

International International Perspectives on  
Corpus Technology for Language Learning  
April 18, 2022

# Who is data-driven learning (DDL) for? Influence of learner characteristics on the effectiveness of DDL

Atsushi Mizumoto (Kansai University, Japan)

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- DDL (Corpus Use for Pedagogical Purposes)
- Language Learning Strategies (Vocabulary)
- Language Testing and Assessment
- (Quantitative) Research Methodology
- Online Tool (Web App) Development



# <https://nwlc.pythonanywhere.com/>

In addition to the cases detected on the ship, Japan has confirmed 28 infections, among them evacuees who were flown back to the country from Hubei, the Chinese region where COVID-19 first emerged.

Four flights have brought back hundreds of evacuees, most of whom have been placed in "self-quarantine" in government-designated hotels.

Evacuees from the first flight, which landed on Jan 29, were cleared to leave the quarantine on Wednesday night, after testing negative in a final round of checks.

The first evacuees to leave the quarantine departed their hotel in Chiba, east of Tokyo, on Wednesday night, thanking local residents for their solidarity.

More were leaving on Thursday morning, with others who arrived on later flights expected to receive clearance after an additional round of testing.

## Select the Word List

New JACET8000

Click "Check" first to ceate "Word List."

1. Check

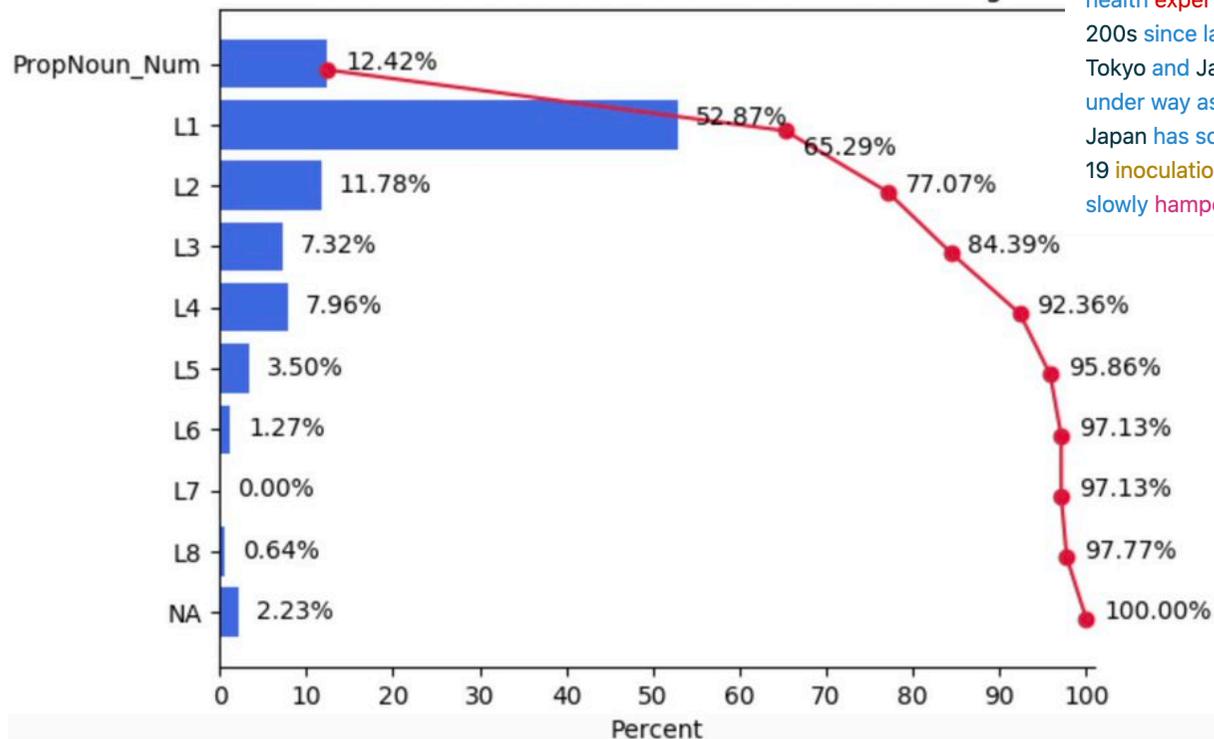
2. Word List

Word Level	Type	Frequency	%	Cumulative
PropNoun_Num	28	39	12.42	12.42
L1	72	166	52.87	65.29
L2	25	37	11.78	77.07
L3	17	23	7.32	84.39
L4	11	25	7.96	92.36
L5	6	11	3.5	95.86
L6	4	4	1.27	97.13
L7	0	0	0.0	97.13
L8	2	2	0.64	97.77
NA	6	7	2.23	100.0
ALL	171	314	100	100

Up to First 2,000 Words in Colors: L1 (1-500), L2 (501-1000), L3 (1001-1500), L4 (1501-2000), L5 (2001-2500), L6 (2501-3000), L7 (3001-4000), L8 (4001-5000), L9 (5001-7500), L10 (7501-10000), Over10, ProperNoun/Num/NA

coronavirus cases in the Greater Tokyo area are showing signs of creeping up japanese Health Minister Norihisa Tamura said on Friday raising questions about whether a state of emergency can be lifted on schedule on March 21 the japanese government last week extended the emergency declaration for Tokyo and three neighboring prefectures by 14 days saying covid 19 cases had nt fallen far enough and that new more infectious coronavirus variants posed a threat a decision on whether the state of emergency could be lifted in the Tokyo area which accounts for about 30 % of Japan 's population would ultimately be made after hearing the views of experts Tamura said in televised remarks lifting the measures will be based on putting in place a system to ensure there s not a rebound in cases he said restrictions such as shorter business hours for restaurants and bars have helped reduce new cases in Tokyo to roughly a tenth of a peak of 2,520 cases on Jan 7 but the numbers are far from Tokyo Governor Yuriko Koike 's target of bringing the seven day average to 70 % of the preceding week the number of new positive cases has stopped decreasing and we need to be very vigilant about the possibility of a resurgence due to mutated strains Koike said on Friday during a meeting with health experts the seven day average of new cases in Tokyo has been stuck in the mid to high 200s since late February while the daily tally exceeded 300 for the third straight day on Friday Tokyo and Japan are racing to bring coronavirus cases under control and vaccinations well under way as it prepares to host the Summer Olympics scheduled to start on July 23 overall Japan has so far recorded about 441,000 coronavirus cases and 8,400 deaths Japan 's COVID 19 inoculation campaign began only last month with health workers and has been moving slowly hampered by a lack of supply

Word Level Distribution & Cumulative Percentage



# Word List

1

2

Word	POS	Frequency	Lemma Word Form(s)	Level
the	-	36	the (36)	1
be	-	23	are (10), been (6), were (4), was (1), is (1), be (1)	1
to	-	19	to (19)	1
have	-	16	have (11), has (2), had (2), having (1)	1
test	-	16	tested (7), test (4), testing (3), tests (2)	1
on	-	14	on (14)	1
of	-	12	of (12)	1
in	-	12	in (12)	1
a	-	10	a (9), an (1)	1
for	-	10	for (10)	1
ship	-	9	ship (9)	2

3

Download the Word List

# Key Word In Context

Hits: 7

he first computer with beautiful typography. If I had never **dropped in on that** single course in college, the Mac would have never had them. If I had never dropped out, I would have never **dropped in on this** calligraphy class, and personal computers might not exist. If I had never **dropped out**, I would have never dropped in on this calligraphy class. It was one of the best decisions I ever made. The minute I **dropped out I could** stop taking the required classes that didn't interfere with my work. The first drawer, was beautifully hand calligraphed. Because I had **dropped out and didn't** have to take the normal classes, I decided to start my own business. The first story is about connecting the dots. I **dropped out of Reed** College after the first 6 months, but then stayed on for a year. I **dropped the baton as** it was being passed to me. I met with David Pac

Inoculations of Japan's elderly against the novel coronavirus will start in April as planned but at a slower pace, the minister in charge of the inoculation rollout said Sunday as the country received its second shipment of Pfizer Inc's **vaccine**. Citing what he said was a delay until May of a production capacity increase by Pfizer, Taro Kono, the administrative and regulatory reform minister, said supply of the **vaccine** "will be very limited until April," adding, "We will start (vaccination of the elderly) little by little and expand it slowly." Japan last Wednesday started inoculating an initial group of health workers in the first phase of its vaccination rollout. For people aged 65 or older, a group of about 36 million, vaccinations will start in April under the schedule set by the health ministry. But Kono, speaking on a TV program, said that the **vaccine** will be only available in limited areas and among limited age groups during that month. He said it would be difficult to achieve the government's goal of completing vaccination of the elderly in two months and three weeks in large cities. With schedules for **vaccine** supply and inoculations mostly unclear, "we have to make decisions to some extent this week," Kono said. He apologized for the effect of the uncertainty on preparations by local governments to vaccinate residents. Japan's second shipment of up to around 450,000 doses of the Pfizer **vaccine** arrived at Narita airport near Tokyo on Sunday morning after the European Union gave it the green light under its new **vaccine** export controls. The Pfizer **vaccine** is the first Japan has approved for use against COVID-19.



# Academic Word Suggestion Machine



Academic Word Suggestion Machine

Discipline

Applied Linguistics

Section

abstract

Move

02\_presenting\_research

Keyword

1

2

3

4

5

3R

4R

5R

Auto-suggest

The |

The extent to which

The purpose of this

The present study investigates

The results of a

The present study investigated

The aim of this

[langtest.jp/awsum](http://langtest.jp/awsum)

Discipline

Applied Linguistics

Section

abstract

Keyword

1

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The purpose of this

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Top abstract

02\_presenting\_research 4-grams

This article reports on

the extent to which

This study examines the

This study investigated the

of English as a

This study examined the

This study investigates the

the purpose of this

Section

abstract

Move

ALL

Keyword

1 2 3 4 5

3R 4R 5R

Auto-suggest

the \* of \* study|



off 1L 2L 3L

↑ Words used to the left of the typed words/phrases

Word(s) used for \*

- the purpose of this study
- the results of this study
- the results of the study
- the aim of this study

## Concordance

"the extent to which"

Search

s stimulated recall and the analysis of draft revisions this study investigates	<b><i>the extent to which</i></b>	self- peer and tutor
authors contemplating article submission may wish to consider	<b><i>the extent to which</i></b>	the number of nega
this study examined	<b><i>the extent to which</i></b>	# students enrolled
for task-based learning this study explores whether task complexity affects	<b><i>the extent to which</i></b>	learners focus on fo
presentations of culture were co-constructed by teachers and students and	<b><i>the extent to which</i></b>	the observed cultur
atic and instead adopts a corpus-based register analysis tool to investigate	<b><i>the extent to which</i></b>	soap opera compa

## Google search

"the \* of this"

Search

About 90,800,000 results (0.53 seconds)

Sort by: Relevance ▾

### PURPOSE STATEMENTS

"**The purpose of this** paper/letter/document is to..." "In this paper, I will describe/ explain/review/etc. the..."

"My reason for writing is to..." "This paper will discuss the ...

**faculty.washington.edu/ezent/imwps.htm**

### **The purpose of this** agreement is to set forth the terms and ...

File Format: PDF/Adobe Acrobat

**The purpose of this** agreement is to set forth the terms and conditions under which. Auxiliary may operate as an auxiliary organization pw suant to Chapter 7 Part ...

**auxiliary.calstate.edu/wp-content/.../DH\_Foundation\_OpAgr.pdf**

# Mizumoto et al. (2017)



PDF



Info

LANGUAGE LEARNING

*A Journal of Research in Language Studies*

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EMPIRICAL STUDY

## Applying the Bundle–Move Connection Approach to the Development of an Online Writing Support Tool for Research Articles

[Atsushi Mizumoto](#) , [Sawako Hamatani](#), [Yasuhiro Imao](#)

First published: 28 August 2017 [Full publication history](#)

DOI: [10.1111/lang.12250](https://doi.org/10.1111/lang.12250) [View/save citation](#)

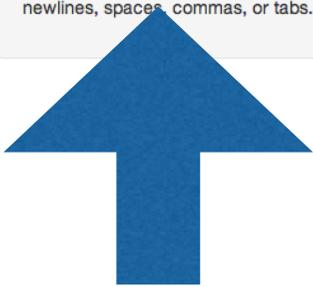
Cited by (CrossRef): 0 articles [↻ Check for updates](#)  [Citation tools](#) ▼

# Basic Statistics Calculator

Data input:

```
44
32
37
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40
44
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42
38
47
26
41
27
39
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41
36
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49
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36
45
32
51
```

Input values can be separated by newlines, spaces, commas, or tabs.



Copy and paste from Excel

Main About

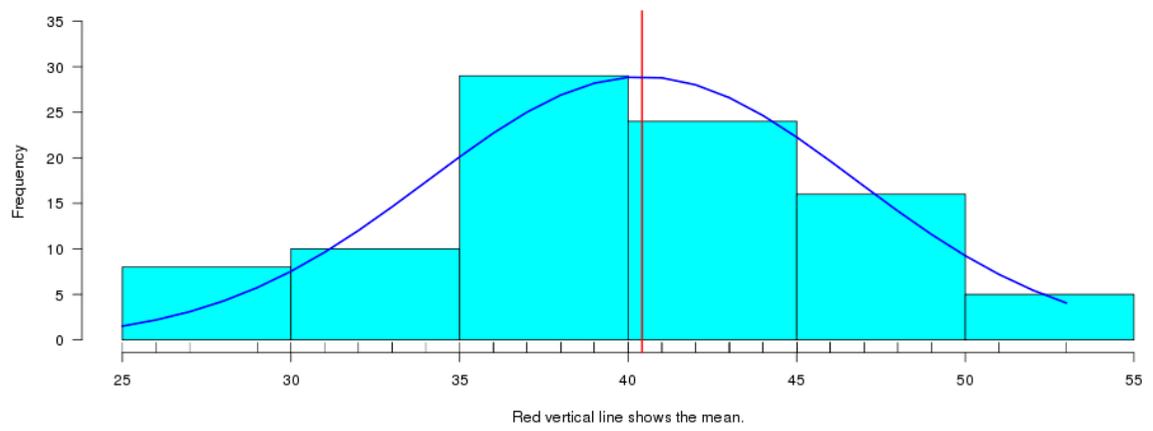
# langtest.jp

## Basic statistics

n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
92	40.41	6.35	40	40.69	5.93	25	53	28	-0.36	-0.34	0.66

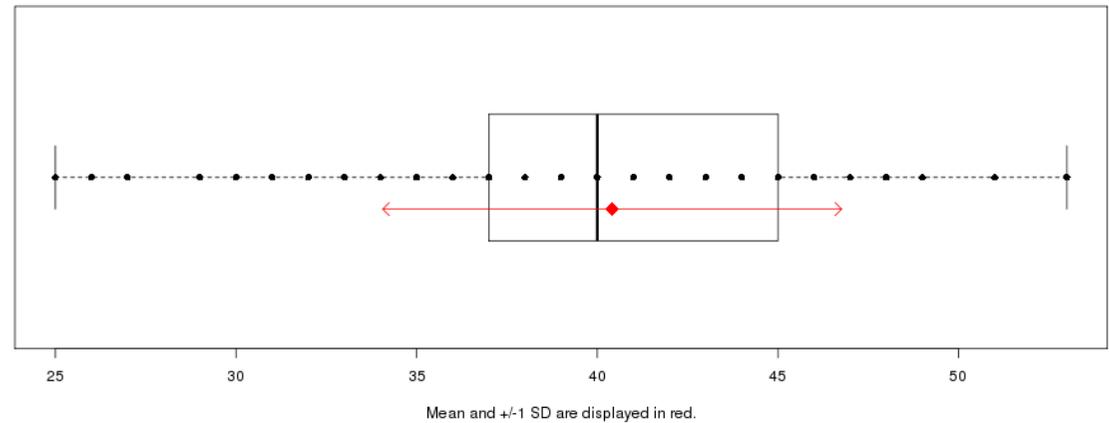
## Histogram

Download the plot as pdf

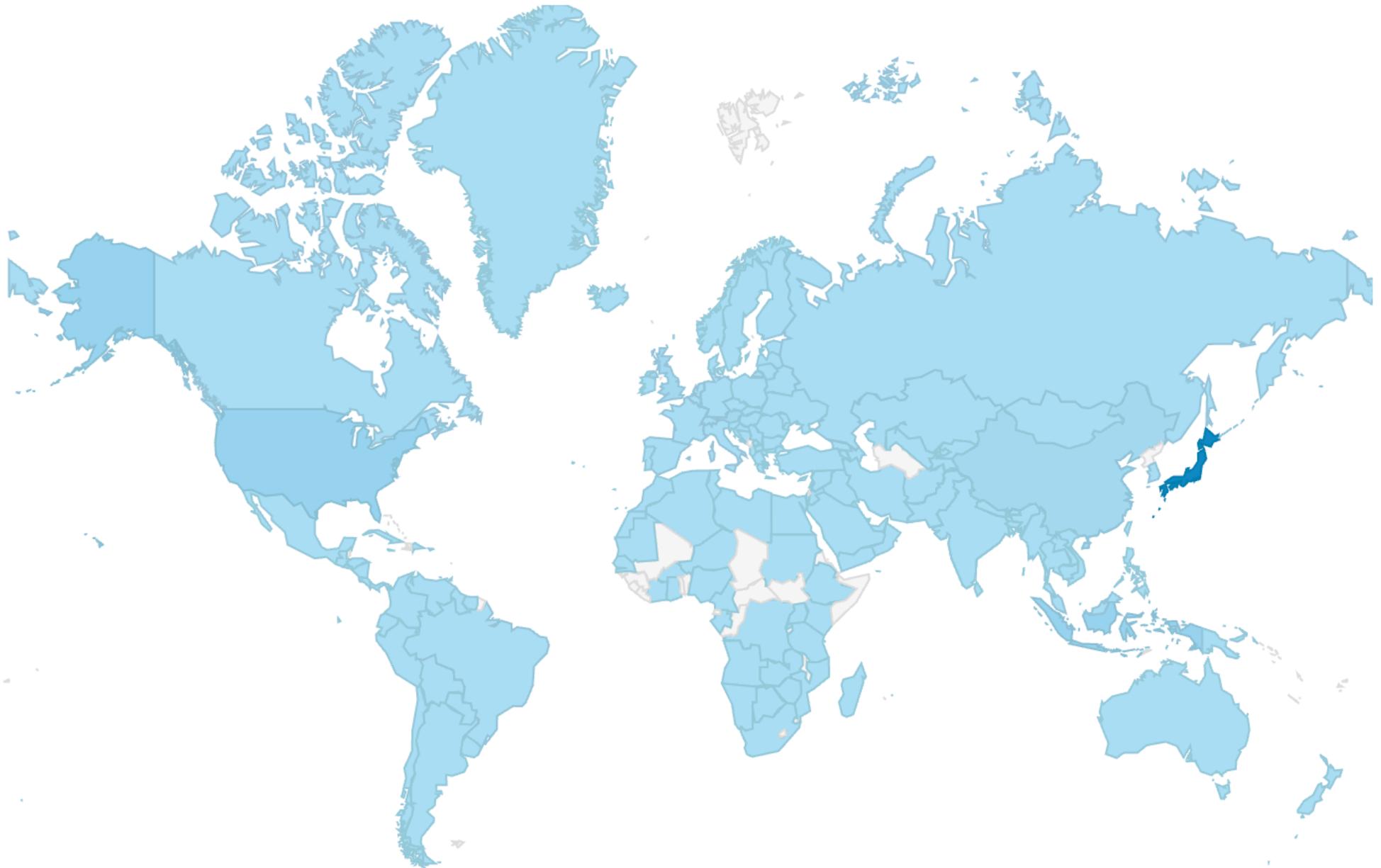


## Box plot with individual data points

Download the plot as pdf



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Volume 37, Issue 2  
April 2016

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## R as a Lingua Franca: Advantages of Using R for Quantitative Research in Applied Linguistics

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Atsushi Mizumoto ✉, Luke Plonsky

*Applied Linguistics*, Volume 37, Issue 2, April 2016, Pages 284–291,

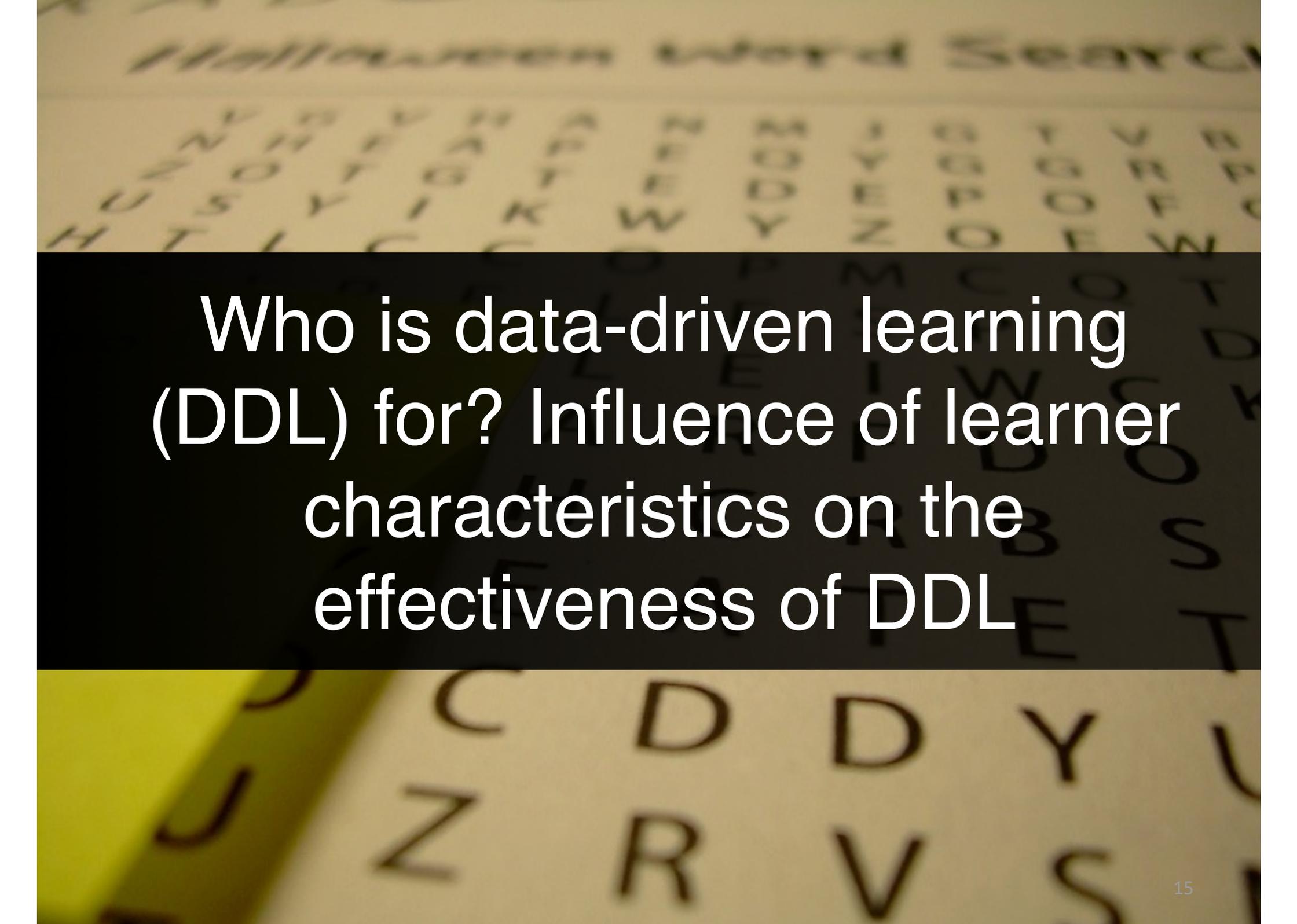
<https://doi.org/10.1093/applin/amv025>

**Published:** 24 June 2015

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### Abstract

In this article, we suggest that using R, a statistical software environment, is advantageous for quantitative researchers in applied linguistics. We first provide a brief overview of the reasons why R is popular among researchers in other fields and why we recommend its use for analyses in applied linguistics. In order to illustrate these benefits, we report recent works and developments in quantitative data analysis seeking to move the field toward more appropriate practices, many of which take advantage of the flexibility and functionality of R. Finally, in order to facilitate the use of R, we also introduce an R-based web application developed by the first author.

The background of the slide is a close-up, slightly blurred image of a computer keyboard. A dark, semi-transparent horizontal band is overlaid across the middle of the image, containing the main text in white. The text is centered and reads: "Who is data-driven learning (DDL) for? Influence of learner characteristics on the effectiveness of DDL".

Who is data-driven learning (DDL) for? Influence of learner characteristics on the effectiveness of DDL

# DDL: Definition

- “Data-driven learning” (Johns, 1991)
- Referring to concordance lines
- Inductive, discovery learning of patterns
- data-driven ≠ corpus-driven  
(broader definition)
- Any use of a language corpus by second or foreign language users (Boulton, 2012)

# KWIC (Key Words in Context)

Left Context	Hit	Right Context
st 6, 1995. <Part_4> Sadako's story had another great	influence	on an English school in Adelaide, Australia. The school
into the kitchen. Her love for nature had the strongest	influence	on her daughter's life. Rachel was nearly 50 years
and Matisse. Above all, Matisse's works had a great	influence	on him. They were simple and vivid and appealed
phones are safe. The study group was to study the	influence	on public health of the radiation from mobile phones.
that this slow but steady warming has had a great	influence	on the Earth as well as on the plants
in their lives. <2> We need to think about television's	influence	on us individually, and on our society. In spite
often not aware of this. Each color has its own	influence	on us. When you are tired or unhappy, for
. You're all we really have. <Lesson_5> Observing the	Influence	of Acid Rain <1> Humans have invented many things t
in countries. From the middle of the 19th century, the	influence	of Japan on Western art, called Japonisme, enchanted E
More difficult to see, but just as powerful, is the	influence	of culture. In fact, much of the present language
to paint but also to play the piano. Therefore the	influence	of music on his paintings is very strong. At
hey too have gradually changed themselves under the	influence	of their children. The changes in their children have
from hairstyles to the peace movement. Though their	influence	is not easy to see today, it certainly has
always play Bob's music on their cassette players. His	influence	is powerful. One love One heart Let's get
effect of advertising. Do you believe that ads don't	influence	your choice of products? Just look at the brands

原文 日本語 (自動検出) ▼

↔ 訳文 英語 (US) ▼

用語集 ▼

機械翻訳の研究が近年増えていますが、この画面を見てもわかるように、コンコーダンスラインは表示されていないので、DDLとは呼べないかもしれません。ただし、それでも何らかの発見が学習者の側に起こっていると思います。どう思われますか？

Machine translation research has been increasing in recent years, but as you can see from this screen, the concordance lines are not shown, so you might not call it DDL. However, I believe that some kind of discovery is still happening on the learner's side. What do you think?

say ...

make ...

guys ...

suppose ...

thinks ...

consider ...

have to say ...

agree ...

suggest ...

# Benefits of DDL

## (What Research Suggests)

- input enhancement from multiple contexts
- rich exposure to authentic language use
- awareness raising/noticing toward patterns and forms
- cognitive and meta-cognitive development
- heightened motivation, student-centeredness, and greater autonomy

# Benefits of DDL

## (What Research Suggests)

- DDL is effective:
  - teaching/learning lexico-grammatical patterns (e.g., phrasal verbs)
  - improving the quality of academic writing (error correction)
  - both receptive and production purposes
- DDL > Traditional teaching methodology (in learning outcomes and perceived preferences)

# Boulton and Cobb (2017)

- Meta-analysis
- 64 papers (Over 3,000 participants)
  - control/experimental group comparisons ( $k = 50$ )  $d = 0.95$
  - pre/posttest designs ( $k = 71$ )  
 $d = 1.50$

# Plonsky and Oswald

(2014)

“L2 field-specific benchmarks”

- $d = 0.40$ , small effect
- $d = 0.70$ , medium effect
- $d = 1.00$ , large effect

DDL: 0.95

DDL: 1.50

\*For pre-post and within-group contrasts:

$d = 0.60$  (small),  $1.00$  (medium),  $1.40$  (large)

# Meta-analysis in L2 Studies

- Task-based instruction

DDL: 0.95

$d = 0.92$  (Keck et al., 2006)

- Corrective feedback (L2)

$d = 1.16$  (Russel & Spada, 2006),  $d = 0.63$  (Li, 2010)

- Strategy Instruction

$d = 0.49$  (Plonsky, 2008)

- CALL over non-CALL

$d = 0.35$  (Grgurović et al., 2013)

Language target	Pretest/posttest studies					Control/experimental studies				
	<i>k</i>	$M(d_{unb})$	<i>SD</i>	95% CI		<i>k</i>	$M(d_{unb})$	<i>SD</i>	95% CI	
				lower	upper				lower	upper
Language skill										
Listening	4	0.42	0.11	0.31	0.53	4	0.59	0.87	-0.26	1.44
Speaking	0	—	—	—	—	0	—	—	—	—
Reading	0	—	—	—	—	3	1.80	1.47	0.14	3.47
Writing	20	1.12	0.79	0.78	1.47	14	0.28	0.80	-0.14	0.70
Translation	7	2.04	0.79	1.46	2.63	0	—	—	—	—
Language aspect										
Vocabulary	29	1.54	0.95	1.19	1.88	22	0.68	0.96	0.28	1.08
Lexicogrammar	49	1.54	0.91	1.28	1.79	40	0.75	0.88	0.48	1.03
Grammar	18	1.24	1.08	0.74	1.74	9	0.62	1.34	-0.25	1.50
Discourse	5	1.78	1.29	0.65	2.92	3	0.31	0.25	0.03	0.59

# DDL Variations

Mizumoto & Chujo (2016, p. 56)

Viewpoint	Possible dimensions and continuums		
	Hard DDL	← →	Soft DDL
Corpus data	Authentic	← →	Simplified
Corpus size	Large	← →	Small
Corpus purpose	General	← →	Specific
Concordancer	Web/Local computer	← →	Paper-based
Language	Monolingual	← →	Bilingual
Task	Divergent (No definite answers)	← →	Convergent (Definite answers)
Activity	Student-centered	← →	Teacher-led
Instruction	Inductive (Implicit)	← →	Deductive (Explicit)
Situation	Outside classroom	← →	In classroom
Grouping	Individual	← →	Pair/Group

Difficult/Conventional      Scaffolding      Easy/Alternative

We need to consider the needs and proficiency of the learners.

# Example: Soft DDL

Chujo et al. (2013)

the current problem presented a good opportunity for finally resolving the reclama  
 ency chaos could be viewed as a good opportunity for the globalization of the yen,  
 mp into plural parties offers a good opportunity for the party to purge itself of  
 na said. The meetings provide a good opportunity for the government to listen to  
 ng a vote, the contest offers a good opportunity for us to think about who will b  
 onal Press Club on Monday was a good opportunity for us to learn whether each par  
 ince praised the festival as a great opportunity for Japan and Britain to deepen  
 is sense Rao's visit will be a great opportunity for Japanese and Indian leaders  
 Haiti at least has been given a new opportunity for self-government and democracy  
 Algerian elections afforded a unique opportunity for radical Islam to enter the p

今回が、諫早問題で巻き返す最大の好機」と意気込む。輸入米は政府が一元  
 に呼び込み、円の国際化につなげる好機」という側面もあり、邦銀や日本の  
 を振る。保守陣営が多党化したこの機会を、同党は、金権体質などの体質  
 労働界も政策を世論にアピールする絶好の舞台となっている。自衛隊が治安  
 が日本の顔にふさわしいかを考える機会になる。また、三月一日からは、  
 会は、その一端を明らかにする良い機会となった。むしろ大量の赤字国債発  
 ない規模で日本文化を紹介するこの機会を大切にしたい」とスピーチしたの  
 いて、率直な意見の交換をするよい機会である。30歳代から50歳代を  
 少なくとも自治と民主主義への新たな機会を与えられた。——日本の資本市場  
 的に政治の本流に加わるユニークな好機を与えるものだった。残された時間

	Determiner	Adjective	Head Noun	Post-modifier	
1	( )	( )	opportunity	for	finally resolving...
2	( )	( )	opportunity	for	the globlization...
3	( )	( )	opportunity	for	the party
4	( )	( )	opportunity	for	the government
5	( )	( )	opportunity	for	us to think about

Fig. 1. An example of a Japanese-English parallel corpus and a sample task for the noun phrases.

## Corpus (Native Speakers of English)

Poetry is the art of saying a whole lot in as little space as possible. It	<u>is</u>	<b>knowing</b> what things are true and not true.”
One of the best parts of my job	<u>is</u>	<b>writing</b> “concentrate.” ( <i>c.f.</i> I like orange juice <i>concentrate.</i> )
Part of knowing the company	<u>is</u>	<b>meeting</b> kids like you across the country.
	<u>is</u>	<b>understanding</b> its people and their roles within the organization.
Obama will report on how well the country	<u>is</u>	<b>doing.</b>
The company	<u>is</u>	<b>destroying</b> their forests.
Scientists say the Earth is getting warmer. That	<u>is</u>	<b>making</b> mountain glaciers near Bangladesh melt.

## Junior High School Students

My favorite food	<u>is</u>	<b>made</b> by my mom. She cooks well.
If “ozon”	<u>is</u>	<b>destroyed</b> , the earth will be hotter than before.
After this diary	<u>is</u>	<b>checked</b> , I’ll probably be better at English.
My favorite sport is soccer. Soccer	<u>is</u>	<b>make</b> me excited.
Seung-ri is the youngest of “Bigbang.” He	<u>is</u>	<b>dance</b> very well.
My older brother is very bad. He	<u>is</u>	<b>hit</b> me.
Youngwoong-Jaejung	<u>is</u>	<b>sing</b> well and he is very pretty.
My sister is smart. She	<u>is</u>	<b>go</b> to university.

Moon, S., & Oh, S. Y. (2018). Unlearning overgenerated *be* through data-driven learning in the secondary EFL classroom. *ReCALL*, 30, 48–67. doi:10.1017/S0958344017000246

# DDL-based Error Correction in Writing

(Crosthwaite, 2017; Crosthwaite et al, 2020)

- Corpus and Concordancer
- Writing Tasks
- Teacher Written Corrective Feedback (None [Automated?], Explicit, or Implicit)
- Target Error Types (**Vocabulary**, **Phrase**, **Grammar**, **Discourse**)
- Learners (Proficiency, Motivation, Belief, etc.)

# What We Know from DDL Research

- In general, DDL results in positive learning outcomes and perceived benefits.
- Different types of DDL instruction are necessary depending on the proficiency or the needs of the learners.
- Guided DDL induction (soft DDL) is recommended for lower level learners.

# What We Know from DDL Research

- By assisting learners, they may become autonomous in their learning in the same manner as explicit dictionary training (Boulton, 2009).
- Introducing tools is not enough. A training session is a must (except for paper-DDL).
- DDL is not a panacea, but it is a promising alternative (if used properly).

# Who is DDL for?

Mizumoto & Chujo (2016)

- DDL is an **inductive** approach (i.e., finding rules from examples).
- DDL is more effective for **inductive** learners (= truism, Boulton, 2009).
- “in reality, much corpus-based work also draws on the **deductive** approach” (Flowerdew, 2012, p. 197).

# Who is DDL for?

Mizumoto & Chujo (2016)

Which type of learner (inductive or deductive) prefers teacher-led, guided induction DDL instruction in the classroom?

# Who is DDL for?

Mizumoto & Chujo (2016)

- 145 university EFL learners (science and engineering majors, 116 males and 29 females, aged 18–20)
- “Basic User” (A2) in CEFR
- 80% of Japanese university graduates are at this level (Tono & Negishi, 2012).

# Instruments

- A questionnaire on learning styles (7 items; deductive 3 items, inductive 4 items)
- A questionnaire on DDL task values (6 items) (Mizumoto et al., 2016)
- Pre-post tests to assess the intervention effect (NP grammar test)

Measure	No.	Items
Deductive (Learning Style)	1	I like to go from general patterns to the specific examples when learning the target language.
	2	I like to start with rules and theories rather than specific examples.
	3	I like to begin with generalizations and then find examples that relate to them.
Inductive (Learning Style)	1	I like to learn the rules of language indirectly by being exposed to many examples of grammatical structures.
	2	I like to discover underlying patterns by seeing many examples.
	3	I like to figure out rules based on the way I see language forms behaving over time.
	4	I like to learn concrete examples first and then generalizable rules later.
DDL Task Value	1	I was able to improve my English ability with DDL.
	2	They were useful for grammar learning.
	3	The learned grammar was easily fixed in my memory with DDL.
	4	The activities were enjoyable.
	5	I was able to understand the grammar items I did not know with DDL.
	6	They were helpful in understanding the target grammar items.



# Procedure

- DDL Instruction
  - 10 classes (45 in 90 min. class)
  - Bilingual corpus
  - Noun phrases (NP)
  - A four-step procedure: a hybrid of an inductive DDL approach and a deductive grammar teaching method ("guided induction" in Smart, 2014).

# Control Group ( $n = 41$ ) (TR: Traditional Grammar Teaching)

Pretest and the posttest descriptive statistics.

Group	$n$	Pretest		Posttest		Change $M (SD)$	Correlation (Pretest & Posttest) $r$
		$M (SD)$	$\alpha$	$M (SD)$	$\alpha$		
DDL	145	28.50 (8.79)	.78	38.43 (8.35)	.80	9.93 (6.68)	.70
TR	41	25.63 (7.95)		30.05 (8.24)		4.42 (6.70)	

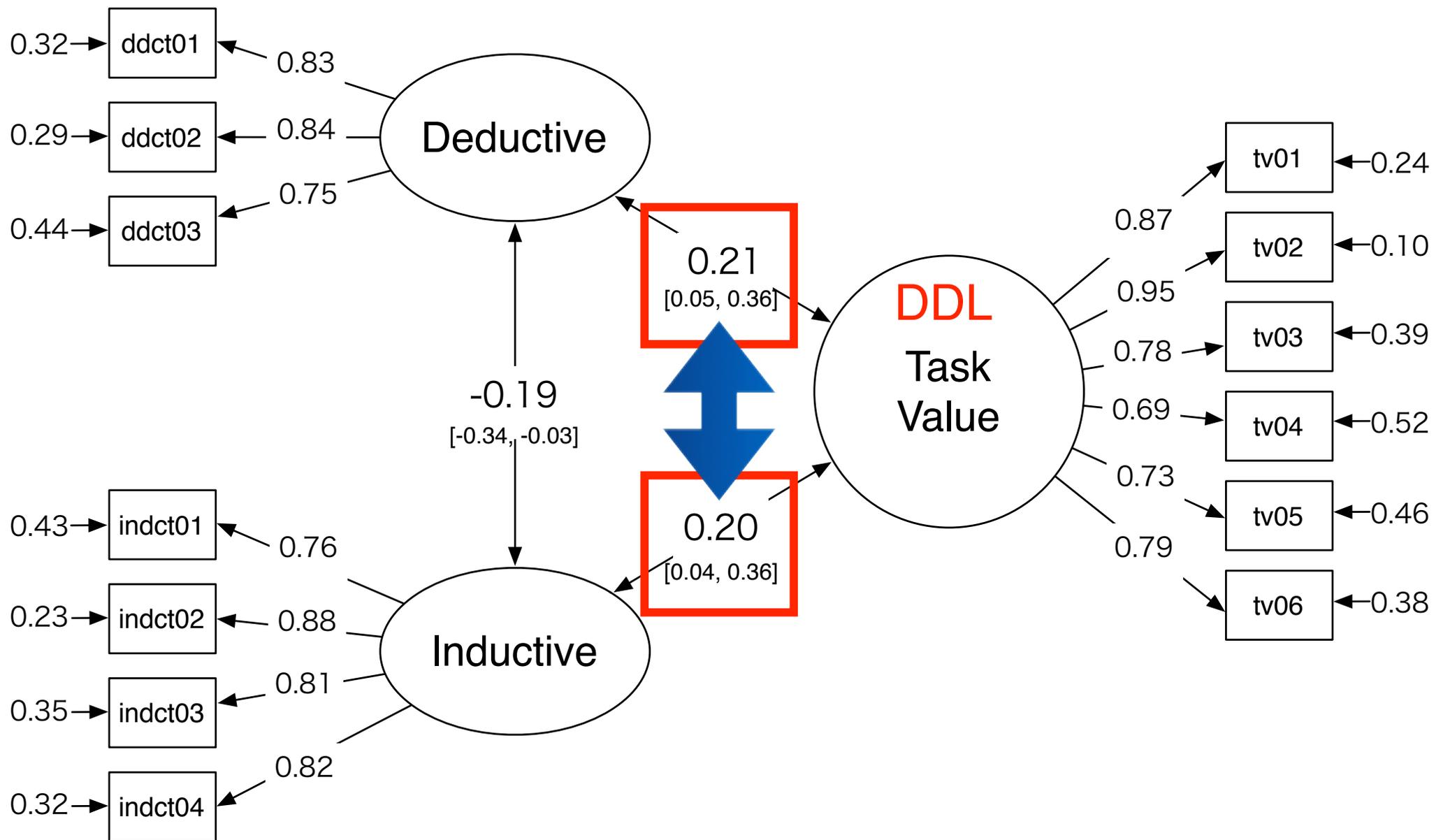
*Note.* Possible score range for the pretest and posttest: 0–60.

DDL group outperformed the TR group.

Descriptive statistics of the scales ( $N = 145$ ).

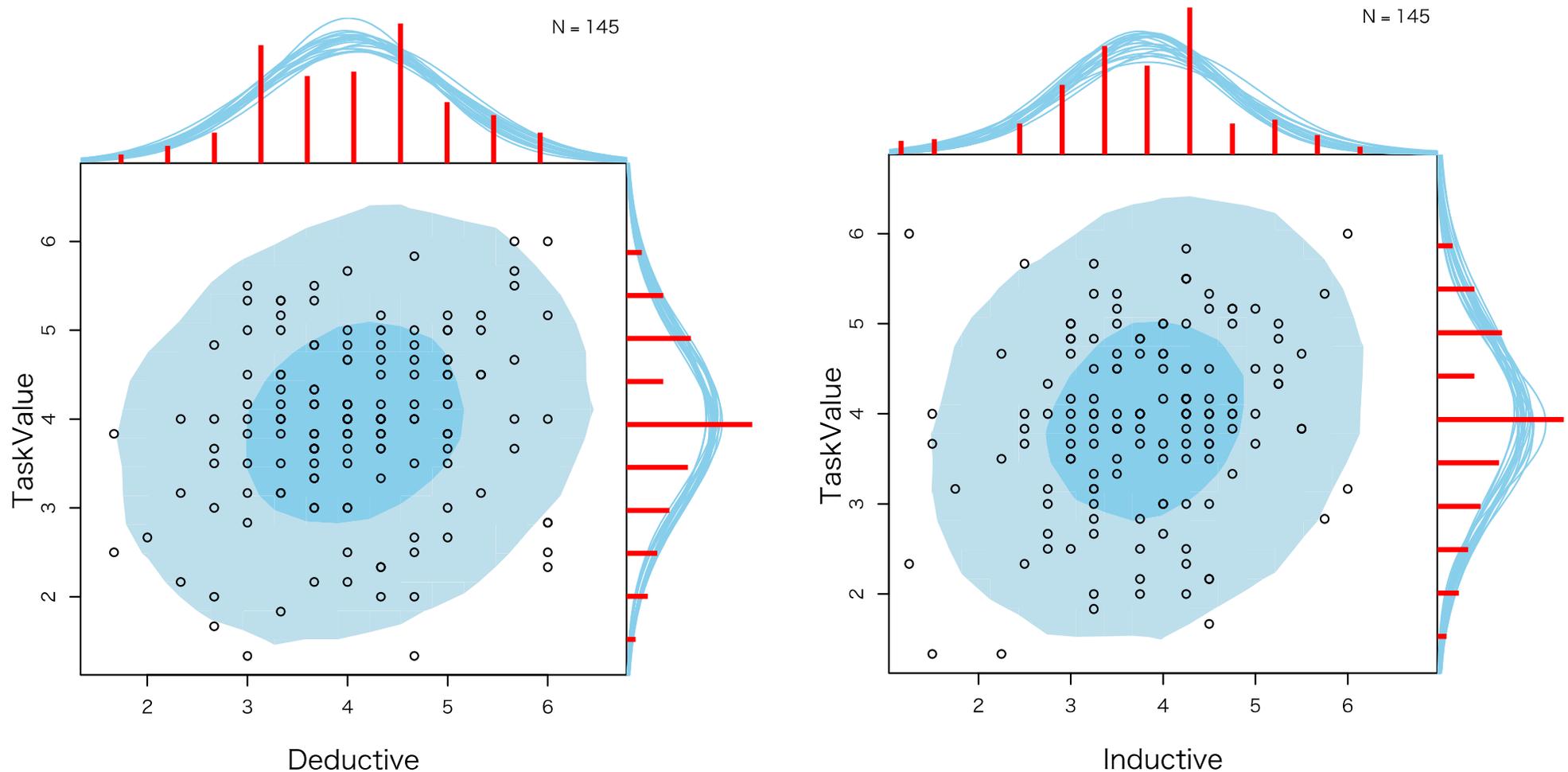
Measure	No. of Items	$M$ ( $SD$ )	$\alpha$
Deductive	3	4.07 (0.95)	.85
Inductive	4	3.81 (0.95)	.89
Task Value	6	3.92 (0.99)	.91

*Note.* Possible range of item response: 1 to 6.



# Who is DDL for?

Mizumoto & Chujo (2016)



Guided DDL- type induction may be beneficial for both deductive and inductive learners irrespective of their learning preferences.

# Mizumoto & Chujo (2016)

- A guided DDL induction approach is effective for both inductive and deductive learners.
- This type of DDL is not only for inductive learners but also for deductive learners.
- Purpose of DDL instruction: Assist learners become autonomous  
(from soft DDL to hard DDL)
- Task and instruction types do matter.

# Bridle (2019)

- Correct written errors with BYU-BNC
- 12 Chinese students (pre-sessional course before postgraduate study)
- “learning preferences may dictate likelihood of corpus consultation” (p. 66)
- Reflective learners were not positive about the use of DDL.

ツールを開く ▶

コーパスブラウザ

コンコードダンス

適語補充問題

ダウンロード

SCoREとは

SCoREの開発と特徴

プロジェクトメンバー

成果

プロジェクトで開発した  
コーパス検索ツール

ユーザガイド

DDL教材バンク

動作環境

更新履歴

用例の投稿

お問い合わせ

SCoREとは

<https://www.score-corpus.org/>

教育用例文コーパスSCoRE (Sentence Corpus of Remedial English) は、簡潔で自然な英文とその日本語対訳をウェブ上で自由に (無料・登録不要) 閲覧・検索・コピー・ダウンロード・Webテストに利用できる「データ駆動型英語学習支援プログラム」です。

コンコードダンス | SCoRE ツールの切り替え ▼

検索

▼ すべて 15628

- ▼ 文法項目すべて 10458
  - ▶ 代名詞 346
  - ▶ 名詞 585
  - ▶ 属格表現 450
  - ▶ 時制の一致 199
  - ▶ 分詞 855
  - ▼ to不定詞 1174
    - ▶  動詞 + to不定詞 312
    - ▶ 動詞 + 目的語 + to不定詞 209
    - ▶ 名詞 + to不定詞 279
    - ▶ 不定詞 (目的) 90
    - ▶ 形容詞 + to不定詞 284
    - ▶ 受動態 354
    - ▶ 現在完了 547
    - ▶ 関係詞節 1143
    - ▶ 否定 388
    - ▶ 法助動詞 337
    - ▶ 存在構文 301
    - ▶ it 206

すべて 初級 中級 上級

用例数: 312件

want\* to サンプリング なし 5 10 20 ソート 出現順 左 キーワード 右 表示 KWIC センテンス

1	I want to sleep .	私は眠りたいです。
2	Do you want to go ?	あなたは行きたいですか？
3	He wants to eat soon .	彼はすぐに食べたいです。
4	I want to visit Kyoto .	私は京都を訪れたいです。
5	I want to see the cherry ...	私は桜の花が見たいです。
6	I want to eat sushi .	私は寿司を食べたいです。
7	She wants to play cards .	彼女はトランプをしたいです。
8	They want to go home .	彼らは家に帰りたいです。
9	I want to see a movie .	私は映画を見たいです。
10	Do you want to read this book ?	あなたはこの本を読みたいですか？
11	Many people want to be rich and fam...	多くの人たちは金持ちになって有名になりたいと思...
12	She wanted to enter her ph...	彼女は自分の写真をコンテストに出したいと思いま...
13	The survivors wanted to find their mis...	生存者たちは自分たちの行方不明になった家族を見...
14	I wanted to finish early s...	私は公園に行けるように、早く終わらせたいと思...
15	She wanted to make a differ...	彼女は孤児たちの生活を改善したいと思いました。
16	n't really know what they want to do .	多くの人たちは自分たちが何をしたいのかわりよ...
17	Do you want to eat in front of t...	あなたは今晚テレビの前で食べたいですか？
18	I want to hang the futons...	私はフトンを朝日にあてて、干したいと思っていま...
19	ou were busy and I did n't want to interrupt .	私は電話をしましたがあなたは話し中でしたので、...
20	tes do n't know what they want to study at univers...	とてもたくさんの方々は大学で何を勉強したいの...
21	She wanted to write a book ...	彼女は本を書きたいと思いましたが、代わりに...
22	I wanted to know where i...	私はそれがどこにあるか知りたかったです、...

Page 1 of 1 | 1 - 31 of 31 ダウンロード

# langtest.jp/awsum



Academic **W**ord **S**uggestion **M**achine

# Move analysis



**Section** abstract ▾ **Move** 02\_presenting\_rese: ▾

1L 2L 3L 4L 5L

3R 4R 5R

Auto suggest

The

- The study investigates the**
- The study examines the
- The extent to which
- The purpose of this
- The use of
- The present study investigates



# Lexical bundles

Purpose:

Examining what type of learners benefit most from using AWSuM for the first time.

# Participants

- 89 undergraduate students (3rd year)
  - Univ. A: English (M:14, F:35)
  - Univ. B: Computer Science (M:27, F:13)
- A2 to B2 levels in CEFR

# Procedures

- **Week 1** (genre-based teaching)
  1. Introduction to the IMRD structure
  2. Introduction to moves
  3. Moves in the abstract section
  4. Writing 200-word abstract by themselves

# Moves in the Abstract Section

## COMPOSING LETTERS WITH A SIMULATED LISTENING TYPEWRITER

background	[ <i>Abstract.</i> <sup>1</sup> With a listening typewriter, what an author says would be automatically recognized and displayed in front of him or her. <sup>2</sup> However, speech recognition is not yet advanced enough to provide people with a reliable listening typewriter. <sup>3</sup> An aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters. <sup>4</sup> Participants dictated letters, either in isolated words or in consecutive word speech. <sup>5</sup> They did this with simulations of listening typewriters that recognized either a limited vocabulary or an unlimited vocabulary. <sup>6</sup> Results indicated that some versions, even upon first using them, were at least as good as traditional methods of handwriting and dictating. <sup>7</sup> Isolated word speech with large vocabularies may provide the basis for a useful listening typewriter.
purpose	
method	
results	
conclusion	

# Procedures

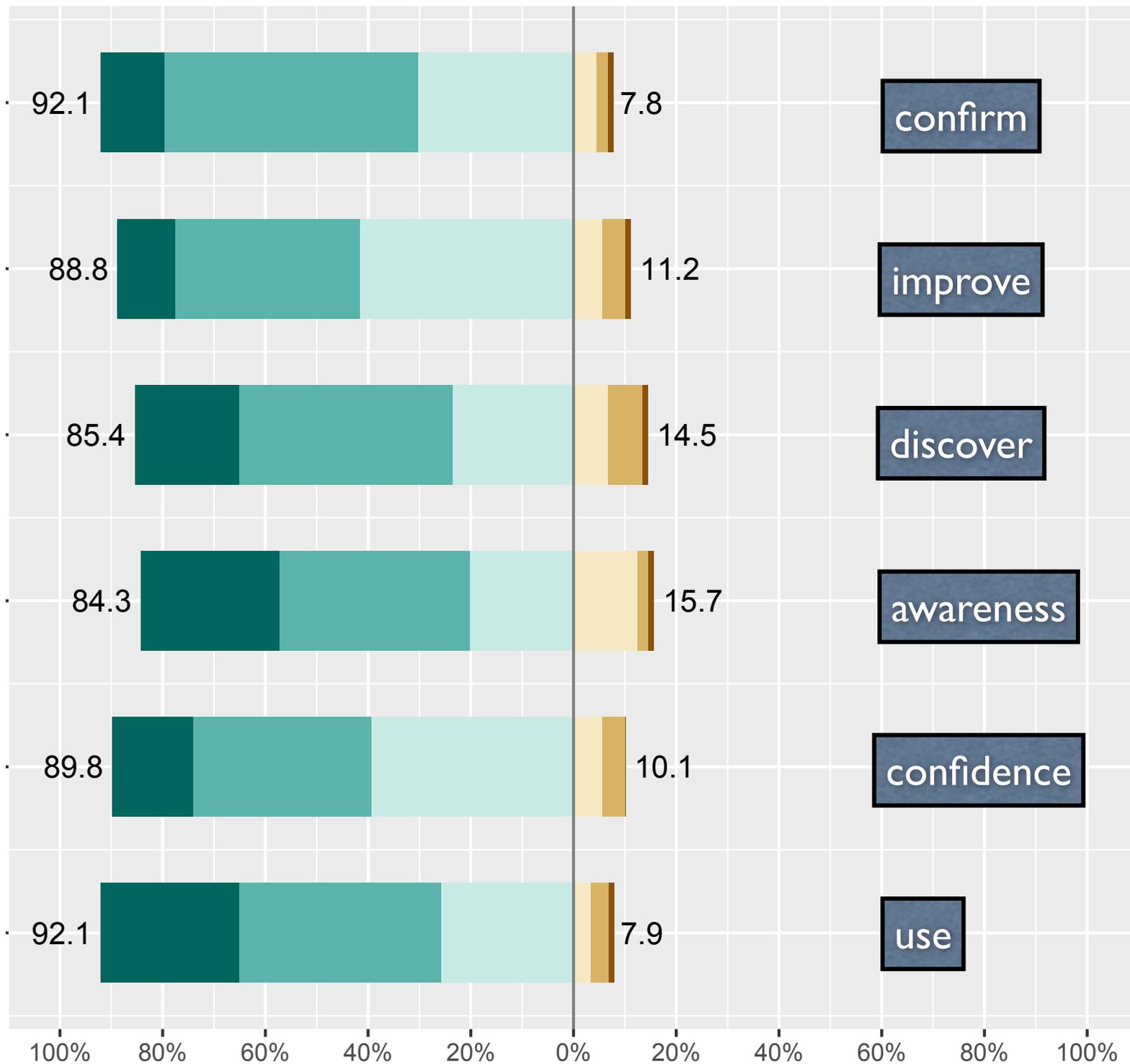
- **Week 2 (Using AWSuM)**
  1. Instructors check the fist draft (giving feedback by underlining unnatural phrases)
  2. Showing how to use AWSuM
  3. Using AWSuM to make the second draft in and outside the classroom
  4. Answering an online questionnaire

# Questionnaire items based on the results of Mizumoto et al. (2017)

- (1) **Confirmation** of lexico-grammatical items
- (2) **Improvement** of lexico-grammatical items
- (3) **Discovery** of lexico-grammatical items
- (4) **Raised awareness** toward the move-bundle connection
- (5) **Greater confidence** and autonomy in RA writing
- (6) Hope to use the tool in the future

# Results

1. Questionnaire
2. Who benefits by using AWSuM and hopes to use it in the future?
3. Qualitative changes in the phrase use



confirm

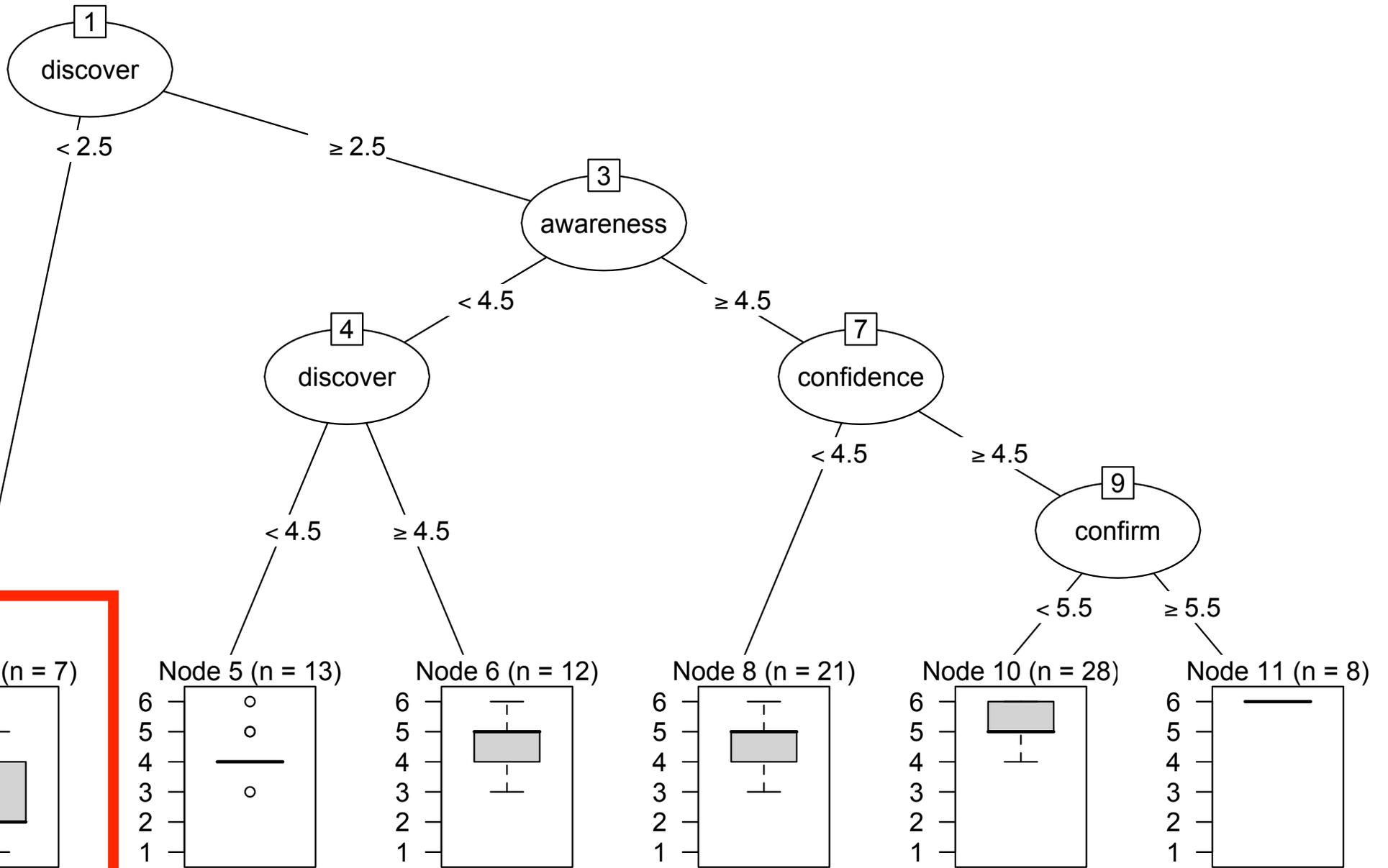
improve

discover

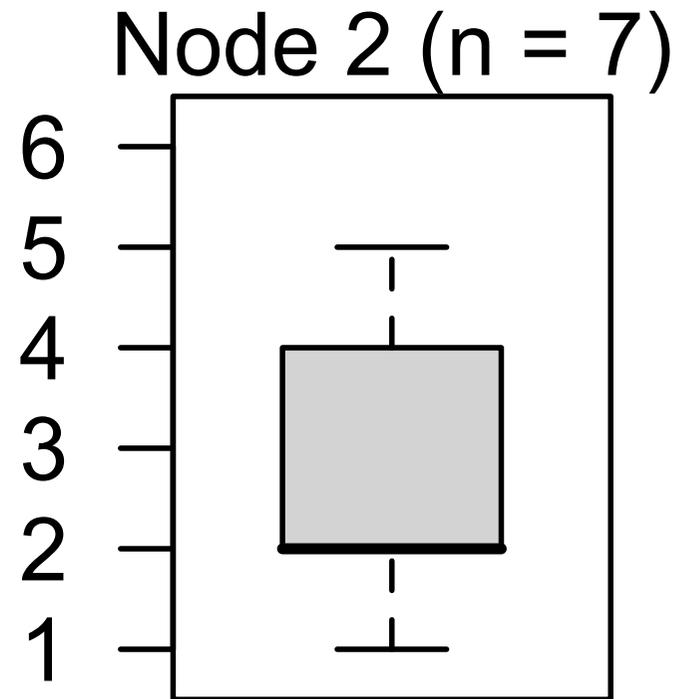
awareness

confidence

use

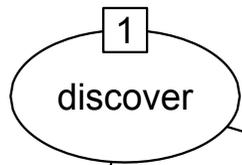


**“I will use AWSuM in the future.”**



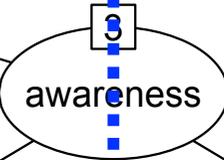
“I will use AWSuM in the future.”

- English ( $n = 2$ )
- Computer Science ( $n = 5$ )
- CEFR A2/B1



< 2.5

≥ 2.5



- “Difficult to use AWSuM.”
- “Couldn’t find phrases.”
- “Wanted Japanese translation.”

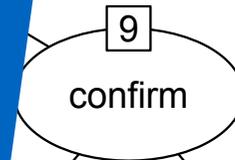
- “Realized how differently phrases are used in RA.”
- “Able to use unfamiliar phrases .”
- “Took me a while, but learned how to use AWSuM.”

< 4.5

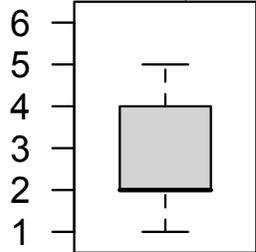
≥ 4.5

< 5.5

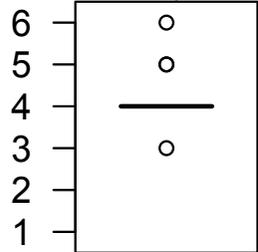
≥ 5.5



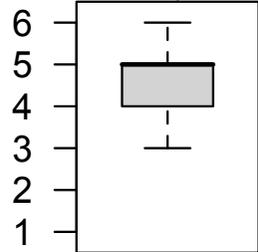
Node 2 (n = 7)



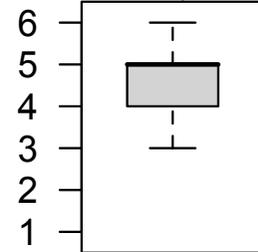
Node 5 (n = 13)



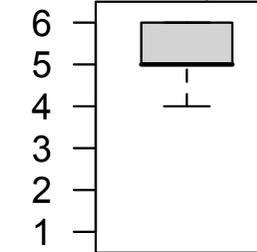
Node 6 (n = 12)



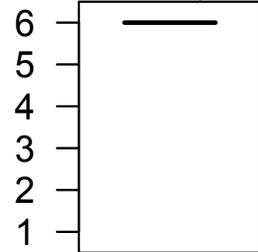
Node 8 (n = 21)



Node 10 (n = 28)



Node 11 (n = 8)



“I will use AWSuM in the future.”

# Qualitative Changes

- The result supposes => suggested
- The conclusion reached in this study is that ... => It is suggested that
- To conclude, => The study revealed ...
- the participants' programming skills very improved => greatly
- we analyzed the data about the growth => in terms of the development
- people => participants / subjects

# Summary

- User feedback was very positive.
- AWSuM can bring about beneficial effects that genre writing pedagogy explicitly aims to achieve.
- AWSuM could play a facilitating role in technology-enhanced genre writing teaching and learning.

# Summary

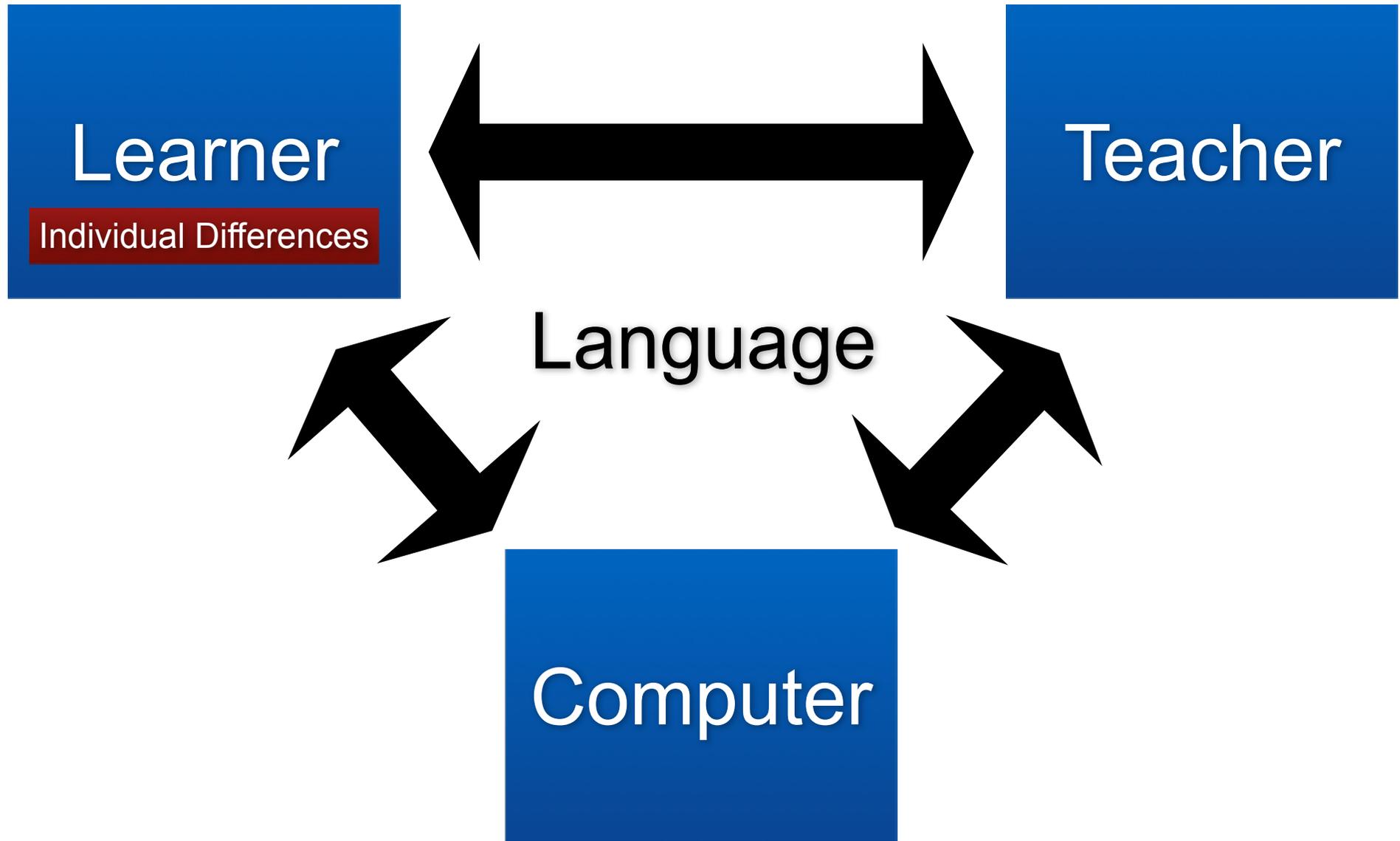
- Learners benefited more if (a) they have higher-proficiency level and the ability to work with the tool, (b) their awareness toward rhetorical structure increased, and (c) they were able to use a variety of phrases with the help of the tool.
- Quality of writing improved after learning how to use the tool.

# Discussion

- Using *AWSuM only* is not enough.
- A top-down and deductive teaching of genre and a training session for using the tool(s) are crucial.
- “Corpus approaches should be integrated within existing pedagogy rather than presented in isolation” (Conrad, 2000)

# Future Directions

- Teaching appropriate use of different resources. => Strategy training
- Helping low-proficiency level learners learn how to use the tool(s).  
=> Scaffolding
- Taking individual differences into account. => Which one?



A Model of the Three Main Components in the CALL Classroom (Son, 2000)

SORT		SORT
PhD , for her guidance and input in this work .	Thank you	also to Joey Taylor for reviewing a draft of this article
cookies for other people and sent out neuron-themed	thank you	cards . Unable to drive , I walked unembarrassed b
at the local level and nationally through the Society .	Thank you	Dan for your dedication and support . Max Burke #
CHECK IN 10 MINUTES BEFORE FLIGHT DEPARTURE	THANK YOU	DELTA AIR LINES // How to delay 250 aircraft in 20
recommendations for accommodations for each student .	Thank you	for all your hard work for students at our school .
turning to her , Clinton said , " Secretary Albright ,	thank you	for being able to redeem the lessons of your life sto
a person with type 2 diabetes . TH : Kathy ,	thank you	for creating a program which works for everyone wi
responsibility for knowledge via interdependence ; " "	Thank you	for doing the final this way ! As much as I
for the survey instrument . Have food available as a	thank you	for everyone 's time and also as the social incentive
to begin to give back to the engineering community .	Thank you	for giving me a chance to succeed and thank you fo
interesting-I admire its depth , its psychology -- and I	thank you	for having treated me so charmingly. 21 It 's obvio
. BILL DROEL Worth , Ill . Autism : Legal Remedies	Thank you	for highlighting the important issue of autism (Edito
Review , Catholic Dossier , Lay Witness , et al .	Thank you	for holding the fort for so long , but AMERICA seem
tips : # B Get off your feet Your back will	thank you	for it . " For an acute problem , " says
and what could or should be handed over to others .	Thank you	for listening . #
this night , he says : " Father in heaven ,	thank you	for my family and Cheers the Clarkes ' cocker spani
the Jews , " by Dorothy Day ( 11/9 ) :	Thank you	for printing the manuscript by Dorothy Day . We wo
, Esq . Ann Arbor , Mich . Paul 's World	Thank you	for publishing the articles on St Paul 's life , the
make known the health risks in processing uranium .	Thank you	for raising this justice issue . Our city is in the
junger colleagues is equally or even more admirable .	Thank you	for recognizing him in this way . RICHARD SALVUCO
to see the murderer of your daughter put to death .	Thank you	for sharing your suffering with us . " The dignity of
of a faction event , a gewel calls out , #	Thank you	for showing Ufi that the Party is one , and that
environmental compliance coordinator with USACE .	Thank You	for Supporting the NEHA/AAS Scholarship Fund Mar
y actual educational needs of its members . A special	thank you	for the efforts of the section chairs including Dr. Gir
clusivity . Charlie Conaghan Pittsfield , Mass . # #	Thank you	for the interview with Elaine Pagels . So much of th
a lot of brandy to drink together , Heather . I	thank you	for the invitation . # By Michael Novak # # Michael