Eds.), **The Collected Works of L. S. Vygotsky, 1, Problems of General Psychology**, (39-285), Plenum, New York.
- Vygotsky, L. S. (1991), **Thought and Language**, Cambridge, MIT Press, Mass.
- Wachob, P. (2005), "Methods and Materials for Motivation and Learner Autonomy", **Reflections on English Language Teaching**, 51, 93 – 122.
- Widdowson, H. G. (2000), "On the Limitations of Linguistics Applied", **Applied Linguistics**, 21 (1), 3–25.
- Widdowson, H. G. (2003), "Expert beyond experience: Notes on the appropriate use of theory in practice", D. Newby (Ed.), **Mediating Between Theory and Practice in the Context of Different Learning Cultures and Languages**, Council of Europe Press, Strasbourg/Graz.
- Willis, D. (1993), "Syllabus, Corpus and Data-driven Learning", **IATEFL Conference Report: Plenaries**.
- Wright, V. (2005), "Independent learning", J. A. Coleman and J. Klapper (Eds.), **Effective Learning and Teaching in Modern Languages**, (133-141), Routledge, London.
- Ybarra, R., and Green T. (2003), "Using Technology to Help ESL/EFL Students Develop Language Skills", **The Internet TESL Journal**, 9 (3), <http://iteslj.org/Articles/Ybarra-Technolo> (21.03.2018)
- Yoon, C. (2011), "Concordancing in L2 Writing Class: An Overview of Research and Issues", **Journal of English for Academic Purposes**, 10, 130–39.
- Yoon, H., and Hirvela, A. (2004), "ESL Student Attitudes Toward Corpus Use in L2 Writing", **Journal of Second Language Writing**, 13 (4), 257–283.
- Yoon, H., and Jo, J.W. (2014), "Direct and Indirect Access to Corpora: An Exploratory Case Study Comparing Students' Error Correction and Learning Strategy Use in L2 Writing", **Language Learning and Technology**, 18 (1), 96–117.
- Zhang, X. and Lu, X. (2015), "The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge", **Modern Language Journal**, 99 (4), 740-753.
- Zohairy, S. (2012), "Applying DDL Approach in Teaching Grammar Interactively", **Nile TESOL**, 26-42.



# **APPENDIXES**

## APPENDIX 1: The Pre-test

### PRE-TEST

Data-driven Learning

SECTION A	/10
SECTION B	/10
SECTION C	/10
SECTION D	/10
<b>TOTAL</b>	<b>/40</b>

Student ID number :  
Course Code :  
Your Teacher's name :

**PLEASE READ EVERY INSTRUCTION CAREFULLY!**  
**You have 50 minutes to answer the questions.**

#### Section A | GAP-FILLING

Fill in the gaps. Read the instruction for each question carefully. Write one word in each gap.

**1) Fill in the gap in the sentence below with the correct form.**

The ancient Egyptian civilization was one of the first in the world, and has \_\_\_\_\_ people from its own time down to our time. (FASCINATE)

**2) Fill in the gap below with the correct question word.**

The phone rang. It was probably Heloise, who had gone to Paris with a friend to do some shopping. "Hello?" said Tom. "Hello, ah to \_\_\_\_\_ am I speaking, please?" a man asked in French.

**3) Fill in the gap to complete the reporting statement.**

She wrote to several big cosmetics companies and asked \_\_\_\_\_ they could help her, but they all thought that she was crazy.

**4) Choose the best reporting word to complete the sentence below. Make any necessary changes.**

A) ASK B) REPORT C) DISCUSS D) QUESTION

The newspaper \_\_\_\_\_ that Mary was killed during a robbery. What does this tell us about white society? What other facts support your view?

**5) Fill in the gaps with the same word.**

It's very important \_\_\_\_\_ everyone takes great care when completing his or her voting paper. Mistakes mean \_\_\_\_\_ a voting paper may not be counted.



## PRE-TEST

---

Data-driven Learning

### Section B | ERROR IDENTIFICATION & CORRECTION

Read the sentences below. If there is a **mistake**, underline and correct the mistake and **rewrite** the sentence. If the sentence is correct write **CORRECT**.

Example:

#### 0) EMBEDDED QUESTIONS

I asked the man at the gas station in Benson, "Do you know a store where can I sell my watch?" And he pointed to a store near the station.

Do you know a store where I can sell my watch?

#### 1) EMBEDDED QUESTIONS

"I think Marylou was very wise to leave you, Dean," said Galatea. "You have no sense of responsibility. You've done so many awful things I don't know what to say to you." Dean just laughed.

---

---

#### 2) PASSIVE

I'm a friend of Mr Stevens' nephew, John.' 'Ah, yes,' said the caretaker. 'John has arrested by the police.'

---

---

#### 3) PASSIVE

The Scottish government would also begin talking with the EU and the UN to discuss its future and decide if Scotland will be allows to be a member of the EU and the UN.

---

---

#### 4) PASSIVE

In China, a second child was allowed in rural areas if the first-born was a girl or was born with a disability.

---

---

## PRE-TEST

---

Data-driven Learning

### Section C | DETERMINING THE MEANING

Write 1-5 keywords or a sentence in your own words which can summarize the meaning of the sentences below.

Example:

#### 0) RELATIVES

They were no longer cheerful but they were not bitter. They were generous country girls who accept that such things happen.

- *Something bad happened.*

- Unhappy - patient

#### 1) VERB TENSE

Four thousand years ago, people spoke a variety of languages in China. Then the emperor said people could only use Mandarin.

---

---

#### 2) VERB TENSE

In college, students may actually work harder than they have ever worked before and still find that their efforts are not sufficient.

---

---

#### 3) FUTURE PERFECT

You can use the success of your projects in those areas to encourage knowledge management projects in your other business areas. Within a few years all leading companies will have achieved high levels of digitally aided knowledge sharing.

---

---

#### 4) PRESENT PERFECT PROGRESSIVE

Poles have been coming to Britain for a long time and there are Polish communities all over the country. In 1939, at the beginning of the Second World War, thousands of Poles escaped the Nazis and came to Britain.

---

---

## PRE-TEST

---

Data-driven Learning

### Section D | SIMPLE SENTENCE WRITING

**PART I** - Re-write the following statements using the bracketed words.

**1) REASON RESULT CLS**

Some college students get into academic difficulty. College is not really very important to these students. (BECAUSE)

---

---

**2) CONTRAST CLS**

Blair McMillan told Shah that he'd feel a 'phantom buzzing' that felt like a phone was vibrating and he'd go to answer it. He no longer had a phone in his pocket. (EVEN THOUGH)

---

---

**3) PURPOSE CLS**

You know, the idea that up and coming young people will move to cities, settle there, maybe buy property. City will get the most talented, creative minds. (SO THAT)

---

---

**PART II** – Transform the sentences from active to passive or passive to active where possible.

**4)** A necklace and earrings were added, and Meg was ready for the party.

---

---

**5)** To encourage a breeze, they are building wind towers, which can draw draughts through the streets without using energy.

---

---

## APPENDIX 2: The Post-test

### POST-TEST

Data-driven Learning

SECTION A	/5
SECTION B	/10
SECTION C	/5
SECTION D	/10
<b>TOTAL</b>	<b>/30</b>

Student ID number :  
Course Code :  
Your Teacher's name :

**PLEASE READ EVERY INSTRUCTION CAREFULLY!  
You have 50 minutes to answer the questions.**

#### Section A | GAP-FILLING

Fill in the gaps. Read the instruction for each question carefully. Write one word in each gap.

1) Fill in the gap with a proper question word.

\_\_\_\_\_ did a respectable lawyer get such a gun?

2) Fill in the gap with a proper reporting word.

But then she \_\_\_\_\_ me that Arthur was in love once before, and that it ended unhappily.

3) Fill in the gap with the same word.

Much more likely it is a close female friend calling to tell you \_\_\_\_\_ she has split up with her boyfriend again or perhaps simply \_\_\_\_\_ a good movie has just started on TV.

4) Complete the gap with the correct word that completes the meaning.

Traditionally, and again this is a generalization, the man in the family is the one who fixes things, so, for example, \_\_\_\_\_ a door in the house is broken, the man fixes it.

5) Choose the best word that completes the sentence.

A) WHEN B) WHICH C) WHERE

They measured the time that passed between \_\_\_\_\_ a clerk received the money and the customer received the stamp.

## POST-TEST

---

Data-driven Learning

### Section B | ERROR IDENTIFICATION & CORRECTION

Read the sentences below. If there is a **mistake**, underline and correct the mistake and **rewrite** the sentence. If the sentence is correct write **CORRECT**.

#### 1) PASSIVE

They were measured the time that passed between when a clerk received the money and the customer received the stamp.

---

---

#### 2) PASSIVE

The same form makes sure that Sharon's name is added to the company phone list and that she gets a nameplate for her office door and a mailbox in the building's mailroom.

---

---

#### 3) PAST MODALS

'We should have went up there with him,' de Fries said to Keesing. 'We don't know if he's telling the truth.'

---

---

#### 4) PAST MODALS

We don't know why he wrote this way; he may had done it just to make it hard for people to read his notes. Leonardo was nothing like other Italians of his time.

---

---

#### 5) PREPOSITION PHRASES

When people think against a robot, they often picture a machine that looks something like a human being.

---

---

## POST-TEST

Data-driven Learning

### Section C | DETERMINING THE MEANING

Write 1-5 keywords or a sentence in your own words which can summarize the meaning of the sentences below.

Example:

#### 0) RELATIVES

They were no longer cheerful but they were not bitter. They were generous country girls who accept that such things happen.

- *Something bad happened.*

- Unhappy - patient

#### 1) RELATIVES

It goes back to the name of the colonial fort that the Tsar established in Chechnya at the start of the 19th century, around which a city of what is now 271,000 people eventually grew.

---

---

#### 2) VERB TENSE

David Caldwell, an official at Chevrolet, says that Camaro sales have been increasing since the movie came out, and 10% of buyers have purchased yellow ones.

---

---

#### 3) VERB TENSE

I haven't told Bell about the other thing I have done. I have written to Cosette.

---

---

#### 4) FUTURE PERFECT

Within a few years all leading companies will have achieved high levels of digitally aided knowledge sharing.

---

---

#### 5) PRESENT PERFECT PROGRESSIVE

Jekyll has been conducting experiments to release the evil man inside his good self, but the experiments have got out of control.

---

---

## POST-TEST

---

Data-driven Learning

### Section D | SENTENCE WRITING

Write 1 sentence in the given grammar form.

1) PASSIVE

---

---

2) CONDITIONAL-UNREAL PAST

---

---

3) CONDITIONAL UNREAL PRESENT

---

---

4) RELATIVE CLAUSES

---

---

5) REPORTING

---

---

## APPENDIX 3: Corpus-based Teaching Materials

### Language Awareness 2

## Participle Adjectives | Lesson 3

DDL Tasks

### GRAMMAR PRESENTATION

Make adjectives out of the following two verbs:

BORE(v)            1) \_\_\_\_\_    2) \_\_\_\_\_  
TIRE(v)            1) \_\_\_\_\_    2) \_\_\_\_\_

Look at the short paragraphs in **PART I** and **PART II** below.  
Find and underline the above adjectives in each text.

#### PART I

- 1) "She hoped that the evening would provide some opportunity of bringing herself and Mr Darcy together. Anxious and uncomfortable, the period which passed in the sitting room before the gentlemen came in was tiring and dull."
- 2) "I looked round, but could not see Alan, or any of the sailors, or the boat. My only hope was to try to swim to Earraid, which I could see, not far away, in the moonlight. It was hard, tiring work, but I reached it, and was very grateful to step on to dry land at last."
- 3) "The police thought that there was an easy answer to these questions. Karen was tired after a long day, so she fell asleep while she was driving. It could happen to anyone very easily."
- 4) "The three friends were sure that the stranger was Dracula. Very soon they were on the road to the house. As they walked, they became more and more tired."

#### PART II

- 1) "The film is set in a huge factory where people are simply parts of a machine. The workers are not allowed to talk and they are not expected to think. Their jobs are boring and their lives are ruled by the clock."
- 2) "His skirts and dresses were narrow at the waist and wide at the bottom and they reached down to women's shoes. Women loved Dior's clothes. They were very different to the boring clothes and uniforms that they had had to wear during the war years."
- 3) "No one was denying that Cobb and Willard had been killed with an M-16, or that Carl Lee had killed them, so why spend so much time on it? The jury members were bored and the judge spent a lot of time cleaning his glasses in order to stay awake."
- 4) "He was one of the least enthusiastic members of Larry Roberts's audience. He was bored by the meeting and he had already told Roberts that he did not want to be part of the network."

Now tell the difference in their meanings then complete the rules below.

*Present participles as adjectives:*

Meaning:

*Past participles as adjectives:*

Meaning:

**Arraid** [MO1]: It is a tidal island approximately one mile square located in the inner Hebrides of Scotland.



**Dior** [MO2]: A designer fashion brand popular with women.



**M-16** [MO3]: A military rifle commonly used by the US armed forces.





## Language Awareness 2

### Participle Adjectives | Lesson 3

#### DDL Tasks

##### PART III

- Go to NGSL 2 and make a list of 10 adjectives derived from verbs. In your "STUDY JOURNAL", remember that the NGSL list may not give you adjective forms. You may need to convert verbs into adjectives. Converting a verb into a PARTICIPLE ADJECTIVE is not always possible with every single word. Use a dictionary to find out if there is a PARTICIPLE adjective form of a verb.
- Go to AntConc. Search for the participle adjectives you have listed. Read as many examples as possible. Focus on adjectives only.
- Choose 1 example sentence from AntConc and save it in your SJ.

#### GRAMMAR APPLICATION

##### A) SINGLE GAP-FILLING

Fill in the gaps with the correct ADJECTIVE forms of the bracketed verbs.

- Understanding the weather is one of a series of short, flexible 10-point courses introducing \_\_\_\_\_ (fascinate) topics in science. This course provides an introduction to weather patterns and events around the world, explaining the main drivers that determine the weather on a seasonal and daily basis.
- (James) Bond was still hoping that Goldfinger would offer him a job. But Goldfinger didn't seem very \_\_\_\_\_ (interest).
- Like many artists, they want their work to reach the largest possible audience. People who want to work for a big company will work for one, and people who don't want to will have \_\_\_\_\_ (interest) alternatives. A Web workstyle also makes it easier for people who have good skills but who can't, or choose not to, work full time.
- Winston had stopped walking towards the mirror because he was \_\_\_\_\_ (frighten). A bent, grey-coloured thing was walking towards him in the mirror.

##### B) ERROR IDENTIFICATION AND CORRECTION

Find the errors with PARTICIPLE ADJECTIVES in the following excerpts from different texts.

- The most wonderful thing about flying was seeing the differences in the countryside as we flew across 2 countries in 97 days. We flew over oceans and close to mountains; sometimes it was quite frightened, but we didn't travel when it was dark. We spent several nights camping in the desert and the sky was just full of stars. I made a video of the trip; you'll see it in a minute.
- 'Do as I say. Stitch it up!' Klausner was holding the axe, and he spoke softly, in a strange, almost threatened way. 'Don't be silly. I can't stitch through wood. Come on. Let's get back.'
- When you really believe in a dream of how things could be, then you follow the dream and it's very, very satisfied to see it work. It's exciting that you can have an idea and it can take off and it can happen. It means that dreamers all over the world should take off and not stop.
- I didn't choose to feel like that about him. But when I saw him, I wanted to spend time with him. I felt exciting about him. Danny was dangerous and he made me nervous.
- He admitted he sometimes disappointed people and also himself with his silly behaviour. He said he was "probably too much army and not enough prince", but he said he was entitled to privacy, too.
- Circle the words in bold which are not adjectives in the following paragraph:

**Apikama [MO4]:** A STUDY JOURNAL (SJ) is basically a set of MS WORD documents that you will create in every lesson.

For this lesson:

- Run MS WORD on your laptop
- Write [LESSON 1-PARTICIPLE ADJECTIVES] as the title of your document.
- Save this document on your hard drive in a folder.
- Name this folder as LA2 TERM 38 STUDY JOURNAL.

**Apikama [MO5]:** A fictional movie character of British origin.



**Apikama [MO6]:** The villain in the above James Bond movie



## Participle Adjectives | Lesson 3

### DDL Tasks

When people can concentrate on whole processes, their work is more **interesting** and **challenging**. Simple tasks will disappear, or be **automated** or built into a bigger process. Work that involves **repeating** the same task over and over again is exactly what computers and other machines are best at and what human workers are poorly **suit**ed to and almost always hate.

#### C) DETERMINING THE MEANING

Read the following examples. Underline participle adjectives and then tell whether each adjective tells

a) how something makes you feel

OR

b) how someone feels about something

- 1) But after all these years it was still depressing, despite the work they had put into it.
- 2) Drucker was shocked by the problems that he saw. But he was even more shocked by the events that followed.
- 3) Since everyone on the ARPANet already had mail boxes in their host machines, it was easy to begin sending mail to other hosts. But the speed with which e-mail spread was surprising. Almost as soon as it was introduced, it took over the network.
- 4) A hand helped me out of the tree, and a frightened voice a who was very alarmed and very sorry. I was more pleased than angry; it was a good way for the car to disappear.
- 5) College is a time of growth and development, e.g., establishing emotional independence from parents, determining a personal value system, finding a career goal, establishing relationships within peer groups. While these demands are normal age-related tasks, they may sometimes become overwhelming and seriously interfere with academic performance.

#### D) SIMPLE SENTENCE WRITING

Write your own sentences using the participle adjectives you have studied above. Try to sound academic. Use different adjectives each time.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

Απόκρυφα [ΜΟΤ]: The Advanced Research Projects Agency Network (ARPANET)



## **Participle Adjectives | Lesson 3**

---

DDL Tasks

4) \_\_\_\_\_

\_\_\_\_\_

5) \_\_\_\_\_

\_\_\_\_\_

End of the lesson.

Please, keep reading examples from AntConc until the next lesson.

## Questions | Lesson 5

---

### DDL Tasks

#### Grammar presentation

#### PART I:

a) The following sentences lack punctuation marks. Put a question mark [ ? ] or a period [ . ] where necessary.

- 1) The person who advertised describes me as the owner of the animal [ ]
- 2) Who are the wine producers in the area of St Julien [ ]
- 3) Where a state has the means to do so, even if those means are costly or politically contentious, it should endeavour to achieve peace and order within its own borders without wielding power [ ]
- 4) It was warm in the café and Peter went up to the counter where a girl was serving [ ]
- 5) And then the fearful thought comes: Which boy do you mean [ ]

b) Work with a partner and discuss the following questions.

*How is a question formed?*

*Which of the wh- words above are parts of noun clauses?*

*What makes a question different from a noun clause?*

Complete the rule below:

Wh- + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ Punctuation mark [ \_\_\_\_\_ ]

#### PART II:

Read the following questions from the corpus database:

- 1) Does anyone have any questions about the Northern and Southern lights?
- 2) Do I ask that nice girl to come and help me? Perhaps bynow she is in bed.'
- 3) Will Inspector Holm arrive with the prisoners in time?
- 4) Did he follow you from somewhere?'

Complete the rule below:

We call questions like the ones above " \_\_\_\_\_ " or " \_\_\_\_\_ " questions, because the answer to these questions can be " \_\_\_\_\_ " or " \_\_\_\_\_ ".

#### PART III:

Remember the rule in PART I.

Why are the following questions different?

- 1) Who arrived in Massachusetts in 1620?
- 2) Who knows how the honeybee makes honey?
- 3) 'Nice to meet you. I'm Libby. "What brings you here?" Avery asked.
- 4) What caused hard times in the U.S. in the 1930s?

Grammar Application

## Questions | Lesson 5

---

### DDL Tasks

#### A) SIMPLE GAP FILLING

Complete the following with the following where necessary and possible:

- a) a question mark
- b) a period
- c) question word
- d) auxiliary verb

- 1) ... a new page. Which is, after all, what every great story should do [ ]
- 2) 'It could get me killed. [ ] you think they're following me [ ]'  
'Who? Don't worry. Tell me your name.'  
'You can call me Garcia.'
- 3) '[ ] the suspect someone we know [ ]'  
'Yes,' Coal explained what was in the brief.  
'Did we get a lot of money from him [ ]'  
'Millions, one way or another,' said Coal.
- 4) Mina looked at her husband. Their eyes were full of fear. Had Dracula been drinking Lucy's blood? Was she a vampire too?
- 5) When a lawyer joins Bendini, Lambert & Locke, he never leaves, unless he retires and keeps his mouth shut [ ]
- 6) When did the Japanese attack it [ ]

#### B) ERROR IDENTIFICATION AND CORRECTION

Read the following excerpts from the corpus database. There are mistakes in each of these excerpts. Circle the mistakes.

- 1) The next day, she called the boy and told him to clean every bit of dirt from the bath, to clean it until it shone. It was eleven o'clock. When did Dick returned for lunch he found her cooking? 'Why you are doing the cooking? Where's the boy?'  
'Cleaning the bath,' she said angrily.
- 2) This man was a stranger and could not know her story, but the words accused her.  
'Do you believe what you paint?' she asked in a low voice.  
'Do I believe those words? Do I believe I am alive!'  
'But,' she whispered, trembling, 'suppose you were forced to do wrong?'
- 3) I am Parson Tringham, the historian. Do you really not know, Durbeyfield, that you are a direct descendant of the ancient and noble family of the d'Urbervilles. They descended from Sir Pagan d'Urberville, who came from Normandy with William the Conqueror in 1066?'
- 4) There are currently thousands of websites readily available to anyone who does read them-most of whom have no medical understanding.
- 5) The phone rang. It was probably Heloise, who had gone to Paris with a friend to do some shopping? 'Hello?' said Tom. 'Hello, to whom am I speaking, please?' a man asked in French. Tom suddenly felt tense.

## Questions | Lesson 5

---

### DDL Tasks

#### C) DETERMINING THE MEANING

The questions in the excerpts below do not have question words. Complete the questions with the correct question word that completes the meaning.

- 1) \_\_\_\_\_ does all the money generated by the increased productivity go then?
- 2) Sean and the man went past me down the corridor, and I heard the man say something about the and make-up. They went through a door at the end of the corridor. I started to think, \_\_\_\_\_ am I doing here? \_\_\_\_\_ do I want? If I get to talk to him, \_\_\_\_\_ am I going to say? Then I had my great idea. Shortbread . . .
- 3) ... but there are crowds of people near him. He can't stay with Maria's float. \_\_\_\_\_ can he meet this beautiful girl? \_\_\_\_\_ is she?
- 4) Annie surprised herself. Robert was crying, so she didn't. Someone had to stay calm. \_\_\_\_\_ leg is it?' 'The right one.' 'How much of it are they taking off?'
- 5) I don't know - what's happening here? \_\_\_\_\_ am I always at weddings but never getting married? What does it mean?'

#### D) QUESTION WRITING

Write questions whose answers are the bolded parts of the following Reading 2 text.

1 **Loneliness has finally become a hot topic last month**, the Office for National Statistics found Britain to be the loneliness capital of Europe. We're less likely to have strong friendships or know our neighbours than residents anywhere else in the EU, and a relatively high proportion of us have no one to rely on in a crisis. Meanwhile, earlier this year, research by Professor John Cacioppo at the University of Chicago found loneliness to be twice as bad for older people's health as obesity and almost as great a cause of death as poverty.

2 But shocking as this is, such studies overlook the loneliness epidemic among younger adults. In 2010 the Mental Health Foundation found loneliness to be a greater concern among young people than the elderly. **The 18 to 34-year-olds surveyed were more likely to feel lonely often**, to worry about feeling alone and to feel depressed because of loneliness than the over-55s.

3 "Loneliness is a recognised problem among the elderly there are day centres and charities to help them," says Sam Challis, an information manager at the mental health charity Mind, "but when young people reach 21 they're too old for youth services." This is problematic because of the close relationship between loneliness and mental health it is linked to increased stress, depression, paranoia, anxiety, addiction, cognitive decline and is a known factor in suicide. **In a new essay, Paul Farmer, the chief executive of Mind, and Jenny Edwards, the chief executive of the Mental Health Foundation, say it can be both a cause and effect of mental health problems.**

4 But what can young people do to combat loneliness? Dr Grant Blank, a survey research fellow at the Oxford Internet Institute, points out that social media and the internet can be a boon and a problem. **They are beneficial when they enable us to communicate with distant loved ones, but not when they replace face-to-face contact.** "People present an idealised version of themselves online and we expect to have social lives like those portrayed in the media," says Challis. Comparing friends' seemingly perfect lives with ours can lead us to withdraw socially.

## Questions | Lesson 5

---

DDL Tasks

5 A study of social media at the University of Michigan last year found that while Facebook reduces life satisfaction, using technology to help you meet new people can be beneficial. And if for whatever reason you are unable to venture outside, the internet can bring solace. Mumsnet has been "an absolute godsend" for **Maddy Matthews**, 19, a student with a two-month-old daughter. Since the birth, she rarely sees her university friends and her partner works most evenings. "In the first few days, I was up late at night feeding her and I was worried I was doing something wrong. Being able to post on Mumsnet has helped me feel less alone".

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_

5) \_\_\_\_\_  
\_\_\_\_\_

Language Awareness 2

## Conditionals Types 0 & 1 | Lesson 6

---

DDL Tasks

go to AntConc. Make a KWIC search for the following:

Do you know wh\*

Read as many examples as possible.

Choose and copy at least 5 samples like the following.

1) 'You know her?'

'I believe I do. But I don't know what she's doing here.'

Annie got out of the car and walked nervously towards him.

2) 'Is she happy about her new telephones, then?' asked Diane coldly. 'I don't know why she needs three lines 'x97 she's only got two ears.'

3) 'I don't

know who said there was a fire but it seems it was a mistake.

4) "I don't know why we're here, or what

you're planning ..."

5) 'Will you mention this in your story?'

'Yes, but I don't know whether or not my paper will print it.'

1)

2)

3)

4)

5)

Underline the parts of each question that starts with a wh- word.

Are these real questions?

Dissemble the statements and write questions. Share your questions on the schoolology discussion.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)



## Reported Speech | Lesson 7-8

---

DDL Tasks

### GRAMMAR PRESENTATION

#### THE LIST OF POPULAR ACADEMIC REPORTING VERBS

ARGUE	MENTION
ASSERT	NOTE
ASSUME	OBSERVE
CLAIM	QUESTION
DECLARE	POINT OUT
DEMONSTRATE	PROPOSE
DESCRIBE	PUT FORWARD
EMPHASISE	SHOW
EXPLAIN	STATE
HIGHLIGHT	STRESS
IMPLY	SUGGEST
MAINTAIN	

#### Part I:

Underline the reported statements in each of the excerpts from various texts below.

- 1) A week before her new shop's opening day, she received a letter from a lawyer. The letter said that she had to change its name. In the same street as her new shop, there were two companies that organized funerals. Both these companies believed that a shop called 'The Body Shop' so near to them would be bad for their business.
- 2) At four in the afternoon, a clerk in the Holiday Hotel told the police that Abby McDeere was probably the woman who had paid cash for two rooms for three nights but hadn't really used either of them. At 4.58, a police car stopped in the car park of a cheap hotel and found the van Mitch had rented. It was empty.
- 3) Managers at General Motors had a good life. Of course, they worked very hard and they were always under lots of pressure. But they were always well paid. In fact, some of them even earned more than Sloan himself. He believed that ability should be rewarded.
- 4) The European city lay under 20 feet of ash and rock. Another city nearby was also destroyed. It's believed that about 25,000 people died. For over a thousand years, no one knew the city was buried under the ground.
- 5) Then a small environmental group called Green Rescue made a legal request to the courts to stop the drilling. The request was un-expected, because for so long Louisiana had profited from the oil companies. The court in Lafayette agreed that all drilling should stop until the case was settled.

#### Part II:

##### Back shifting

**REMINDER:** Whether you must backshift or not depends on

- a) the verb tense of the reporting word.
- b) whether what you are saying is still the case or not.

## Reported Speech | Lesson 7-8

### DDL Tasks

See the examples below and tell the difference.

- 1) In the latest issue of *Science*, Salimpoor, from McGill University in Montreal, reports that music triggers activity in the nucleus accumbens.
- 2) Topping the Gallup index, Bolivia reported that nearly 60% of residents feel positively or negatively in a given day.
- 3) Next morning, Lewis reported that he had failed to discover anything.

Go to AntConc and find more examples from the corpus and share them on schoology discussion. Try a reporting verb other than 'report'. Find 3 similar examples.

- 1)
- 2)
- 3)

### GRAMMAR APPLICATION

#### A) SIMPLE GAP FILLING

Look at the list of reporting verbs again. Read the explanation in brackets at the end of each sentence below and find a reporting verb from the list with the same meaning as this.

- 1) Van et al (2002) \_\_\_\_\_ that other historians have been misinterpreted the period. (**suggests indirectly**)
- 2) Patel (1987) \_\_\_\_\_ that governments should continue to fund space projects. (**he gives reasons for his view**)
- 3) Levack (2010) \_\_\_\_\_ that there are contradictions in Day's interpretation of the poem. (states but does not develop at length)
- 4) In the book Dean (2010) \_\_\_\_\_ some new research in the field. (**refers to briefly**)
- 5) Gerrand (2001) \_\_\_\_\_ previous interpretations of the play. (**suggests it is inaccurate**)

SOURCE: Taken from: <https://www.academic-englishuk.com/reporting-verbs>

#### B) ERROR IDENTIFICATION AND CORRECTION

Read the reported statements. Find mistakes and correct them. If there is no mistake, write "CORRECT" in the space provided. Focus on reporting only. Pay attention to back shifting. One paragraph has no REPORTED SPEECH in it. Find and write 'NO REPORTING'.

- 1) In particular, some have argued that living under drones led to psychological trauma based on the learning theory formulation of torture, which states that exposure to inescapable and uncontrollable stressor events that threaten physical and/or psychological well-being led to a state of total helplessness.

---

---

## Reported Speech | Lesson 7-8

---

### DDL Tasks

2) Medical practitioners have asserted that these anxiety-related disorders amongst the people of Waziristan often manifest themselves in the form of physical illness, ranging from headaches to heart attacks, even suicides.

---

---

3) The British Advertising Standards Authority had warned Benetton that the image will cause trouble, but that was exactly what Luciano and Toscani wanted to hear. Luciano claimed that he is surprised by the negative reaction.

---

---

4) Like any theory, this one has critics who disagree with it. The critics point out that most people who grow up as part of the under-class that is, those in poor, inner-city settings did not become criminals.

---

---

5) A third of those children were being raised by married same-sex couples, and that proportion was even higher just over half in the District of Columbia and states that allowed same-sex marriage in 2013. Female same-sex couples accounted for more than three-quarters of such couples raising children.

---

---

### C) DETERMINING THE MEANING

Go back to grammar presentation Part II. Write what each of the three statements there mean in your own words. Get help from the instruction in the same part. You can get help from grammar application part A above.

*Example: Kon (2000) suggests that all poets are strongly influenced by their childhood. (Kon says indirectly or tentatively).*

- 1)
- 2)
- 3)

Now do the same with the examples you have found from the corpus in grammar presentation part II.

- 1)
- 2)
- 3)

## Reported Speech | Lesson 7-8

---

DDL Tasks

### D) Grammar in Writing

#### PART I:

See the list of popular academic words.

Find Examples of each and copy them from AntConc and/or <http://fraise.it>.

Copy them on to a word document.

Find at least 1 example for each and copy them in your study journal.

Then share your study journal with a partner. Try to read journals of as many classmates as possible.

Upload your study journal on schoology.

#### Example:

*DESCRIBE: Schmidt (2010) describes the process in which children acquire a language.*

#### PART II:

Write the original statements for the reported statements in grammar application part A. You will work on only the parts you have underlined.

*Reported statement: Schmidt (2010) describes the process in which children acquire a language.*

*Original statement: Schmidt: "In this article, my purpose is to describe how children acquire a language." (2010)*

1)

2)

3)

4)

5)

#### PART III:

Read the academic text from reading 2.

Write 5 academic reporting sentences. Pay attention to back shifting.

Copy the original statements.

#### DUBAI'S LATEST TRANSPORTATION: HYPERLOOP

1 Dubai is surging ahead in the race to build the fastest mass transit network on the planet. The city is exploring possible routes for the first ever Hyperloop, a high-speed transportation system that uses a pipeline to carry passengers and goods in levitating capsules. The Hyperloop is the concept for a new high-speed transportation system. While the idea of people traveling in tubes has been around for more than a century, entrepreneur Elon Musk drafted actual blueprints for the Hyperloop in 2013. He then challenged the engineering community to build it. "Dubai is our number one priority so we will do everything to make that happen," said Hyperloop One CEO Rob Lloyd, speaking after signing the company's first commercial deal with local transport authorities.

2 Hyperloop One is also considering the feasibility of building tracks in other countries, including Russia, Finland, Sweden, the Netherlands, Switzerland and the U.K. But Dubai now has a head start and its first passenger track could be operating by 2021. One of the routes being considered -- between Dubai and Abu Dhabi, the capital

## Reported Speech | Lesson 7-8

---

### DDL Tasks

of the United Arab Emirates -- is 102 miles and typically takes more than an hour by car. Hyperloop would cut that journey time to just 12 minutes. Dubai is home to the world's busiest international airport. Using Hyperloop, passengers could be in Riyadh, the capital of Saudi Arabia, within 48 minutes, and Doha, the capital of Qatar, in 23 minutes. "As the central global transport hub, pursuing the implementation of a Hyperloop in the UAE makes sense," Lloyd said.

3 Here's how it works: Electric propulsion moves a capsule, or autonomous vehicle, along the pipe in a low-pressure environment, to reach speeds of at least 740 miles per hour -- unprecedented for a ground-based system. In May, Hyperloop One had its first public test of its acceleration technology and announced that it had raised \$80 million in new funding. Dubai's DP World, the world's third largest port operator, has also invested \$50 million and is already working with Hyperloop One on a cargo track planned for 2020. The technology is being developed in the United States but the plan is to marry that innovation with the transport routes in the United Arab Emirates, and eventually the Gulf region. "Demonstrate the prototype, have a viable idea, then have the discussion about how to finance it, how to regulate it but we can prove it works. This is the show me technology and were going to show the world," Lloyd told CNN Money. Hyperloop is the\xADvision of Elon Musk, the man behind Tesla and SpaceX, who made the technology patent-free in a bid to encourage international scientific collaboration around the futuristic concept.

SOURCE: Taken from: <http://money.cnn.com/2016/11/08/technology/hyperloop-dubai-abu-dhabi/index.html>  
Reading 2  
DUBAI'S NEW TRANSPORTATION SYSTEM  
Genre: Explanation

1) ORIGINAL STATEMENT:

REPORTING:

2) ORIGINAL STATEMENT:

REPORTING:

3) ORIGINAL STATEMENT:

REPORTING:

4) ORIGINAL STATEMENT:

REPORTING:

5) ORIGINAL STATEMENT:

REPORTING:

## That Clauses | Lesson 9

---

### DDL Tasks

#### Grammar Presentation

Underline all that clauses and bracket (reported statements).

1) Mary Turner, wife of Richard Turner, a farmer at Ngesi, was found dead at her home yesterday morning. The houseboy has admitted killing her. It is believed that theft was the reason behind the murder.

2) Now we ask, why did he develop this distinct style? He once said that he thinks like an artist. For him, a building is like a big sculpture or a big work of art. He pushes the limits of what is structurally possible from an engineering standpoint in order to create beautiful buildings. But I want to stress, he's also said that he always keeps in mind that a building is a sculpture that people interact with. If the building doesn't please them as a work of art and meet the intended use, he's failed in his objective.

3) In closing, I want to say that Frank Gehry is a noteworthy architect because his work challenges me and other architects to consider how to use simple materials while designing strong, beautiful, and purposeful structures. Ranching refers to the practice of grazing animals on private land. Some public lands may also be used for raising livestock. The practice is common in Australia and Tibet. In India ranching is prevalent, to some extent, in the hilly regions that are rich in pastures and grazing lands.

4) While he was speaking these words of praise, Tybalt, a nephew of Lord Capulet, heard him by chance and knew by his voice that it was Romeo. Tybalt had a quick and angry temper, and could not bear that a Montague should come masked to make fun of them in their own home. He cried out in anger, and wanted to strike young Romeo dead. But his uncle, old Lord Capulet, would not let him harm Romeo at that time, both from respect for his guests and because Romeo had behaved like a gentleman.

5) Feeling his life leaving him as a result of the wound which Hamlet had given him, Laertes told Hamlet about the poisoned point, and said that Hamlet had less than an hour to live, as no medicine could cure him. W i t h his last words, he accused the king of being the one who had planned these evil acts. Then, begging Hamlet's forgiveness, he died. When Hamlet understood that his end was near, he suddenly turned on his false uncle and pushed the point of the poisoned sword into his heart. W i t h this action he completed the promise which he had made to his father's spirit that he would take revenge for his murder.

### Grammar Application

#### A) SIMPLE GAP FILLING

Read the following excerpt taken from *More Tales from Shakespeare* from OUP. The word "that" is missing in places where it should be throughout this excerpt. Mark each gap where there should be the word "that" with an asterisk [\*].

These travellers' stories held Desdemona's attention so much that if she were called away at any time, she would quickly finish her business and return with eagerness to listen to more of them. Once she begged him to tell her the whole story of his life, of which she had heard so much but only in parts. He agreed to do so, and made her cry many a tear when he spoke of some terrible blow which he had suffered in his youth. When his story was finished, she swore prettily it was all most strange, and moving and pitiful. She wished she had not heard it, but she also wished heaven had made her such a man. Then she thanked him, and told him if he had a friend who loved her, he only had to teach him how to tell his story and that would win her. When she said this, honestly but quietly, Othello understood what she meant, spoke more openly of his love for her, and so gained the agreement of the generous Lady Desdemona to marry him.

## That Clauses | Lesson 9

DDL Tasks

### B) ERROR IDENTIFICATION AND CORRECTION

In some of the following excerpts the place of the word 'that' is incorrect. Find, fix problems and rewrite shortly.

1) He tried to pull back in spite of the pain, but he that realized, although his leg was moving, his foot wasn't.

---

2) All he was doing was widening the cut, making it open like a mouth. He realized that his foot was joined to his leg by only a little flesh - and then the axe whistled down again. It cut through his leg and sank deep into the mattress.

---

3) Paul dived into the cloud, hoping it that would bring death this time, not just unconsciousness.

---

4) But even when everything seemed hopeless, Shackleton didn't give up. He promised his men if that they worked hard and stayed together, they would get home.

---

5) At this point, Shackleton and his men knew they had that to get to land. Now, they had floated close enough to see Elephant Island, a small, rocky island about 100 miles off in the distance.

---

### C) Grammar in writing

Write 5 sentences with a that clause.

1)

---

2)

---

3)

---

4)

---

5)

---

## The Passive Voice | Lesson 11

---

DDL Tasks

### GRAMMAR PRESENTATION

#### PART I:

Read the following excerpts and underline passive verbs.

1) Kitty was a little ashamed, and did not answer, but Lydia laughed loudly. 'I am astonished, my dear,' said Mrs Bennet, 'that you should be so ready to think your own children silly. As a matter of fact, they are all very clever.'

2) "Are you sure it's a lie?" Buckley asked. "Do you know a lie from the truth, Dr. Bass? Do you know the difference between right and wrong? Because, Dr. Bass, I've got some photographs of you taken by the Dallas Police Department on September 11, 1956, when you were charged with the rape of a 17-year-old girl."

3) But only for a moment; his eyes then returned immediately to the picture on the wall. To his surprise and fear, he noticed that the head of the great horse had changed its position. Before, it had been lowered, as if in pity, over the body of its rider; now it was stretched at full length towards Frederick himself.

4) Most of the men are wearing dark suits, and a lot of the women have dresses with flowers on them. The drinks are being served by waiters and waitresses, and at the back of the tent, the band is getting ready to play. Charles pushes through the crowd, trying to find Carrie. But when he finally sees her, she is already talking to a good-looking man.

5) At the store, you can download a new recipe, and all of the items for the meal will be added to your list. Your digital companion is smart enough to speak to all the machines that need to know your home or work schedule, but only tells the kitchen machines about the recipe.

#### PART II:

Match the verbs of the excerpts 1-5 above with the categories below.

PAST PASSIVE:

PASSIVE MODAL:

PERFECT PASSIVE:

PRESENT PASSIVE:

PROGRESSIVE PASSIVE:

#### PART III:

Go to AntConc and read as many examples as possible to understand how different passives are formed. Then, write the rules for the following passive forms

PAST PASSIVE:

PASSIVE MODAL:

PERFECT PASSIVE:

PRESENT PASSIVE:

PROGRESSIVE PASSIVE:

### GRAMMAR APPLICATION

#### A) SIMPLE GAP-FILLING

1) The addresses are called 'URLs'. The Web browser understands what to do with anything that has a URL. Tim also invented a set of rules for sending text and pictures over the Internet. The rules allow a document to appear almost



## Language Awareness 2

# The Passive Voice | Lesson 11

---

### DDL Tasks

exactly the same, whatever computer system \_\_\_\_\_ (use). For Web authors, Tim also created a new computer language called HTML. This is the language in which all Web documents are written. It controls how text and pictures \_\_\_\_\_ (show) on a computer screen.

2) The types of family above explain part of the picture; it \_\_\_\_\_ (should/note) that with some families fall into multiple categories. For example, a single parent family who lives in a larger, extended family.

3) Workers in some European countries actually out-produce American workers per hour of work. It \_\_\_\_\_ (suggest) that this higher rate of productivity might be because European workers are less stressed than U.S. workers.

4) He said that a manager's job was not just to accept orders from above. A manager should always understand where he or she wants to go. A company should set an objective for a manager and then reward that person when they succeeded. Over the next twenty years MBO \_\_\_\_\_ (accept/past tense) by almost every big company in the world.

5) You have stopped preaching?' asked Tess, shocked. 'I have. What a lot of stupid people they are to listen to a preacher anyway! And I \_\_\_\_\_ (convince) that your wonderful husband's views are better than old Parson Clare's.

6) She thought of all the stories she had heard of spirits coming back to visit the places where their bodies \_\_\_\_\_ (bury). But then her love for Romeo and her refusal to marry Paris returned; she swallowed the medicine and became unconscious.

7) Most of them \_\_\_\_\_ (accredit), which means the schools meet certain standards set by institutional and private evaluators.

8) In the last years of the nineteenth century, no one believed that this world \_\_\_\_\_ (watch/past progressive) closely by intelligences greater than our own. We had no idea that we were being studied almost as carefully as a scientist studies the small creatures in a drop of water. With great confidence, people travelled around this world and believed that they were in control of their lives.

9) 'This fine account of him,' whispered Mrs Gardiner to her niece, 'does not agree with his behaviour to our poor friend.' Elizabeth said rather quietly that they \_\_\_\_\_ (might/deceive).

10) Please note we \_\_\_\_\_ (shall/close) for staff training all day on Wednesday 23rd November. Our normal office hours are 9 to 4.30 Monday to Friday and 9 to 12.30 on Saturdays.

### **B) ERROR IDENTIFICATION AND CORRECTION**

Find and identify errors in the sentences below.

1) Let me call myself, for the present, William Wilson. I ashamed to tell you my real name, which is known and hated all over the world. Because of my evil life, I no longer enjoy the love and honour of others; and I have no ordinary human hopes or expectations.

2) Perhaps the greatest change and challenge facing students is dealing with the increased freedom which students experience when they are away from home. Choices presented regarding the use of time, personal habits, social activities, and even whether or not to attend class or do assignments. These choices are accompanied by consequences.

3) Perhaps his mouth was hurt too.' She turned round, suddenly remembering something. 'Oh dear!' she said, 'Haven't

## The Passive Voice | Lesson 11

---

### DDL Tasks

you done those potatoes yet, Millie?' When Mrs Hall went to clear away the stranger's lunch, her idea that his mouth must also have damaged in an accident was strengthened, for though he was smoking a pipe, all the time that she was in the room he kept the lower part of his face covered.

4) Growing nursing shortages mean that the NHS has major gaps in its workforce, but this is be added to by Australians and other English-speaking nurses being turned down because they cannot pass the English tests.

5) They cite the computer-based industries of the M4 corridor, leading Westward from London, as an example of what might achieved on a wider scale, if planning restrictions are relaxed.

6) As a major international company Cadbury Schweppes recognises its environmental responsibilities and the need to care for its workforce, local communities and all those who may be affect by its activities.

7) The smuggling operation had been like a puzzle with a piece missing. But now Bond had got the missing piece of information. Now he knew how the gold was be smuggled out of Britain and sold in India. Gold finger was using his Rolls-Royce to smuggle it.

8) The title of the book was Thoughts on Writing Stories. When Morse picked it up, it opened at a page where a leather bookmark had be placed. Some sentences had been marked with a yellow pen: Of course, the writer will make use of real people and events from his own experience. But to these he will add imaginary ones, which will give his story its special power.

9) Sloan be admired because his ideas were copied by every other big business in the middle years of the twentieth century. He was admired because he had created a company that was bigger and more powerful than many small, rich countries. But his colleagues knew the real reason for Sloan's success; he was a man who always put business first.

10) Comfort when sitting is associate with feelings of well-being, support, safety, pleasure, relaxation, rest, warmth, softness, and spaciousness. However, exactly what feels comfortable depends very much on the person, individual habits, the environment and the task, and the passage of time.

### C) DETERMINING THE MEANING

1) Even though there are more private colleges than public ones, over three-quarters of students, precisely 78 percent, are enrolled at public colleges and universities.

2) Chris didn't talk about his dad much, but we all knew he hated him like poison. His dad beat him often. Once, the year before, some milk-money had disappeared from school. Chris was accused of taking it. He swore he didn't steal it, but because he was one of those no-good Chambers he wasn't allowed back in school for two weeks.

3) They threw her inside and banged it shut. One of the men then took the blue lights off their car and drove away, followed by the other in Ellen's BMW. They found a side road and followed it deep into the woods, then turned off the road into a small field where a large cross was being burned by a number of Ku Klux Klan members.

4) And as officials in 14 states grapple to contain a spreading measles outbreak that began near here at Disneyland, the parents at the heart of America's anti-vaccine movement are being blamed for incubating an otherwise preventable public-health crisis.

5) You work for The New York Times. Write a newspaper report after Guy is arrested. Write about who Guy and Bruno were; how they planned the 'perfect crime'; how they murdered Miriam and Bruno's father; and how Guy was finally

## The Passive Voice | Lesson 11

---

DDL Tasks

caught.

6) Then I wanted to see if she was all right. I went upstairs. All the doors were closed. I opened one, your room, I think. Then I opened another. There was a bed there. But there was no one in it.

7) Thirdly, TV stations should use the guidelines to decide which foods can be advertised on shows watched by kids under 12. Fourthly, the food industry should use cartoon characters only on packages of foods that follow the guidelines.

8) For forty years, staff have brought animals like these to Marwell because their natural habitats - the places they live in - have been destroyed by humans and by climate change.

9) The review needs to accomplish two things: one, accurately describe or identify the subject being reviewed, and two, provide an intelligent and informed opinion of the subject, based on research and experience.

10) A moment or two later, an older man went past her and she heard him say to his friend, 'That girl has been dressed up like a doll.'

### D) GRAMMAR IN WRITING

Write sentences and share them on schoology discussion.

#### PART I:

PAST PASSIVE:

PASSIVE MODAL:

PERFECT PASSIVE:

PRESENT PASSIVE:

PROGRESSIVE PASSIVE

#### PART II:

PAST PASSIVE:

PASSIVE MODAL:

PERFECT PASSIVE:

PRESENT PASSIVE:

PROGRESSIVE PASSIVE

## Conditionals Types 0 & 1 | Lesson 12

DDL Tasks

### GRAMMAR IN CONTEXT

... And now some information about an interesting event that will be taking place in the area this month. Westwood Nature Park is organizing another of its 'night walks'. These walks are extremely popular and the available places are booked very quickly.

As usual, the park's team of naturalists will be taking members of the public on a guided tour to see the wild creatures that come out after it gets dark. The team are all experts and will be able to answer any questions you might have. The walk lasts about two hours and ends with a cup of hot soup and the chance to meet others around a camp fire. And don't worry. If you can't wait for the soup or if you're very hungry, the park cafe will be open till late, serving tea, coffee and snacks. The temperature is likely to drop at that time of night so please remember to put on warm clothes. Families are welcome to join the walk. If you do bring young children, though, please remember to keep them with you at all times.

If you'd like to join the next walk, you can buy tickets from the park website from this Friday. Adult tickets cost each and children's tickets are. If you have children younger than six, they can join the walk for free. They are also selling family tickets that allow entry for up to five people. ...

1) Read the text above

- a) What is the text about?
- b) How many sentences start with or include the word 'if'? Please, underline.
- c) What do these sentences have in common in terms of meaning?

2) How many verbs are there in each sentence you have underlined? Put a circle around each "verb".

3) Are these simple or compound sentences.

4) Identify their verb tenses.

5) Which verb tenses are mostly used in main and subordinate clauses? How many different rules can you see?

6) Fill in chart below and complete the rule/s.

RULE 1: If + \_\_\_\_\_, \_\_\_\_\_

RULE 2: If+ \_\_\_\_\_, \_\_\_\_\_

7) Tell which part tells a condition/cause, and which part tells an effect/result

8) **PAIR WORK:** Get into pairs.

- a) Highlight the main clauses and conditional clauses in 3 examples and report back to the class.
- b) What verb tense is used in the main clauses
  1. when the main clause tells something which is usually or always true?
  2. When there is a possible future outcome?
- 9) When do you need to use a comma in a conditional sentence? Answer by referring to examples from the text above.

### GRAMMAR PRESENTATION



Use *AntConc* to explore the database. Find at least 5 sentences which can be examples for the rule you have discovered. Copy from the database and add to the *schology* discussion to get a feedback from your instructor.

## Conditionals Types 0 & 1 | Lesson 12

---

DDL Tasks

### GRAMMAR APPLICATION

**a) Single-gap Filling:** Fill in the gaps using the correct form of the verbs given in brackets.

- 1) Chocolate is poisonous to cats and dogs. They \_\_\_\_\_ (die) if they \_\_\_\_\_ (eat) it. You should never give your pet human food.
- 2) The team need to get to the giraffe and keep it in the open. If Jana \_\_\_\_\_ (not/give) the giraffe the antidote quickly enough, it \_\_\_\_\_ (suffer).
- 3) Besides, this job at Braxton Books is for a manager. I \_\_\_\_\_ (never/get) the job if I don't have any experience as a manager.

**b) Error Identification:** Read the excerpts below. Focus on the sentences with "if". There are mistakes, find them. Write the correct sentence in the space below each sentence.

- 1) The first step is to set small goals for yourself. Many people try to make too many big changes quickly. If you set small goals, you had a better chance of success.

---

- 2) OK, let's end here by saying that third culture kids can understand and adjust to other ways of life and other languages, but they may not feel completely comfortable in any one culture. However, if you are asking my kids, they'll tell you that they really enjoyed growing up as TCKs and as a parent, I'm glad they did, too!

---

- 3) The only time Oliver shouts is when that goes wrong. Each table's plates have to go out together, and if everything won't be ready, he'll just throw the whole lot away!

---

**c) Determine the meaning.** Try to say the same thing in your own words. Use the space provided below.

- 1) If these aliens want to communicate, they won't just travel all the way here to Earth.

---

- 2) 'If you see strawberries out of season,' says Sally Spector, an author and artist in Venice, 'you know it's not good.'

---

---

## Conditionals Types 0 & 1 | Lesson 12

---

DDL Tasks

### GRAMMAR IN WRITING

Write simple sentences.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

## Conditionals Types 2 & 3 | Lesson 13

---

DDL Tasks

GRAMMAR PRESENTATION

### PART I:

Read the paragraphs below. Underline the conditional sentences.

1) She tried endlessly to punish the man who kept her from them. If a beautiful bird came to rest on a branch over her husband's head, she gave a terrible cry. Then the bird flew away before Mr Beaseley had the time to examine it.

2) Wickham's attentions to her were over, and he was now the admirer of Miss Mary King, a young lady whose grandfather had just died and left her ten thousand pounds. Elizabeth's heart had been only slightly touched, and her pride was satisfied with believing that she would have been his only choice, if fortune had permitted.

3) There were plenty of people who wanted to become store owners in cities, towns and villages around the country. And, if Benetton could compete with themselves, could they not also compete with traditional shopkeepers and offer a variety of stores and clothes for a wider range of customers?

4) Wilson had another habit that made me very angry. He loved to give me advice. He gave it in a way that seemed to suggest that I badly needed it. I did not like this at all, and I refused to listen. But I must admit now that none of his suggestions were mistaken or unwise. His moral sense was far greater than my own. In fact, I might have been a better and a happier man if I had more often accepted him as my guide.

5) But if Coco were still alive today she would probably be pleased with many things about the modern company. She could walk into the best shop in any big city in the world and buy her Chanel No. 5 perfume and it would still be in the same square bottle.

6) This was the only complaint she ever made to her husband. He too was worried that he had been unfair to Angel. They blamed themselves for this unfortunate marriage. If Angel had studied at Cambridge he would never have become a farmer and married a country girl.

7) 'If anyone found the tomb and went inside, they would be in great danger,' replied Professor Gomouchian. 'I must go to Luxor immediately,' said Salahadin. 'Can you show me where the tomb might be?'

8) Chris stood up in the water and his shoulders broke the surface. I saw something grey on one of them. I decided it was a piece of mud and didn't think any more about it. If I had looked more closely I could have saved myself a lot of bad dreams later on. 'Come on in, you pussies!' Chris called.

9) He had, quite simply, decided to end the life of another man who stood between him and the land he wanted. If Carl Heine was dead, Ole would sell him the seven acres. And so it was that he followed Carl to the fishing grounds at Ship Channel Bank.

10) A faint beam of light flashed suddenly in the roof above me, and there was a sound like the quick opening and closing of a door. And then all was darkness again. I now knew what had been prepared for me. If I had taken one more step before my fall, the world would never have seen me again.

## Conditionals Types 2 & 3 | Lesson 13

DDL Tasks

**PART II:**

Tell whether each conditional sentence in PART I is type 2 or type 3. Complete the table below.

SENTENCE	WHICH TYPE? 2 or 3	SENTENCE	WHICH TYPE? 2 or 3
1		6	
2		7	
3		8	
4		9	
5		10	

**PART III:**

Read the definitions below and write which type they match.

Definition	Which conditional type?
<b>Unreal Present:</b> You talk about an imaginary present/future which is not the real situation either now or in the future.	
<b>Unreal Past:</b> You talk about an imaginary past which was not the case at the time events happened.	

**PART IV:**

Look at the conditional sentences in PART I again and complete the rules.

CONDITIONAL TYPE	Conditional clause verb tense	Punctuation mark	Main clause verb tense	Punctuation mark
TYPE 2	If+ _____		_____	.
TYPE 3	If+ _____		_____	.



### CORPUS INVESTIGATION

Go to AntConc.

Think of a "search term" that will give you conditional sentences.

Focus on conditional sentences where the conditional clauses are preceded by the main clauses.

Answer this question: Do we use a punctuation mark before the conditional 'if'?



## Conditionals Types 2 & 3 | Lesson 13

---

DDL Tasks

### GRAMMAR APPLICATION

#### A) SIMPLE-GAP FILLING

Complete the sentences below with the correct form of the bracketed verb.

- 1) If there \_\_\_\_\_ (be) no storm he would probably have found some other excuse for not going home.
- 2) 'I think,' he said, 'that Charles Bruno told your husband about this plan to murder his father, and your husband didn't want to talk about it. Then, if your husband knew Miriam might die, too, they \_\_\_\_\_ (have) a kind of secret, didn't they?'
- 3) If we had looked at a map, we \_\_\_\_\_ (see) that curve easily, and we'd have realized that it was more like sixteen miles between the two rivers, walking along the tracks.
- 4) 'Really!' said Mr Henfrey to himself, walking down the village street through the falling snow. 'A man must mend a clock sometimes, surely' And then, 'Can't a man look at you? Ugly!' And yet again, 'It seems he can't. If you \_\_\_\_\_ (be wanted <sup>passive</sup>) by the police, you couldn't be more wrapped and bandaged.'
- 5) 'There's no place like America for us workers, Miss Meg,' said Mr Brooke, smiling. His brown eyes looked at Meg warmly, and she smiled back at him. 'I wish I liked teaching as much as you do,' she said. 'You \_\_\_\_\_ (like) teaching if you were teaching Laurie,' said Mr Brooke. She'll be sorry when he goes to college next year. But then I shall become a soldier.'

#### B) ERROR IDENTIFICATION AND CORRECTION

Look at the conditional clauses in the following excerpts from the corpus database. Find and correct errors. Write the correct conditional clause in the space below each question.

- 1) If we look at a map we'd have seen that curve easily, and we'd have realized that it was more like sixteen miles between the two rivers, walking along the tracks.

ERROR:  
CORRECTION:

- 2) You could only cross the ford when the tide was low. If you are late and you were still walking across the ford when the sea came in, you were in trouble. Luckily, there were sometimes very small islands nearby, where travellers could sit and wait for the sea to come in, and go out again.

ERROR:  
CORRECTION:

- 3) My face was burning, and I do not know what I might have done, if we won't be suddenly interrupted.

ERROR:  
CORRECTION:

## Conditionals Types 2 & 3 | Lesson 13

---

### DDL Tasks

4) In one direction, it squashes flat and bounces back. In the other direction, it resists the pressure. If you want to create versatile structures out of nothing much, tensegrity would take some beating.

ERROR:

CORRECTION:

5) My face was burning, and I do not know what I might have done, if we aren't suddenly interrupted.

ERROR:

CORRECTION:

### C) DETERMINING THE MEANING

Write the real situation for the following conditional sentences in the space provided.

1) I knew enough of your character to be certain that if you had been completely decided against me, you would have admitted it to Lady Catherine openly.'

REAL SITUATION:

2) Your dad doesn't hit you, but maybe that's even worse. He's put you to sleep. If you told him you were joining the shop course, do you know what he'd do? He'd turn to the next page in his newspaper and say, "That's nice, Gordon. Would you ask your mother?"

REAL SITUATION:

3) 'He likes you best, the very best! We saw as he brought you over. He'd have kissed you if you had encouraged him, only a little.'

REAL SITUATION:

4) Scott Braun, director of NASA's Global Hawk mission, used this analogy in an interview with National Geographic last year: "if you drove by a drug dealer's house, you wouldn't catch him; but if you stood there all day, you might." Braun and team have tapped unmanned air power to track tropical storm data through a storm's long evolution, in hopes of improving prediction powers.

REAL SITUATION:

5) Marylou wanted to meet her. In Philadelphia we went to a cafe and ate hamburgers. It was 3 a.m., and the cafe owner heard us talking about money. He offered to give us the hamburgers free, plus more coffee, if we washed all the dirty dishes in the kitchen. "OK!" we said.

REAL SITUATION:

### D) GRAMMAR IN WRITING

## Conditionals Types 2 & 3 | Lesson 13

---

DDL Tasks

Write 3 type two sentences and 3 type 3 sentences.

Type 2:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Type 3:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## Language Awareness 2

### Time Clauses | Lesson 14-15

#### DDL Tasks

#### Grammar Presentation

Read the following paragraphs and sentences and underline the time clauses. Put a circle around the time expressions in each time clause.

- 1) 'The Rolls-Royce must be about fifty miles ahead,' he thought. The Rolls-Royce Silver Ghost was standing in the middle of the court-yard. As Bond watched, the door of the house opened and Gold finger came out with four men.
- 2) Now, Lanyon, my life, my good name and my mind are all in great danger. If you don't help me tonight, I am finished. I ask you to do this after you have read this letter. Drive straight to my house. Poole, my servant, is waiting for you. He will take you to the door of the room above my workroom.
- 3) The next day the sun rose quickly. A morning mist hung over the ground, wetting the boots of the soldiers outside the courthouse. By the time breakfast was served, the day was already hot and the soldiers had taken off their jackets and stood around in their pale green undershirts.
- 4) At eleven-thirty Abby left Room 38 and began walking east along the beach. Five minutes later Mitch left. While Abby was dressed to look like a tourist, Mitch was dressed all in black.
- 5) He could enter the Church in a more modest way and spend his life in an obscure village, helping others. That might be true religion. The idea encouraged him, but he did nothing about it until a letter arrived from Sue. She was going to enter a teacher's training college, she wrote, at Melchester in Mid-Wessex.

#### PART II:

See the list of time popular expressions and read as many examples from the corpus as possible. Put at least 1 example sentence for each time expression into your study journal.

After - as - before - by - even as - for as long as - moment - now - once - since - soon - until - when - whenever - while

#### Grammar Application

##### A) SIMPLE GAP-FILLING

Fill in the gaps in the above sentences with a time expression from the box above. You may need to use 1 expression more than once.

- 1) Inspector Shaw listened without saying anything. \_\_\_\_\_ Peter told him the whole story from the moment he had given John a lift to the chase through Bristol. The inspector wrote some notes in a little book \_\_\_\_\_ Peter was talking.
- 2) Wilson got his revenge in many ways; and he upset me more than I can say. One of his habits was to copy me in every detail, and he did this perfectly. It was an easy matter for him to dress in the way I dressed. He was \_\_\_\_\_ able to copy my movements and general manner.
- 3) Aberdeen was a very successful team in the Scottish League \_\_\_\_\_ Alex Ferguson was manager.
- 4) They travelled along rough and muddy paths, and \_\_\_\_\_ Katharine's horse seemed about to fall, he would shout at the poor tired horse, which could hardly move under its load.

## Time Clauses | Lesson 14-15

### DDL Tasks

- 5) 'What's the matter, Harry?' 'Sshhh!' he whispered. 'Sssshhh! Don't make a noise. Take your shoes off \_\_\_\_\_ you come nearer. Please do as I say, Timber.'

### B) ERROR IDENTIFICATION AND CORRECTION

Look at the time expressions in the paragraphs below. If a wrong time expression is used, rewrite the time clause with the correct time expression.

- 1) Lancelot, Gawain and Bors returned to Camelot and told their story to the court. King Arthur was filled with joy by the story of the Grail. 'This is the greatest achievement of our knights,' he said. 'This story will be told for as long as men tell stories. And after men tell this story, Camelot will never be forgotten.'

- 2) She went into the house, towards the downstairs bathroom, and she heard voices. Frank and Diane were having a fight. 'You've had too much to drink.' 'Be quiet,' she shouted. 'It's not your business, Diane.' 'She's wanted him from before she arrived.'

- 3) 'I must go now,' said Miss Stoner. 'But I feel much happier, now that I have told you about my troubles. Goodbye.' She pulled her veil over her face and left the room.

- 4) Her parents had sent Hatsue to Mrs Shigemura so that the girl would not forget that she was Japanese. Her father, a strawberry farmer, had come from Japan, from people who had been pottery makers for since anyone could remember.

- 5) In one of the tents, Albany spoke to Edgar, who was still pretending to be a stranger. 'As long as you fight in battle,' said Edgar, 'open this letter. If you win, send for me. I can bring someone who will prove that the words in this letter are true.'

### B) Corpus Readership

Read the following excerpts from real texts to increase your understanding of time clauses/expressions.

- 1) They were climbing into Ace's black 1952 Ford and Vince's pink 1954 Studebaker even as we started on the last part of our trip.
- 2) He watched the two bodies for a full minute, and then went out to the kitchen. He opened the back door, waited until Ferguson appeared in the back garden, and then called his name. He knew that the nurse often invited Ferguson in for a cup of coffee and something to eat.
- 3) Then, too, the sight of Miss Lucas was hateful to her. She regarded her with jealous dislike as the wife of the future owner of Longbourn. Whenever Charlotte came to see them, Mrs. Bennet imagined that she was thinking of the time when she would take possession.



## Time Clauses | Lesson 14-15

### DDL Tasks

4) Arthur drove the sword into the ground next to Sir Lancelot's head. Then he turned away and rode back to Camelot. Mordred went with him and told everyone what had happened in the wood. Soon all the court knew that Lancelot and Guinevere had been unfaithful to their lord the King.

5) More than six million have arrived since 1980 and Spanish has become the second language of the United States.

### D) SIMPLE SENTENCE WRITING

Choose 5 time expressions which you think you have difficulty using.

Read examples from the database.

Try to write your own sentences. Send the messages for feedback.

1)

2)

3)

4)

5)

**Apkllama (MO2):**  
**Camelot:** An imaginary place in England.

## Relative Clauses | Lesson 16-17

---

DDL Tasks

### GRAMMAR PRESENTATION

**Explanation:** Relative, or adjective, clauses occur after nouns. They either define a noun or give extra information about it.

If a relative clause defines a noun it is called a defining relative clause and if it gives extra information it is called a non-defining relative clause.

DEFINING=defines a noun like an adjective, tells how it is NON-DEFINING=gives extra information
--

### PART I:

Read the following exemplars and write **D** for defining rlc and **ND** for non-defining rlc

- 1) The aim is to use everything that a country produces without making its people richer.
- 2) Chechnya's capital, for example, is called Grozny, which translates from the Russian as 'fearsome'. It goes back to the name of the colonial fort that the Tsar established in Chechnya at the start of the 19th century, around which a city of what is now 271,000 people eventually grew.
- 3) As the carriage drove away, I saw the note which Abe Slaney had thrown on the table.
- 4) To confirm it was not just the caterpillars chewing mechanism that was degrading the plastic, researchers mashed up some of the worms and smeared them on polyethylene bags, which achieved similar results.
- 5) Arthur was talking to Sir Kay. He was holding a golden cup in his hand. It was the cup from which all knights drank at the Round Table.
- 6) Navigators used this instrument to measure the angle of a particular star above the horizon, which allowed a navigator to determine the ship's latitude.
- 7) When he was twenty-one, he passed a driving test which allowed him to drive big lorries on his own. Now he drives lorries with goods in them from Bridgwater to Bristol, London, Birmingham and Manchester.
- 8) Some stay, but many go back to their own laboratories and universities, which use many different types of computer and software.
- 9) Ronald opened the door carefully and pulled up the handle which turned off the electricity.
- 10) We have a list of murders which took place in the north of England.
- 11) Jim spent the rest of his life surrounded by friends and neighbors who admired and loved him.
- 12) These were the things that the knights believed in. Honour is the respect that people have for someone who achieves something great, is very powerful, or behaves in a way that is morally right. Truth is the quality of being true, and someone who says what is true and does not lie speaks truthfully. Justice is treatment of people that is fair and morally right, and someone who is fair and morally right is just.
- 13) The person who advertised describes me as the owner of the animal.
- 14) He remembered a piece by a Californian man who also worked with horses.

## Relative Clauses | Lesson 16-17

---

### DDL Tasks

- 15) In addition, cancer is the leading cause of death among adults ages 40 to 79, and among both Hispanics and Asian/Pacific Islanders (APIs), who together make up one-quarter of the U.S. population.
- 16) When he left the RAF in 1947 he decided to go and live in Canada where, a few years later, he became a Canadian citizen, settling in Toronto.
- 17) The storm formed over the Bahamas on August 23, where it moved east and hit Florida as a Category 1 hurricane two days later.
- 18) The first known drone strike was on November 4, 2002, when a CIA missile launched from a drone killed six suspected al Qaeda members in Yemen.
- 19) Whereas organized charities go back over 100 years, the term non-governmental organization is more recent, dating to the formation of the United Nations in 1945, when a select club of international non-state agencies were awarded observer status to some of its meetings.
- 20) She let me in, and I found my way to the sports hall, where a lot of girls in orange shirts were doing exercises.

### PART II:

Tell the difference between defining and non-defining relative clauses and complete the rule below:

#### Defining RLC:

noun + \_\_\_\_\_ + verb

#### Non-defining RLC:

noun + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

### PART III:

A) Look at the examples above again and make a list of the relative words. one of them is 'that'.

- 1)
- 2)
- 3)
- 4)

B) Write what kind of nouns each relative word comes after.

*E.g.: 1) who modifies people*

- 2)
- 3)
- 4)

### PART IV:

A) Which relative words can be replaced by that. Write them in the box below.

_____
-------



## Relative Clauses | Lesson 16-17

---

DDL Tasks

B) Go to AntConc and read as many examples as possible.

### PART V:

Answer the following questions:

- 1) Does a comma occur before that as a relative word?
- 2) Are wh- relative words always followed by a clause with a proper subject?

Find examples from the corpus and copy to prove.

- 1)  
1)  
—
- 2)  
2)

### GRAMMAR APPLICATION

#### A) SIMPLE GAP-FILLING

Fill in the gaps with a proper RELATIVE WORD.

- 1) So, they walked to Lumsdon, \_\_\_\_\_ a knock brought Phillotson to the schoolhouse door.
- 2) 'Merlin, I know a place \_\_\_\_\_ you will be young again,' said Nimu. 'It is a secret place in a forest. We will take you there and you can rest.'
- 3) When he came to the sign that said 'TWA Maintenance' he jumped out of his car, paused just long enough to light a cigar and then got into the truck \_\_\_\_\_ was waiting for him.
- 4) She could meet his parents, \_\_\_\_\_ would surely be kind to her in her loneliness.
- 5) You must bring back the things \_\_\_\_\_ you took away.

#### B) ERROR IDENTIFICATION AND CORRECTION

Find the relative clauses, circle the relative words and change the relative words if incorrect. Write the correct form of the relative word in the space provided.

1) "Dawson," he said. "Last week you were worried about Joey. You were worried because she might meet another guy this weekend. You didn't want to lose her. Now you've met another girl, and the world has changed for you. Are you worrying about losing Joey now? No! You're worried because you've lost a blond which you knew for only ten minutes. Dawson, the world is full of blonds. The world is full of girls. This is real life, not a movie, my friend!" Pacey went into the restaurant for some breakfast. Dawson stayed in the truck.

\_\_\_\_\_

2) But his mind was still sharp Michael always came to him for advice 'Be careful of Barzini,' he told Michael 'He'll move against you first. He'll arrange a meeting with someone where you trust.

\_\_\_\_\_

## Relative Clauses | Lesson 16-17

---

### DDL Tasks

3) Horatio and Marcellus tried to stop the young prince from following the ghost, for they were afraid that it might be some evil spirit when would try to harm him.

---

4) One person's right to free speech is matched by another's right not to listen, as it might be at a party on which you try to escape when trapped by the idiot in the corner.

---

5) "Are you sure it's a lie?" Buckley asked. "Do you know a lie from the truth, Dr. Bass? Do you know the difference between right and wrong? Because, Dr. Bass, I've got some photographs of you taken by the Dallas Police Department on September 11, 1956, who you were charged with the rape of a 17-year-old girl."

---

### C) DEFINING THE MEANING

Underline the relative clauses. Separate relative clauses from main clauses and rewrite.

1) 'Step inside the tree, Merlin,' said Nimu. 'Here you will find rest. You are old and tired. Soon you will feel young again. Here you may sleep through many centuries and dream of the world outside. Rest here - until the day when you shall wake and return to the land again.'

2) In Seattle four men took Buck to a small, high-walled back garden, where a fat man in an old red coat was waiting.

3) Then the Customs officers drove the Rolls-Royce onto the plane. Bond's Aston Martin had a special receiver which would pick up signals from the Homer.

4) He waited for a few minutes while the man who would take his place studied the screen.

5) The hormones that your body releases in response can make you feel hungry.

### D) GRAMMAR IN WRITING

Combine the sentences to make one longer sentence. Don't change the meaning. In number 4 focus on the bolded sentences.

1) You will see clothes in the exhibition. Some of these clothes will be very different. They will be very different from anything. You haven't seen any clothes like them before.

---

---

2) Next we took the chairs, and we examined the seats with the fine long needles. You have seen me use these needles.

---

---

## Relative Clauses | Lesson 16-17

---

DDL Tasks

3) Carbohydrates run the gamut from very simple molecules. Your body breaks these molecules down easily.

---

---

4) For example: a parent, a friend, a teacher someone they feel has helped them in their life. But they don't send the letter. Instead they visit the person and read the letter to them. **Research shows this really works to make the person feel happier. This person wrote the letter.** Why?

---

---

## Reason & Result Clauses | Lesson 18

---

DDL Tasks

### GRAMMAR PRESENTATION

#### PART I: REASON CLAUSES

Underline reason clauses in the sentences below.

- 1) In 1977 ambulance men carried Signor Paco Vila, a student from Palermo in Italy, out of a night club because a girl touched him.
- 2) The bottom line is, physical barriers have isolated peoples and culture. It's hard to imagine today, because of amazing advances in travel and communication, but these barriers were a significant influence in the development of the cultures of the world. OK. See you next time.
- 3) The tunnel is being financed by value-added and fuel taxes, road charges on heavy vehicles and state loans that are due to be repaid within a decade.
- 4) We suggest that the abovementioned mismatch between perceived and real conservation status may be due to the fact that people base their perception of these species on their virtual rather than real populations.
- 5) Since he knew the fencing would always be there, he decided to use it in his designs.
- 6) As American TV shows like Friends, which follows the lives of a very close group of young friends, have become more popular, many of us are beginning to see the value of such friendships.

#### PART II:

Look at the list of expressions used in reason clauses. Find examples from the corpus and read as many as possible. Copy 2 examples for each example to your study journal.

*NOTICE: Remember that since and as have many different usages and focus on only reason clauses.*

BECAUSE  
BECAUSE OF  
DUE TO  
DUE TO THE FACT THAT  
SINCE  
AS  
THE REASON FOR  
THE REASON WHY  
... WAS THE REASON FOR

#### PART III:

What is the difference in the way you use each expression?  
Complete the rule for each expression below. Add these to your study journal.

Example:

because + clause

Because of + noun / noun phrase / noun clause / gerund / gerund phrase

\_\_\_\_\_ + \_\_\_\_\_

#### PART IV: RESULT CLAUSES

Underline result clauses in the sentences below.

## Reason & Result Clauses | Lesson 18

---

### DDL Tasks

- 1) Judges are appointed to the Supreme Court by the government, so a Republican government will try to get Republican judges appointed and a Democratic government will try to get Democrats appointed.
- 2) Now they could have many shops in countries all round the world. As a result, designer fashion became much more international.
- 3) There is no reason to expect that the US will change over to the Metric System and Centigrade in the near future, or that the UK will become completely metric. Therefore, all students need to have some familiarity with the imperial system.
- 4) They will be built near the farming areas. Land near the farming areas is cheaper to buy than land in a city. Consequently, factories will cost less to build there.

### PART V:

Look at the list of expressions used in result clauses. Find examples from the corpus and read as many as possible. Copy 2 examples for each example to your study journal.

SO  
AS A RESULT  
THEREFORE  
CONSEQUENTLY  
As a result of

### PART VI:

What is the difference in the way you use each expression?  
Complete the rule for each expression below. Add these to your study journal.

#### Example:

As a result + , + clause

As a result of + noun / noun phrase / noun clause / gerund / gerund phrase

\_\_\_\_\_ + \_\_\_\_\_

### GRAMMAR APPLICATION

#### A) SIMPLE GAP-FILLING

- 1) That was why they kept him busy, copying out the Encyclopaedia Britannica. 'John Clay is a very clever young man. It was he who thought of The Red-Headed League. He thought of it \_\_\_\_\_ Mr Wilson's hair was the same colour as his friend's hair – very bright red.
- 2) Now they could have many shops in countries all round the world. As a \_\_\_\_\_, designer fashion became much more international.
- 3) PCs can give more power to teachers and students than any other group of knowledge workers. Students are pure "knowledge workers," \_\_\_\_\_ learning is all about acquiring knowledge.
- 4) "My friends have more to do with my life than my parents and, \_\_\_\_\_, I don't have to spend a lot of time explaining things to them. Friends are more up to date with what is happening."

## Reason & Result Clauses | Lesson 18

### DDL Tasks

5) The \_\_\_\_\_ for this topic is, and I'm pretty sure you all know this, the amount of celebrity coverage has been increasing tremendously.

#### B) ERROR IDENTIFICATION AND CORRECTION

The following sentences contain errors. Find and correct them. Rewrite the clauses of reason with their correct forms in the space provided.

1) The fire had started because a cigarette in the cellar.

---

2) The price of tickets includes coffee and biscuits and you are advised to book early, because of this is always especially popular.

---

3) The reason that I won't exhibit this portrait is consequently I'm afraid it shows the secret of my heart.' Lord Henry laughed. 'And what is this secret of your heart?'

---

4) Because of, the number of single-parent households tripled.

---

5) They paid for his education and he agreed to work for them when he left university. As a reason, his first job was as an engineer who built roads and bridges for US soldiers in Vietnam.

---

#### C) DETERMINING THE MEANING

Underline the reason and result clauses and write 'reason' or 'result' in the boxes.

1) In 1989, when Tim was again working at CERN, he decided to try to make communication between the scientists easier. He believed that hypertext could help the scientists to work more efficiently because it could create paths through CERN's web.

2) It was a new car, but the heater wasn't working, so a blanket covered our legs.

3) Therefore, all students need to have some familiarity with the imperial system.

4) Consequently, factories will cost less to build there. Many workers will move to the new cities. However, some workers will be able to live in their old farm communities.

5) Overall cancer incidence is stable in women and declining by 3.1% per year in men (from 2009-2012), with one-half of the drop-in men due to recent rapid declines in prostate cancer diagnoses as PSA testing decreases.

#### D) GRAMMAR IN WRITING

## **Reason & Result Clauses | Lesson 18**

---

DDL Tasks

- 1)
- 2)
- 3)
- 4)
- 5)

## Contrast Clauses | Lesson 19

---

DDL Tasks

### GRAMMAR PRESENTATION

#### PART I:

Underline contrast clauses in the following excerpts from various kinds of texts.

1) D2000 has helped Intel to almost double the speed of new product production since 1994, and it has helped Intel toward its goal of volume production from the first design of a chip, without having to go through several versions of a design to get it right. Although banks have always been big users of information technology, they have not had a reputation for fast time to market with new products or services, except for Banco Bradesco, the largest bank in Brazil.

2) Luciano was surprised by these reactions. He and Toscani had created the images, but had failed to communicate the message. Benetton store owners in countries with a strong religious tradition like France and Germany were becoming more and more nervous. Despite Benetton's extraordinary sales, these were difficult times for many store owners, and much of the Western world was in recession. But the store owners had no control over the advertising of the brand. If AIDS protesters could take direct action, so could they.

3) For the first time in this fight, Baer felt relief when the bell rang. He promised himself that he would end the fight in the next round, even if he had to kill the Cinderella Man to do it.

4) Everyone knew that Loki must be the cause of what had happened to them. They agreed that they would have to find him. In spite of the fact that they were exhausted and had terrible aches and pains, they searched everywhere.

5) There may be some truth in the reasons given by Mr Darcy for acting so generously, but in spite of all this fine talk, my dear Lizzy, you may be sure that your uncle would never have agreed if we had not believed him to have another interest in the affair.

#### PART II:

See the list of expressions below and read as many examples from the corpus as possible. Copy 2 examples for each expression to your study journal.

although  
even though  
despite  
despite the fact that  
in spite of  
in spite of the fact that  
however  
whereas  
but  
even if

### GRAMMAR APPLICATION:

#### A) SIMPLE GAP-FILLING

1) The one thing that links them from the start, however, is Grace's horse Pilgrim. After the accident, despite all professional advice, Annie stubbornly refuses to let Pilgrim die, because she can see that he is the tiny thread that connects her with Grace.

2) He worked for different papers there and in Philadelphia, and wrote and sold the short stories for which he became famous. In spite of his success, he did not always receive much money for his work, and he and his family were often hungry. Virginia developed a serious disease and, after five long years of illness, she died in 1847.



## Contrast Clauses | Lesson 19

---

### DDL Tasks

3) The National Academy of Sciences Institute of Medicine (IOM) is addressing this problem. Even though for decades, many nutritionists have said that "there is no such thing as a good or bad food", the IOM has now stated categorically that some food is bad.

4) The forty-five-day planning cycle has now come down to a week. Although a week's sales are necessary to see long-term sales trends, in the future it will have data on sales per day.

5) A deep silence fell over the meeting. Everyone knew that Loki must be the cause of what had happened to them. They agreed that they would have to find him.

### B) ERROR IDENTIFICATION AND CORRECTION

1) 6 Many kinds of businesses use bar codes. However, a bar code system is especially useful in supermarkets. One reason is that most customers purchase a large number of items. Bar codes make the checkout process fast and easy.

2) As a result, the bar code for each product in a store is unique but a can of Campbell's Chicken Soup will have the same barcode whichever store you go into.

3) Peterson's 1994 Guide to Distance Learning listed 93 accredited distance education programs available at community colleges and universities across the United States and Canada, whereas its 1997 guide listed more than 700 programs.

4) To make Bt Corn, scientists used a common bacterium called the Bt bacteria. This bacteria lives in the ground and makes a natural poison that kills insects. But it doesn't hurt people at all. So scientists added the Bt gene to corn plants, and now when insects consume the plant they die but people and animals aren't hurt at all. Now for farmers, Bt Corn is one of the most popular genetically modified crops today. It's grown all over the world, although the corn is used primarily as food for animals.

5) Cricket and baseball are both bat and ball games but a cricket team has eleven players whereas a baseball team has nine.

### C) DETERMINING THE MEANING

1) Mercury: Slightly larger than the Earth's moon, Mercury is too small to have its own atmosphere. Without an atmosphere to trap the heat, Mercury is very cold, even though it is the planet nearest the sun.

2) We have finished the cafe, however, and students can use it during the library opening hours.

3) Even if a farmer wishes to specialise in crop cultivation, he will often choose more than one crop to safeguard against market uncertainties and also to ensure optimum utilisation of his resources.

### D) GRAMMAR IN READING

- 1)
- 2)
- 3)
- 4)
- 5)



## Purpose Clauses | Lesson 20

DDL Tasks

### PURPOSE CLAUSES

#### GRAMMAR PRESENTATION

#### PART I:

Underline the clauses of purpose in the following excerpt from various texts.

1) The bank wants to collect more information about each customer so that it can sell new financial products targeted at the right people. For example, if a program finds a customer paying car insurance, the bank could offer a loan to buy a new car, even if the customer financed his present car at another bank.

2) Eight days later he left for Camp Shelby, Mississippi, where he joined the 442nd Central Postal Directory Group. He had to go to the war, he told her. It was necessary in order to demonstrate his bravery. It was necessary to demonstrate his loyalty to the United States: his country. It was not only a point of honour, he said, it was also a matter of having to go because his face was Japanese.

3) Then the Wicked Witch thought of a plan. She put a long piece of wood in the middle of the kitchen floor. Then she put magic on the wood, so that Dorothy could not see it. When Dorothy walked across the kitchen, she fell over the wood. One of her Silver Shoes came off and the Witch picked it up. The wicked old woman put the Silver Shoe on her own foot and laughed.

4) Reeves showed him some photographs of Vito Marcangelo. He was in his fifties with a round head, large heavy lips, and black hair with a little gray. They then went out to buy a new overcoat. During dinner that evening Jonathan asked Reeves if he knew Tom Ripley. Reeves said the name was not familiar.

#### PART II:

Look at the list of the expressions below and read as many examples from the corpus as possible.

TO + bare form of the verb  
IN ORDER TO  
SO AS TO  
SO THAT + CLAUSE WITH A MODAL

#### Part III:

The following are negative forms.  
Read as many examples from fraze.it as possible.

SO AS NOT TO  
IN ORDER NOT TO

#### GRAMMAR APPLICATION

##### A) SIMPLE GAP-FILLING

1) He was hitchhiking and I picked him up. He said he was going to Sidewinder \_\_\_\_\_ do a job there. I let him stay here. We were lovers.' She looked at Paul, challenging him to deny it. He didn't say anything, but he didn't believe her at all.

2) Today the program which identified the target cities has been improved, \_\_\_\_\_ anybody in the company can see future sales opportunities not just by area, but by product, too. So instead of a seminar with all Microsoft

Language Awareness 2

## **Purpose Clauses | Lesson 20**

DDL Tasks

products, we can find out if one city needs a seminar on Microsoft Office, another on Windows, and a third on Exchange.

3) We soon loaded the boat with fine fish, which, we all agreed, were more plentiful that day than we had ever known. It was just seven, by my watch, when we started for home, \_\_\_\_\_ reach the Strom when the water was calm. We knew the calm would be at eight o'clock.

4) The second time it was opened a foot, and the clothes came into the opening. Kemp's throat was seized by invisible fingers, and he let go of the handle \_\_\_\_\_ defend himself. He was forced back and thrown heavily to the floor.

5) Perrault had important letters and official papers to take to Dawson City, \_\_\_\_\_ afternoon he bought two more dogs, two brothers called Billee and Joe. Billee was very friendly, but Joe was the opposite. In the evening Perrault bought one more dog, an old dog with one eye.

### **B) ERROR IDENTIFICATION AND CORRECTION**

1) And it wasn't the smell that made me ill. It was something I saw . . . let me tell you about it. I went into that room this morning because get a book for a man who was waiting downstairs, a Mr Eldred.

2) So, that gives you a basic picture of what individuals and businesses are doing since respond to concerns about the environment.

3) Like Alexander, they, too, wanted to develop more trade routes. Why? According to get luxury goods such as silk, spices, and gold. And by about 100 BCE, trading with China had begun, so the Romans were getting what they wanted...

### **C) GRAMMAR IN WRITING**

- 1)
- 2)
- 3)
- 4)
- 5)

Language Awareness 2

## **Verb tenses review | Lesson 21-22**

DDL Tasks

### **GRAMMAR PRESENTATION**

Study the list of verbs from NGSL 2

- a) look up the ones you don't know
- b) Make 2 lists, IRREGULAR and REGULAR
- c) identify the verbs whose spelling changes
  - 1) when used with the third person singular in the present simple
  - 2) when in progressive form
  - 3) when in past form (for regular verbs only)

### NGSL 2 VERBS

Arise - Afford - Tie - Threaten - Hire

Approve - Insist - License - Concentrate - Rent

Odd - Bore - Stretch - Succeed - Cast

Declare - Celebrate - Construct - Capture - Blame

Impose - Reserve - Retire - Recover - Derive

Lean - Glance - Disappear - Compete - Shut

Illustrate - Reject - Imply - Ban - Command

Qualify - Slip - Kick - Unable - Calculate

Accuse - Appoint - Advise - Accompany - Attach

Acknowledge - Bother - Expose - Differ - Input

Knock - Enhance - Found - Undertake - Distinguish

Pursue - Urge - Emphasize - Communicate - Breathe

Resolve - Retain - Integrate - Swing - Borrow

Install - Crash - Incorporate - Disappoint - Defeat

Defend - Distribute - Underlie - Specify - Exclude

Exhibit - Occupy - Slide - Correspond - Freeze

Excuse - Bet - Complicate - Collapse - Restrict

Preserve - Repair - Deserve - Update - Evaluate

Cope - Abandon - Confuse - Dominate - Split

## Language Awareness 2

# **Verb tenses review | Lesson 21-22**

### DDL Tasks

Isolate - Spell - Educate - Scream - Convert

Negotiate - Volunteer - Sink - Crack - Characterize

Inspire - Whisper - Hunt - Perceive - Bend

Alter - Pour - Restore - Sweep - Interpret

Assist - Assure - Detect - Sail - Transform

Strip - Attribute - Devote - Apologize - Owe

Persuade - Recruit - Constitute - Frighten - Cite

Sigh - Withdraw - Fascinate - Entitle - Broadcast

Reserve - Pose - Evaluate - Consult - Sponsor

Adjust - Gaze - Hesitate - Sustain - Exceed

Drag - Edit - Anticipate - Grab - Spin

Advocate - Overcome - Disturb - Behave - Tap

Dare - Criticize - Impress - Wrap

### **GRAMMAR APPLICATION**

#### **A) SIMPLE GAP FILLING**

##### **PART I:**

**Fill in the gaps with the correct form of verbs from NGS2.**

- 1) Change will be driven by two groups: patients who \_\_\_\_\_ on being better informed and more involved in their own health, and health professionals who use these new tools to provide better care.
- 2) In fact, Steve Jobs was clever enough to see that he was not the right person to run a big computer firm. He had long hair and often did not wear shoes, so he was not likely to win the trust of banks and businessmen. But he \_\_\_\_\_ experienced managers to join Apple. Soon the company - which had not actually sold anything yet X had a professional team of managers.
- 3) Now, I want to point out, and this is pretty important, that my lectures will also \_\_\_\_\_ information that you won't see in the readings. That's right. My lectures will sometimes have new information.
- 4) Since their first publication, Poe's powerful stories have \_\_\_\_\_ the imagination of generations of readers.
- 5) At one point, a doctor \_\_\_\_\_ her with another patient and told her next doctor that her recent hospital stays were "an abuse of the system." This was less than a week before Mrs. Jones died.
- 6) The pretty, dark girl sends a message to Winston saying that she loves him. They agree to meet in the country. Winston meets the girl, Julia. Winston \_\_\_\_\_ the room above the shop and he and Julia often meet there to talk.

## **Verb tenses review | Lesson 21-22**

### DDL Tasks

7) Back in Charles's kitchen later that afternoon, everyone is still shocked. Outside it is pouring with rain and the thunder \_\_\_\_\_ in the sky.

8) Baltimore grew rapidly in the early 19th century, becoming the largest city in the American South. Thanks to the milling technology of Oliver Evans, Baltimore \_\_\_\_\_ the American flour trade after 1800.

9) And then there are the railways, where they go underground. You begin to see? And we'll get some people together - strong, clean-minded men. We're not going to accept any rubbish that comes in. Weak ones go out again.' 'As you intended me to go?' 'Well - I discussed it, didn't I?'

### **PART II:**

**Fill in the gaps with the correct form of verbs from NGSL2.**

1) You \_\_\_\_\_ on bad news in order to get started on the solution quickly. As soon as you're aware of a problem, everybody in your organization must go into action.

2) They're doing it so their kids can see what life was like before complicated technology like iPads, sophisticated computers, tablets and even complicated coffee machines were part of everyday life. They have \_\_\_\_\_ all technology from their home and are relying on the things people would have used back in the 80s.

3) We see a family under stress, where tragic circumstances \_\_\_\_\_ the flaws and tensions which are already there.

4) Today McDonald's is \_\_\_\_\_ a new information system that processes sales at all of its restaurants in real time.

5) We pulled on the oars and the rowboat moved away from the sinking ship. In a few minutes, the ship had \_\_\_\_\_ beneath the sea.

### **C) SELF-DISCOVERY**

Read the excerpts below, identify and underline the NGSL2 verbs

1) For many, it was easier to undertake personal activities, including sporting activities, when the temperature was cooler in the evening.

2) Internet technologies are altering the way every company, even a small one, deals with its employees, partners, and suppliers.

4) Before he left the battlefield, Mordred rode behind Gawain who fought alone. Mordred swung his black war axe and split Gawain's helmet. Gawain fell from his horse and died in a field close to Camelot.

5) In the spring Cosette was ill. In fact, she wasn't really ill at all, but she was frightened and she frightened me.

6) She was breathing fast now, she couldn't help it, and her eyes were stretched very wide.

7) When people teach their babies, she thought, they do it by gentle means – and Othello could have blamed her in this way. This was her only complaint.

Language Awareness 2

**Verb tenses review | Lesson 21-22**

DDL Tasks

8) And there's one more thing. I won't tell my army that you came into my daughter's room tonight. I'll tell them that you wish to marry my daughter and that I have commanded you to fight my army first. In this way, our honour will be saved."

9) But the parents said they were told by doctors who examined their son's body that he had sustained more than 20 external injuries, as well as several internal injuries.

10) Eat a wholesome, healthy breakfast. What you eat for breakfast will affect your performance for the rest of the day. Get good carbs, fibre, and some protein. Healthy options include oatmeal, a smoothie, yogurt, or eggs.

**D) SIMPLE SENTENCE WRITING**

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)



## **Future Perfect & Future Progressive | lesson 23**

DDL Tasks

### **GRAMMAR PRESENTATION**

#### **PART I: FUTURE PERFECT**

Go to AntConc.

Use the following search term and read as many examples as you can.

Search term: will have

Focus on the examples in which the search term is followed by a past participle.

Example:

"will have [taken]"

#### **PART II: FUTURE PROGRESSIVE**

Go to AntConc.

Search for "will be \*ing".

Read as many examples as possible.

Focus on will be + Ving forms and eliminate will be + PARTICIPLE ADJECTIVE forms

Example:

will be + Ving: We will be having a meeting.

will be + PARTICIPLE ADJECTIVE: The meeting will be interesting.

### **GRAMMAR APPLICATION**

#### **A) SIMPLE GAP-FILLING**

1) You can use the success of your projects in those areas to encourage knowledge management projects in your other business areas. Within a few years all leading companies \_\_\_\_\_ (achieve) high levels of digitally aided knowledge sharing.

2) Ron Steinberg: Actually, your facts may be out of date. The latest reports say that peak oil production probably occurred in 2006. If that's true, it means that the oil supply \_\_\_\_\_ (decrease) while the world demand for oil is increasing. Expect higher prices, folks.

3) Use this group to develop models for how you might do business overall. Within a decade most of your other customers \_\_\_\_\_ (make) the shift, and you'll be prepared.

4) Without allowing herself time for consideration, Elizabeth immediately seized the other letter and, opening it with the greatest impatience, read as follows: By this time, my dearest sister, you \_\_\_\_\_ (receive) my hurried letter.

5) 'Dr Watson and I \_\_\_\_\_ (watch) the house. The lamp in the window will be a signal for us. When we see the lamp, we'll come.'

#### **B) ERROR IDENTIFICATION AND CORRECTION**

## Language Awareness 2

# **Future Perfect & Future Progressive | lesson 23**

### DDL Tasks

- 1) We have recently installed 150 computer places and we will be add another 100 shortly, so that there will be plenty for everybody very soon. Very shortly this library will be one of the finest in this part of the country.
- 2) What did you expect? George works hard, he earns plenty of money. Have you found his car yet? It's your fault it's gone. Somebody will have see you take him away and stolen the car.
- 3) 'That would be a good idea,' said Elizabeth, 'if you were sure that they would not offer to send her home.' 'Oh, but the gentlemen will have use Mr Bingley's carriage to go to Meryton.' 'I would much rather go in the carriage,' repeated Jane.
- 4) 'Mr. Bond,' said Gold finger, 'I have planned everything very carefully. I need these gang leaders and their people for the robbery, but I don't care what happens to them after that. A Soviet ship will be wait for me. I'll take my gold to the ship by train. I'll take the gold out of America to the Soviet Union.'
- 5) Those areas will be work for us in their own way, as part of the health-giving context of any sustainable civilisation. And all the land has to be surrounded by oceans that, similarly, are left partly unfished

### **C) DETERMINING THE MEANING**

- 1) But other cities are growing even faster, and if UN projections are correct, by the year 2015, Sao Paulo will have fallen to the fourth largest city, after Tokyo, Mumbai (formerly Bombay) and Lagos in Nigeria.
- 2) This picture here shows a young lady being measured for a dress that she will have made by hand, exactly how she wants it to be. Ladies' clothes in those days were long and usually tight-fitting and made of heavy material.
- 3) 'This software's going to change everything. Soon everyone will be using it' Marc Andreessen said to John Doerr. John often heard claims like this.
- 4) At last, they reached the old house. But the daylight had almost gone. Van Helsing looked at his friends. 'It is dark. We are late,' he said. Dracula will have left the house. While he is away, we will destroy his resting places. The high wall of the garden was broken in one place.
- 5) As usual, the park's team of naturalists will be taking members of the public on a guided tour to see the wild creatures that come out after it gets dark.

### **D) SIMPLE SENTENCE WRITING**

Write 3 sentences with future perfect and 2 with future progressive.  
Share them on schoology discussion.

- 1)
- 2)
- 3)
- 4)
- 5)

## Present Perfect Progressive | Lesson 24

---

DDL Tasks

### GRAMMAR PRESENTATION

#### PART I:

Read the following excerpts from various texts and underline present perfect progressive forms.

- 1) They sent out for some food, and after they had eaten he switched on a recorder and she told him a story: 'For centuries, the Mississippi River has been carrying mud down to the sea.'
- 2) Most companies have been willing to give information tools to their high-paid office staff whose job is information work. Entergy and Stephan are proving that building systems around information flow and giving information tools to line workers can also provide enormous value.
- 3) Mauna Loa is the largest active volcano on Earth, in fact. It rises 13,680 feet above sea level and is 60 miles long and 30 miles wide. It takes up half of the island. Kilauea, on the other hand, is one of the most active volcanoes on Earth. The current eruption started in 1983, and every day since then the volcano has been producing lava, which has flowed toward the sea, adding almost 600 acres of land to the island.
- 4) "How can we help you, my dear?" the Queen asked. "We cannot find the Emerald City," Dorothy said. "This is because you have been walking the wrong way," the little Queen said. "Why don't you use the magic of the Golden Cap? It is yours now. You can call the Winged Monkeys. They will carry you to the Emerald City in an hour!"
- 5) 'Good afternoon,' said Bond, 'Who are you? What do you want?' 'Don't worry. I've got a photo of everything. I know how Gold finger has been cheating. And my name is Bond James Bond.' The girl was very beautiful, with pale blonde hair and dark blue eyes. Her skin was suntanned a light golden-brown colour. 'What are you going to do?' she asked.

#### PART II:

Go to AntConc and search for "have/has been \*ing".  
Read as many examples as possible.  
Focus on have/has been Ving forms only and avoid participle adjectives.

#### Example:

have/has been Ving: I have been working on the files.  
have/has been participle adjective: This has been disturbing.

### GRAMMAR APPLICATION

#### A) SIMPLE GAP-FILLING

- 1) 'Yes, I read about it somewhere. If you think someone \_\_\_\_\_ (look) through your belongings you stick some hair over the drawers or the book or whatever. Then if the hair is broken or moved you know that someone has been there.'
- 2) Please forgive me if I have said too much, or at least do not punish me so far as to forbid me to visit you at P. But I must write no more. The children \_\_\_\_\_ (want) me for the last half-hour.

Your loving aunt,  
M. GARDINER.

Page 1 of 3

## Present Perfect Progressive | Lesson 24

---

### DDL Tasks

- 3) Finally, we learn the truth about the two men. They are one and the same. Jekyll \_\_\_\_\_ (conduct) experiments to release the evil man inside his good self, but the experiments have got out of control.
- 4) There's a policeman who had to talk you out of jumping off the Morrissey Bridge. There's the psychiatrist who \_\_\_\_\_ (see) you and \_\_\_\_\_ (hear) you talk about suicide. There's the doctor who had to pump your stomach this afternoon. It was most unpleasant. I was worried my false hair might slip, but it didn't. All those things you've been doing, Edward. Strange that you can't remember them. Do you remember buying this gun this afternoon?
- 5) Afterwards students compare answers. 6 Role play: Put the students into groups of four, one pair as the two Parsons children, and the other pair as Winston and Mrs Parsons. Pair A: The children say that Winston and Mrs Parsons are thought criminals. The children seem to know what Winston \_\_\_\_\_ (think) and writing in his diary. They also invent things about Mrs Parsons and her husband Tom. Pair B: Mrs Parsons and Winston try to make the best possible defence.
- 6) Darby got up and went to the window. It was dark outside now. 'They didn't do a very good job, then,' she said. 'There are men out there now who \_\_\_\_\_ (follow) me for a week or more. One of them chased me in New Orleans, so I don't think he's CIA. Mattiece is so crazy that he'll go on trying to kill me even after he goes to prison - if you catch him.'
- 7) 'What the hell's happening?' he asks. He looks around the room. There are twenty or thirty alarm clocks in there with him! Tom \_\_\_\_\_ (sleep) next to him.
- 8) 'I'm sorry I'm late, sir,' he said, 'but terrible things \_\_\_\_\_ (happen) at the dairy. You remember the cock crowing? Well, whatever it means, poor little Retty Priddle has tried to drown herself!'
- 9) When it's made right, compost creates heat. And that heat can be put to good use. Search YouTube for "compost" and "heat," and you'll find plenty of videos exploring compost-heated showers and greenhouses. But permaculture expert Chris Towerton \_\_\_\_\_ (experiment) with a heat exchange system to power a radiator in one of his upstairs bedrooms.
- 10) 'Who ever heard of a private detective who didn't?' he joked as I led him out of the crowd. 'Did your people see an empty boat out in the bay?' I asked when we were away from audiences. 'Empty boats \_\_\_\_\_ (float) around the bay all night,' he said.

### B) ERROR IDENTIFICATION AND CORRECTION

- 1)  
Dear Ishmael,  
These things are very difficult to say - I can't think of anything more painful to me than writing this letter to you. I am now more than 500 miles away, and everything appears to me different from what it was when I was with you last on San Piedro. I have trying to think clearly about everything, and here is what I've discovered.
- 2) As I was working there, three men came very quietly down the other side of the stream. I saw that they were Doones! I lay down in the grass and hid. The men stopped. One of them looked over the top of the bushes and said, 'Someone has been work here, cutting wood.'
- 3) He spoke slowly, 'We believe she has selling Defence Department secrets to the Chinese. 'No!' I said. She wouldn't

## Present Perfect Progressive | Lesson 24

---

### DDL Tasks

do that.' Some of her designs for plane parts are missing. She's missing. And a Chinese businessman is missing.

4) I saw that they were Doones! I lay down in the grass and hid. The men stopped. One of them looked over the top of the bushes and said, 'Someone has be working here, cutting wood.'

5) For years and years enthusiasts have been say that the Internet will happen "tomorrow." You're going to keep reading predictions that the big change will happen in the next twelve months.

### C) DETERMINING THE MEANING

1) He stamped his foot. 'What do you mean?' he said. 'I mean where did you find it?' said Mrs Hall. 'And before I take any money, or get any breakfasts, or do any such things, you must tell me one or two things that I don't understand, and that nobody understands, and that everybody is very anxious to understand. I want to know what you have been doing to my chair upstairs, and I want to know why you went out of your bedroom and how you got in again.'

2) 'You have been asking for water for the last hour,' he said. For a moment we were silent, staring at each other. He spoke suddenly, looking away from me. 'What does it mean?' he said. 'What do these things mean?' I gave no answer.

3) Open Arms Kayseri (OAK) is a local registered charity that was founded in May of 2016. Since our establishment, we have been running a centre for refugees in the Osmanlı Danişment neighbourhood in Kayseri.

4) The fool has been visiting bars and asking questions about her, spreading his name around. He's asked anyone who knows her to contact him at his hotel, the Hilton. My men will continue trying to find the girl, and you can stay close to him. He's in Room 1909.

5) 'Well, this is worse.' Somebody has been watching David - a pretty girl with long red hair. She is wearing a bright yellow hat. Her name is Serena. She points at David.

### D) GRAMMAR IN WRITING

- 1)
- 2)
- 3)
- 4)
- 5)

## **Past forms of modals | Lesson 29**

DDL Tasks

### **GRAMMAR PRESENTATION**

#### **PART I:**

Look at the list of past modals below. The word "DONE" in the formula below represents a past participle as a verb, not an adjective

- 1) SHOULD HAVE DONE
- 2) SHOULDN'T HAVE DONE
- 3) MUST HAVE DONE
- 4) CAN'T HAVE DONE
- 5) MAY/MIGHT HAVE DONE
- 6) COULD HAVE DONE
- 7) COULDN'T HAVE DONE
- 8) HAD TO
- 9) DIDN'T HAVE TO

#### **PART II:**

Read the following excerpts from various texts. Pay attention to past forms of modals.

- 1) During the night she told him about his sleepwalking just after their wedding. 'You should have told me at the time!' 'Don't think of the past! Think of the present. Tomorrow may mean the end of our happiness.'
- 2) 'You shouldn't have done that, Mr T h o m s o n , sir. It was a stupid thing to do after we've been so good to you. Why did you want to look in that room? Nobody will want to stay in this house any more if you tell people what you've seen,' he said.
- 3) 'The servants' rooms are upstairs. But the gun was fired downstairs. So, the smell of the gunpowder must have been blown from this room to the rooms upstairs. Therefore, the window must have been open.
- 4) But it only goes at forty miles an hour!' Charles drives her car so fast along the motorway that it shakes. It is a very small, red car, and it's also very old and rusty. The engine makes a terrible noise. Scarlett can't have looked after it very well!
- 5) He laughed. 'He took his family to the movies last night. Remember, Miss Baring, that shot may have been an accident. Plenty of people are carrying guns now who never did before. So, Elinor threw herself out of the window and Mrs Thompson was shot by somebody practicing their shooting! I didn't believe it. And I believed it even less after a visit from Doctor Barclay that night.
- 6) She could have argued that if they went as planned to farm in another country, nobody would know about her past. But perhaps she was right not to argue. A woman knows not only her own sorrow but also her husband's. He might keep the bitterness alive in his heart, even if nobody knew or talked about it at all.
- 7) Even if I had known the right thing to say I probably couldn't have said it. Talking destroys the effects of love. Love isn't soft, like those poets say. Love has teeth which bite and the wounds never close. No word can close those love-bites. In fact, if the wounds dry up, the words will stop too.
- 8) The next evening, Little John went to the road and waited at the robbers' usual place behind a tree. He didn't have to wait long. Two churchmen on beautiful white horses were on the road. The two men wore expensive clothes. They were afraid, and they often looked into the forest.

## **Past forms of modals | Lesson 29**

DDL Tasks

**PART III:**

Go to AntConc and read as many examples as possible. Eliminate past participles as adjectives.

### **GRAMMAR APPLICATION:**

#### **A) DETERMINING THE MEANING**

Read the EXCERPTS below and underline examples of past modals then match them with their meaning.

- 1) He knew that the agent would not forget his face. Later, when the questions were asked, he would remember the man with no luggage. He should have brought some luggage! But the plane would be completely destroyed, he reminded himself.
  - 2) Clare was silent. A sob rose inside him. He heard Izz's words again and again in his head: 'She would have laid down her life for you. I'm sorry, Izz.' he said suddenly. 'Please forget what I said just now! I must be mad!' 'Oh please take me! Oh, I shouldn't have been so honest!' sobbed Izz. 'Izz, by your honesty you
  - 3) Parents care as well. And Annie had started to kill even healthy babies. They must have all seemed to her to be 'poor, poor things' by now - now that she was even crazier than before.
  - 4) He looks serious, as usual, but she's wearing an enormous pink hat and has got a big smile on her face. Charles and Carrie are still not married. At least, there are no wedding photos, so they can't have got married. They must have kept their promise. But they do have a baby - a lovely little boy. In our photo, Charles is pointing at the camera and Carrie is smiling. We can see that they're very happy together, and that they're getting on fine without the sound of wedding bells!
  - 5) If she had not waited for the change, she might have reached Gate 47 before Flight Two left. But she had been too late. She learned from the agent at the gate that D. O. Guerrero had left on Flight Two.
  - 6) 'Sixth' I met one of your men, the young man, down on the beach, and he was coming from the boat. He suggested that we tried to get on the boat, and we were shot at, but the man behind the gun was playing with us. He shot over our heads. He could have killed us in a second if he had wanted to.
  - 7) No professional criminal would do that. Ninth - after the machine gun car had been wrecked, I chased its occupant. I lost him around this house. The Italian boy I caught wasn't him. He couldn't have climbed up on the path without my seeing him. But he could have run around to the general's side of the house and disappeared indoors.
  - 8) The meeting East and Voyles had with Coal and the President did not go well. Not only could they not report any progress, but they had to admit that investigations like this could take many months. Then Coal handed Voyles a list of eight possible members of the Supreme Court, two of whom would fill the places left empty by Rosenberg and Jensen.
  - 9) It allowed them to increase the size of their business, but it meant that they didn't have to borrow any more money. Then this new Body Shop became successful, they looked for other people who also wanted to open Body Shops.
- a) You didn't do something important.  
b) You made a mistake.  
c) You make a strong prediction about something happened in the past. You have got strong evidence but you did not witness the event.  
d) It was impossible that something happened.

## **Past forms of modals | Lesson 29**

### DDL Tasks

- e) You talk about a possibility of something in the past. You talk about a 50% chance.
- f) You had the chance to do something, but you didn't take that chance.
- g) It was not possible that you could do something even if you attempted/wanted to do it.
- h) Something was obligatory in the past.
- i) Something wasn't necessary in the past.

### **B) SIMPLE GAP-FILLING**

1) But they become very narrow at the roof, and would not allow the body of a large cat to pass through. Only the windows remain. No one \_\_\_\_\_ (escape) through the windows of the front room without being seen by the crowd in the street. The killer must have left, then, through the windows of the back room. The police believe that this is impossible, because the windows were found closed on the inside.

2) Then out of the corner of my eye I saw this little krait sliding over my pyjamas. Small, less than a foot long. Knew I mustn't move. I \_\_\_\_\_ (move) if I'd wanted to. Lay there watching it. Thought it would go over the top of the sheet.' Harry paused and was silent for a few moments.

3) Throughout the summer there had been the usual number of messages threatening death to the judges of the Supreme Court, and as usual Rosenberg had received more than the others. The FBI \_\_\_\_\_ (behave) as if the judges really were in danger, although they were threatened year after year and it was very rare for anything to happen. When it did, it was usually a single madman, whose daughter had died in a road accident or something.

4) " Our customers were changing. The way people got information and made decisions was changing. We \_\_\_\_\_ (be) foolish to think we didn't have to change, too."

3) We need to shift into overdrive!" She stopped for a moment. "Well, we certainly both need to get away from Capeside for a few days," she said. She didn't say anything more, but she \_\_\_\_\_ (not/say) anything more.

5) She lay there, shaking and staring at the ceiling. As soon as she could speak, she told Jude about her conversation with the boy the evening before. That \_\_\_\_\_ (cause) the tragedy, she said. She was to blame. 'No,' said Jude, 'it was in his nature to do it, to wish not to live.' Then he too broke down.

### **C) ERROR IDENTIFICATION AND CORRECTION**

1) 'Why not?' 'The light would frighten it. It's dark under there now.' 'Then how about pulling the sheet back quickly and brushing it off before it has time to strike?' 'Why don't you get a doctor?' Harry said. The way he looked at me told me I should thought of that myself in the first place.

2) 'Well, you shouldn't have come to Trantridge if you didn't want to. You didn't come for love of me, anyway.' 'That's quite true. If I had ever loved you, if I loved you still, I could not hated myself for my weakness as much as I do now.' He did not look at her.

3) Thank you, God,' he whispered. A bad moment followed - no, not a bad moment, an awful moment - when it seemed as if the wheelchair would not fit through the door. She must brought it into the room folded up, he realized. In the end he had to hold on to the frame of the door and pull himself through it.

4) Next morning, Kernan had three visitors. The first was Tennison with a report that the murder victim had been identified. Second was Otley, complaining that Tennison was a bad police officer. We should charged Marlow with the murder. We have the results of the DNA tests.

5) Fourth bandits from the outside wouldn't have destroyed the bridge. They might blocked it, but they wouldn't have



Language Awareness 2

## **Past forms of modals | Lesson 29**

DDL Tasks

destroyed it. They might have wanted to make their getaway in that direction. Fifth - bandits planning on a getaway by boat would have cut the job short, not spread it over the whole night. Enough noise was made here to wake The Gutting of Couffignal California all the way from Sacramento to Los Angeles.

**D) SIMPLE SENTENCE WRITING**

## **Prepositional Phrases | Lesson 30**

DDL Tasks

### **PREPOSITIONAL PHRASES**

#### **NOTICE:**

Certain prepositions occur after certain verbs, adjectives, nouns or adverbs to construct meaning in a context. One verb, noun, adjective or adverb can take more than one preposition and each preposition provides a change of meaning at some level.

E.g.:

RUN-verb

Variation 1: run on

Variation 2: run into

Variation 3: run out of

Go to AntConc and see as many examples sentences as possible so that you can discover the difference between these phrasal verbs above.

#### **SELF-DISCOVERY**

Look at the list of common prepositions in English below.

about-at-from-for-in-of-on-to-with

Go to AntConc again.

- A) make a list of verbs that occur with the prepositions above
- B) make a list of nouns that occur with the prepositions above
- D) make a list of adjectives that occur with the prepositions above
- E) make a list of adverbs that occur with the prepositions above

Work with a partner. Copy examples into your study journals. Pay attention to copying different sentences from the corpus.

#### **GRAMMAR APPLICATION**

##### **A) SIMPLE GAP-FILLING**

- 1) It was a temple, calm and peaceful. She walked slowly toward a small table, which was covered \_\_\_\_\_ a beautiful yellow silk cloth.
- 2) He learned that it was acceptable to bill clients more than he actually worked. 'If you think \_\_\_\_\_ a client while you're driving over to the office in the morning,' Avery told him, 'add on another hour.'
- 3) One of these people was the great Hollywood film producer, Sam Goldwyn. As ordinary people in America got poorer and poorer, he realized that they wanted to see films \_\_\_\_\_ a different kind of world.
- 4) The treasure in her tomb will be worth millions of pounds.' 'And here is a report in The Sunday Times, where everyone can read about it,' said Salahadin. The two men sat silently \_\_\_\_\_ a few moments.
- 5) 'Elsie and I were engaged to be married. But Elsie hated her father's business and she didn't want to be married \_\_\_\_\_ a criminal. So, she ran away to England. She met and married this Englishman, Hilton Cubitt.

## **Prepositional Phrases | Lesson 30**

### DDL Tasks

#### **B) ERROR IDENTIFICATION AND CORRECTION**

1) Jonathan pointed in a tall man who was talking to a beautiful young woman. The man had a cruel, white face. As he smiled, Mina saw his red lips and sharp, white teeth.

2) Before that, she worked as a secretary, but in 1972 she was really tired about a secretary's life. She looked in the newspaper and saw that there was a job at the nuclear factory.

3) But he was a very smart boy and had learned many things from his father, so it didn't take him long to think on a great idea. One day he walked into town, hired the smallest, cheapest place he could find in the marketplace, and opened a store. He spent the little money he had on paper, ink, and a pen. Over his store he put a sign saying "Wisdom for sale."

4) Nick Hornby has written four books: Fever Pitch (1992); High Fidelity (1995); About a Boy (1998) and How to be Good (2001). The stories all take place out north London, and are mainly about relationships.

5) A moment later, Bond felt the sharp needle go into his arm. He opened his mouth and tried to scream. Then he fell unconscious again. The next time that Bond woke up, he was lying up a bed in a grey room with no windows.

#### **C) DETERMINING THE MEANING**

1) It is almost time for you to leave. Comrade,' he said to Julia. 'Wait. There is still some wine.' He filled the glasses and held up his own glass. 'What shall we drink to? To the death of Big Brother? To the future?'

2) 'I'm sorry. It was a work call, it was important.' He turned. Annie's hair was pulled back from her face, wet from a bath. It made her look boyish.

3) He could walk hand-in-hand with a beautiful woman while the children played in front of them. Everybody could see him doing it. And at the end of the afternoon, he could go home again if he wanted to.

4) He lifted Braddock and threw him into the ropes, paying no attention to the boos of the crowd. When the round was over, Hoffman shouted angrily at Baer, "What are you doing?"

5) "I think you should stop sitting in your armchairs and watching TV," he said angrily, "and complaining about what other people do. You should look in the mirror, not the TV. Then you'll realize how disgusting you are."

#### **D) SIMPLE SENTENCE WRITING**

- 1)
- 2)
- 3)
- 4)
- 5)

## **CURRICULUM VITAE**

Mustafa ÖZER was born in 1983 in Kayseri. He was also raised in Kayseri which he left in 2001 for university education. He holds a university degree in English Language Teaching which he received from Anadolu University in 2005. After working as auxiliary teaching staff for 6 months, he started his teaching career as a full-time teacher of English at a state school. Between 2010 and 2014 he worked at an Anatolian Teacher High School and participated in the training of more than 40 teachers of English.

Mustafa, who is always in search of the new and the better, has been working as an English Instructor since May 2018 at a university.