


School of Languages and Cultures

International Perspectives on Corpus Technology for Language Learning - Seminar Series

[< International Perspectives on Corpus Technology for Language Learning - Seminar Series](#)

Introducing corpora to language teachers

21 October 2022 9:00pm–10:00pm 





Go to www.menti.com and use the code 2710 5210

What are some key words that express what language teachers gain from corpora?

 Mentimeter



What do I think?

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize


- Confirmation of hunches about aspects of language: *let's see what the corpus says!*
- Dictionaries and grammars don't answer all our questions
- A contemporary view of language
- Authentic examples for ...
- Error correction
- Discovery learning opportunities → knowledge creation
- HOTS
- We are wordsmiths



Obstacles, road
blocks, walls

What do you think?
Go to **www.menti.com**
and use the code **2710 5210**

Go to www.menti.com and use the code 2710 5210

What are some key words related to the obstacles we face  in introducing corpora in language education?

What do I think? (1)

- Contemporary view of language formed and confirmed through corpus analysis.
- New concepts ↔ new terms

Sinclair – “New evidence, new priorities, new attitudes”

O’Grady – linguistic hand-me-downs

Hanks – patterns of normal usage

Hunston – Pattern Grammar

Goldberg – Construction grammar

Halliday – everything

- Linguistic choices: genre and register
- Grammar: rules and patterns
- Vocabulary patterns and relationships in the language
- Vocabulary patterns in
- Multi-word units: vocabulary items, lexicogrammar, collocation, colligation, grammar patterns
- Frequency: possible vs. probable language

These all beget linguistic tasks.

wooden peg into a square hole
putting a round peg into a square hole
put a round peg into a square hole
trying to fit a round peg into a square hole
to fit a round peg into a square hole
again to cram a round peg into a square hole. We
fit my round peg into a square hole.
a round peg into a square hole
round peg into a square hole

What do I think? (1)



As I drove into Wangaratta, the town I grew up in, with my eighteen year old son sitting beside me, Ausmuteants blaring through the sound system, I had an uncanny, dizzying feeling that my childhood was no longer in the past, as one would expect, but rolling out in front of me, and the child I thought I could see shimmering in the heat and walking down the road toward me, was, in fact, myself.

It was nearly fifty years ago that I left Wangaratta and I was anxious about a lot of things, but mostly that this town I had conjured up so many times in my songs and novels would be unrecognisable to me now. I was anxious that my imagination might have overridden the truth of the town to fit the narrative purposes of my songs. I was afraid that it would feel as if I were simply in the wrong place – that it would feel unauthentic, a fabrication – so long have I lived away from the town and so long I have lived inside my songs.

But as we drove around the town and visited the places I knew so well as a child – the Railway Hotel, the Wangaratta Cathedral, the rusted railway bridge, the High School, the muddy Ovens River, the swimming pool, my house in Mepunga Ave – I was amazed at how little the town had changed and how close to the truth my songs actually were. It seemed to me, that so many of the songs and stories I had written were simply guides to “the idea of a river, an open space and a small town” in the North East of Victoria.

wooden peg into a square hole
 putting a round peg into a square hole
 put a round peg into a square hole
 trying to fit a round peg into a square hole
 to fit a round peg into a square hole
 again to cram a round peg into a square hole
 to fit my round peg into a square hole
 a round peg into a square hole
 round peg into a square hole

It is a truth universally acknowledged that wealthy, single men were pursued by women or families in the hope of proposal. Mrs
 words, it should be example (data) driven . Third, a teacher should set up the conco
 d be feedback rather than tutorially driven ; that is, it should not present sequences c
 eading materials. The activities are driven by 12 wordlists of 20 words each, a total c
 ordance software extensively. It is driven by a list of words the students know they
 worker whose learning needs to be driven by access to linguistic data (Johns 1991: 2
 worker whose learning needs to be driven by access to linguistic data” (Johns 1991: 2
 worker whose learning needs [are] driven by access to linguistic data [17]. As the se
 worker whose learning needs to be driven by access to linguistic data - hence the te
 worker whose learning needs to be driven by access to linguistic data. By using corp
 a research worker whose learning is driven by access to authentic linguistic data. In th
 worker whose learning needs to be driven by access to linguistic data -- hence the te
 worker whose learning needs to be driven by access to linguistic data’ (1994: 2). In a
 worker whose learning needs to be driven by access to linguistic data” (p. 2) and her
 is that when a gap-filling routine is driven by an alphabetical wordlist, the two-good
 ing’ (DDL), that is, the learners are driven by authentic language data presented in t

word	word	word	word	Freq
P / N banks	and other financial	institutions	15	
P / N gender	and other social	relations	8	
P / N aircraft	and other aerial	devices	8	
P / N polytechnics	and other further	education	5	
P / N pensioners	and others on	low	5	
P / N listed	and other public	interest	4	
P / N copyright	and other intellectual	property	4	
P / N causal	and other nomic	connections	4	
P / N action	and other intangible	property	4	
P / N London	and other major	cities	4	
P / N London	and other large	cities	4	

antics are viable depends entirely on the context . Such ant
 'real' but that it depends exquisitely on the context . Indee
 racist discourses depends on and varies in context and enab
 r to the question depends on ascertaining in the context of
 atical sense of it depends on context and the knowledge the
 d in an individual depends on context as well as underlying r
 id.). Oral speech depends on context to communicate mean
 cess is folding. It depends on contexts in parse trees, and th
 eing defamatory depends on the content and context of the
 uld not or Well it depends on the context of the piece I thin
 es, the boundary depends on the context : young people gai
 two and in fact it depends on the context that you're operat
 per title to print depends on the linear context , a more soj
 n point of a word depends on the preceding context . In terr

tive as it facilitates reuse of not only the content , but also the adaptive mechanism itself . Such
 oscope , the ob- server sees not only the highest layer but also edges that reveal the structure
 semantic bias as it depends not only on the form of hypotheses , but also on the background knowledge
 ance system with monitoring not only of the nonself but also of the self i;½ a distributed system
 forward means of explaining not only the learner 's preferred mode of learning , but also how this

What do I think? (2)

- Contemporary view of language formed and confirmed through corpus analysis, but ...
- Lack of vocabulary concepts in mainstream language education

These all contribute to fluency and accuracy.

synonym, hypernym, hyponym, co-hyponym, meronym, lemma, word form, derivation, morphology, productivity, grammar patterns, word templates, word association, homonym, sentence stems, troponym, conversion, chains, links, repetition, antonym, lexical semantics

These all beget linguistic tasks.

wooden peg into a square hole
putting a round peg into a square hole
put a round peg into a square hole
trying to fit a round peg into a square hole
to fit a round peg into a square hole. We
again to cram a round peg into a square hole.
fit my round peg into a square hole
a round peg into a square hole
round peg into a square hole

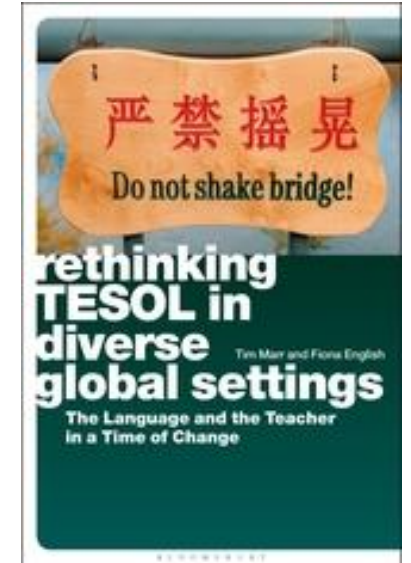
What do I think? (3)

- Contemporary view of language formed and confirmed through corpus analysis, but ...
- Lack of vocabulary concepts in mainstream language education
- Not enough overt le...
- language from langu...
- Fear of terminology
- Underestimate student...

Swan:
language teaching is
teaching language

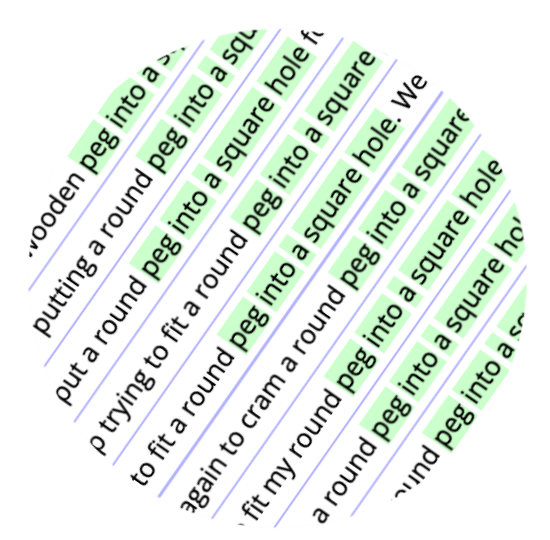
TESOL teachers do not see themselves as language experts, but teaching implies ... When people study history and geography they also study about the discipline of studying history and geography. (2019:105)

wooden peg into a square hole
putting a round peg into a square hole
put a round peg into a square hole
trying to fit a round peg into a square hole
to fit a round peg into a square hole
again to cram a round peg into a square hole
fit my round peg into a square hole
a round peg into a square hole
round peg into a square hole



What do I think? (4)

- Contemporary view of language formed and confirmed through corpus analysis, but ...
- Lack of vocabulary concepts in mainstream language education
- Not enough overt learning language from language
- Reluctant to embrace the probable: fear you could still make a mistake / learn half-truths



S: Can you say XXX in English?

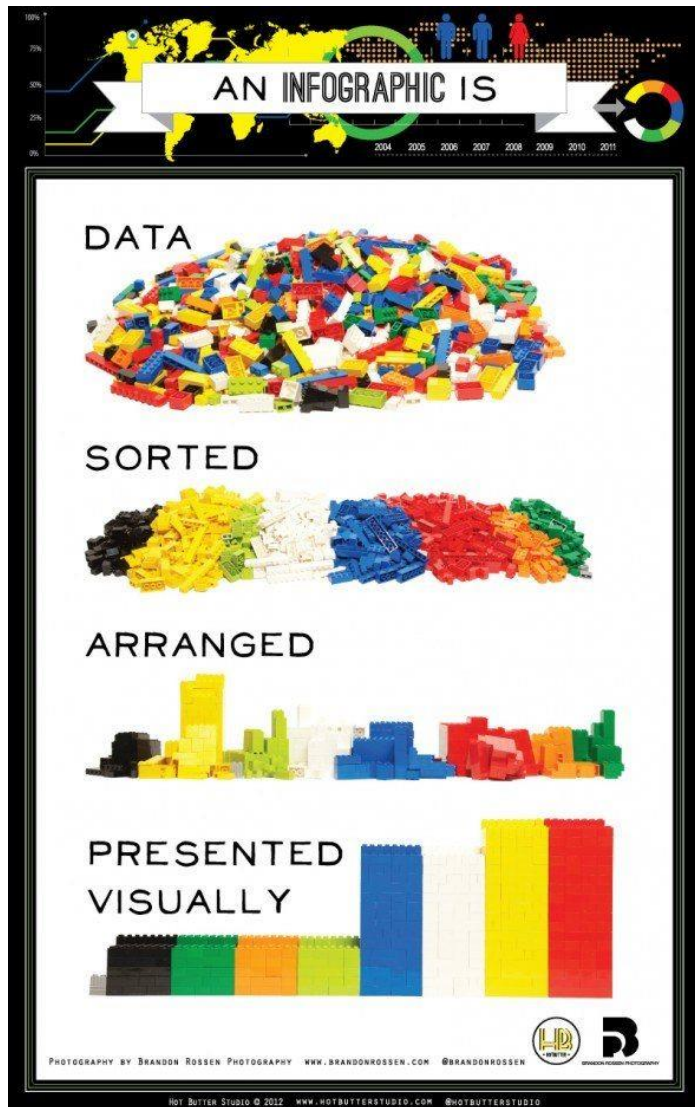
T: You can say anything.

S: **Do** you say XXX in English?

T: Let's look, shall we?

Possible vs. probable

What do I think? (5)



language
through

cepts in
education

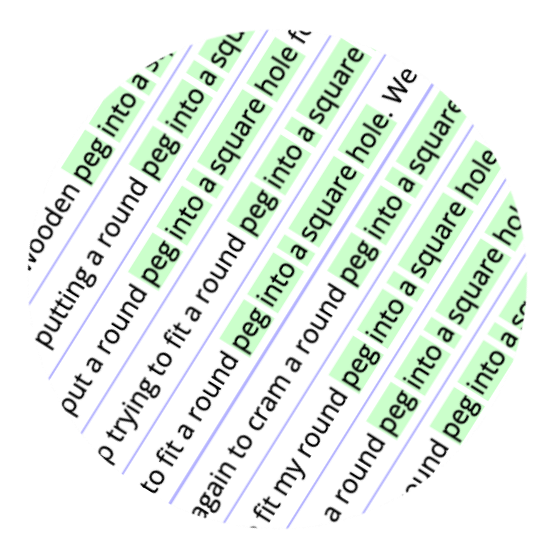
arning
age

terms

the possible
make a
uths

It's hard.

- Technology
- Strange interfaces
- This is language?
- Torrents of data
- Sorting data
- Converting data into information
- Reconciling what you know with what you find
- And then what?



Our students wrote:

	Word	Frequency ?
1	difficulty	24 ...
2	opportunity	25 ...
3	function	19 ...
4	lack	21 ...
5	access	26 ...
6	number	28 ...
7	benefit	27 ...
8	ability	27 ...
9	advantage	24 ...
10	role	33 ...

DDL DISCUSSIONS CORPUS

1. Most of my groupmates are experiencing **difficulty in understanding , analyzing** concordance lines properly and contextualize them as we are novice students.
2. I totally agree with this statement, ... a **lack of resources and tools** as the cause.
3. However, because of the **lack of instruction and practical experience** of such web-based tools have been thoroughly understood by many learners and even teachers.
4. I have been using COCA for mostly working with new words and also attempted to deliver a lesson with this tool, however it has been miserably failed due to **lack of proper training and pedagogical experience**.

One student wrote:

Corpora is **too technically difficult** for current learners and teachers. Furthermore, teachers and students do not have enough **knowledge on Corpora** and even today there is still **limited access to the internet** around the world. In my opinion, to resolve these challenges immediately **first and foremost**, we must teach Corpora –like COCA– to our teachers and students in depth simultaneously by providing with adequate internet connection where and when they need, **secondly**, **corpora have to be specialized** and **modified for teacher and pupils** taking their background knowledge, age and level of English into consideration.

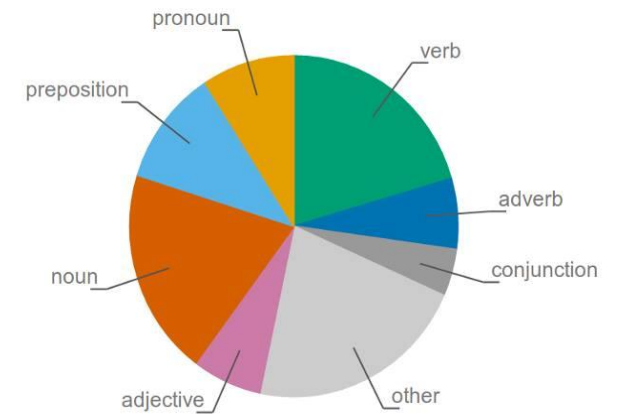
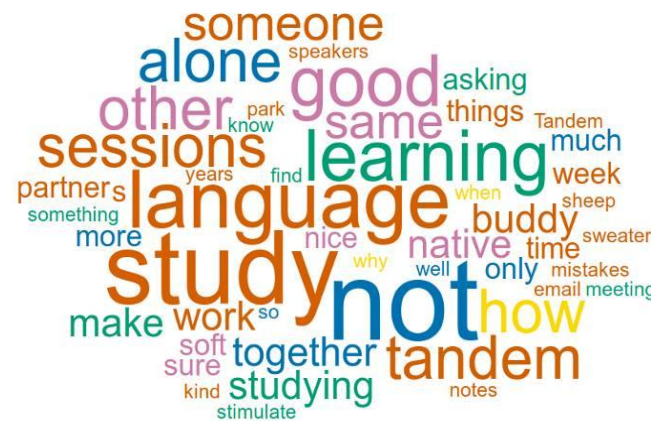
Some other alleged obstacles

- Authentic language
 - Cultural references
 - Non-literal usage
 - Mistakes / slips / typos
 - Taboo words

Impenetrable
Incomprehensible
Misleading
Unacc

- Incomplete sentences
 - Not meant to be read
 - Not all software.
 - Depends on the task
 - *bound to*
 - *complement clauses start with ..*

- Conc lines from different texts
 - Studying fragments of language
 - This is sampling
 - Inferring meaning: *jalopy*
 - except VersaText!



Current
teaching
situation

Webster
UNIVERSITY

Tashkent

MA TESOL program

- C. 250 students
- Mostly novice teachers, some pre-service
- Many working full-time
- Many with family commitments
- Entry requirement IELTS 6 (B2)
- c.25 instructors, mostly Uzbek
- Director of MA TESOL
- F2F or online
- Ten taught courses + practicum
- 8 week terms
- Two courses per term
- Term 1:
 - EAP and Linguistics for LT

English for Academic Purposes course

Topics

Academic English / general English

Academic vocabulary / grammar

Critical thinking / reading

Plagiarism

Citation/referencing/APA

Summarising/Paraphrasing/Synthesizing

Hedging

Gender-neutral language

Graded tasks

1. Two asynchronous discussions:

- a) 1. comparing GE and AE
- b) 2. DDL

2. Annotated bib, group presentation, literature review

3. Discovering Academic English workbook

4. Glossary and dictionary

Herein lies the problem

stances can make women feel uncomfortable. " Herein lies the problem. Probably 99% of women will agree at all. # But herein lies the problem. Theories and statistical models are different types of approximations to associate with. # But herein lies the problem... Everyone on the left is saying the same thing. " Inside the Beltway, mostly with Congress. And herein lies the problem: both Democrat and Republican corporations promote the illegal use of their software. Herein lies the problem. You can not sell guns and tell people the truth. Especially Egwene. And herein lies the problem now. She doesn't even see it. She is as ignorant of what the Course Description dictates. Herein lies the problem. It's with those ***** Liberal Professors developing its nuclear program. # Herein lies the problem with religion and nuclear weapons. How can one read the bulletins. And herein lies the problem. We're saying one thing -- that we want to educate people (income and earning status). Herein lies the problem: without dedicated, multi-focus outreach programs that the leaders of the Revolution could imagine. (n9) # Herein lies the problem for most Americans. It is difficult to recognize the problem in question were guns. # And herein lies the problem for most people who blame Hollywood's fascination with guns. Well, I think that's right but herein lies the problem, and you saw this in all of these reactions. Mr. ... a sugar mill. And herein lies the problem. First, a little background: The Everglades are the sodden

- Hundreds of masters students
- Required to write academic texts
- Relatively low level of general English
- Little error correction or feedback
- No time to attend language courses
- Very keen to improve their language, their KAL and their teaching skills.



Discovering Academic English

A Task-based Linguistics Approach

James Thomas

July 2022

Pilot edition

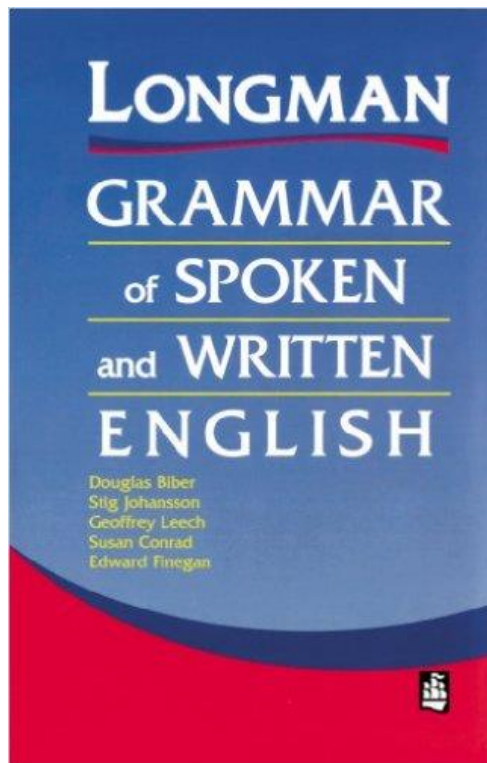
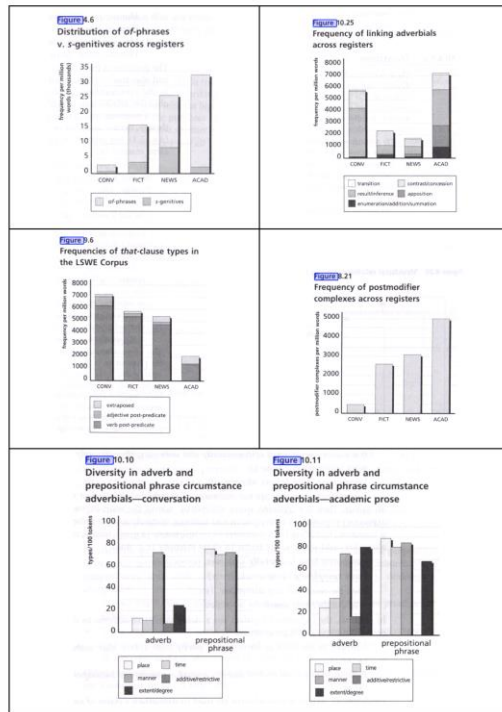
WEEK 1.	WELCOME TO MA TESOL	6
	Syllabus topic 1. EAP vs. General English	6
	Topic 1. Introduction	6
	Topic 2. Longman Grammar of Spoken and Written English	8
	Topic 3. Academic vocabulary	10
	Topic 4. Prepositions	12
	Topic 5. VersaText	14
	Topic 6. Grammar Patterns	15
	Topic 7. Knowledge creation through reflection	17
	Topic 8. Sources and resources for students	18
	Topic 9. Data-driven learning	19
	Topic 10. Corpus of Contemporary American English (COCA)	19
WEEK 2.	PUTTING IDEAS TOGETHER	20
	Syllabus topic 2. Critical thinking and critical reading	20
	Topic 1. Sentences	20
	Topic 2. What motivates a sentence?	22
	Topic 3. Logical progression	29
	Topic 4. Specific functions of sentences	31
	Topic 5. What is critical thinking?	32
	Topic 6. Critical pedagogy	35
	Topic 7. Knowledge creation through interaction	38
	Topic 8. Writing from outlines	41
WEEK 3.	A MOST ABUNDANT PART OF SPEECH	42
	Syllabus topic 3. Plagiarism and citations, paraphrase	42
	Topic 1. Studying vocabulary	42
	Topic 2. About nouns	48
	Topic 3. Colligation	52
	Topic 4. Abstract nouns and their complement clauses	56
	Topic 5. Nominalization	58

Meet *Discovery Academic English*

- How I wrote it
 - LGSWE
 - Error database
 - Required topics
 - Extracts from articles
 - Introduce COCA
 - Grammar Patterns database
- Previous course talked about things but didn't **do** them
 - Academic vocabulary
 - Corpora
 - Refencing verbs
 - Functional language
 - Hedging
 - etc

What do numbers mean?

Six graphs from the LGSWE that demonstrate how grammar is used differently in four registers.



Task 3. Based on the LGSWE data presented on the next page, answer these questions in the space beside and below.

We will explore the terms and concepts here in later sections of this workbook.

- In which of the four registers is the genitive expressed mostly using *of*-phrases? *ACAD (figure 4.6)*
- In which written register is 's least used? *CONV (figure 4.6)*
- Which functions of linking adverbials are described in Fig.10.25?
- Which registers use linking adverbials the most and the least? *ACAD and NEWS*
- Which registers use *that* clauses the most and the least? *CONV and ACAD*
- Which registers uses postmodifier complexes the most and the least? *ACAD and CONV*
- What do Figures 10.10 and 10.11 compare? *adverb and adverbial phrase*
- What are the five semantic categories of adverbials listed here? *place/time/manner/extent, degree/additive/restrictive*
- Which grammatical structure is more used for adverbials in academic prose? *prepositional phrase*

Week 6. How, what, when, where, why

Syllabus topic 6. Synthesizing

Synthesize - to make smth by combining different things or substances.



Topic 1. Adverbs and adverbials

Date 24.09.2022 Started at _____ Finished at _____

Task 129. A little revision to get started.

Answer these questions based on the work that you have already done in this workbook. It is worth recycling this information at this stage so as to prepare yourself for the rest of this week's work.

1. What is the essential difference between an adverb and an adverbial? *Adverb is parts of speech, while adverbial is a syntactic role*
2. What is the essential difference between a phrase and a clause? *Phrase is a group of words that have a particular meaning whereas a clause has subject + verb + part of a sentence*
3. The clause expresses the message. Sentences are made up of clauses. Can sentences contain other words and phrases that do not belong to the message clause(s)? *Yes, For example, stance adverbials*
4. Is the theme of a clause always the first element? *Yes.*
5. Is the theme of a clause always the subject of the verb? *Not always. e.g. In winter I'll go to the mountains.*
6. Why are themes usually shorter than rhemes? *end weight principle. Theme don't have to be long, as it has already mentioned.*
7. Do all clauses have adverbial phrases? *Not all.*
8. What do we know about prepositions in adverbials?
9. Can an adverbial be a single word? *Yes, e.g. yesterday.*
10. Which one of these three can be part of the clause?
adjunct, disjunct, conjunct

Adjuncts are one of 5 major elements of clause structure: Subject, verb, object, complement. Adjunct is not necessary to the structure of clause but which adds some extra meaning to it.

127

With this shift in usage, we no longer use *mankind* to refer to people in general, or humanity. We can use *people* or *humans* to make our language more inclusive.

Task 153. Observe the decline in use of *mankind*.

Open COCA, type in *mankind* and click the Sections checkbox. Then click Find matching strings.

mankind (POS)

Find matching strings Reset Help

Sections Sort/Limit Options

You will see that the word occurs 9,366 times in the COCA corpus. On the right, you can see how often the word is used in each of these periods of time.

1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019
1172	936	743	735	702	562

What do you notice? And why do you think that this is the case?

The usage of the word mankind is reduced from 1172 to 562 times because, words as people and humans are used to refer to

Gender stereotyping *gender-neutral equality*

Stubborn *Obstinate men are called strong-willed. Obstinate women are called stubborn. Talkative men are called articulate, women garrulous. Women do the housework. Men earn a living. We refer to the weaker or fairer sex. Such sexist language is rapidly disappearing from English along with the mentality that supported it. In academic writing, we avoid all references to people which stereotype genders.*

chatty *gossipy* *blithery.*

Professions

English nowadays prefers to refer to professions in gender-neutral ways, partly because in some countries, people of any gender have legal rights to pursue any career. Many formerly gender-specific job titles have been replaced with gender-neutral job titles.

Task 154. Do any of these jobs have strong gender associations for you?

Nurse, surgeon, fire fighter, ballerina, footballer, secretary, priest, programmer, detective, chef, cook, baker, conductor, teacher, engineer, cleaner, waitress, freshman.

Task 155. Can you think of or find the modern equivalents of professions ending in *man*?

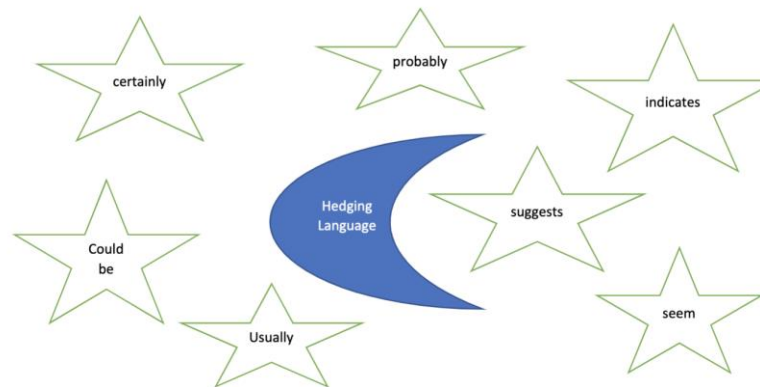
Use the words that you found in Task 152.

Glossary and dictionary tasks

The reason we encourage systematic and creative approaches to vocabulary storage as opposed to alphabetical order, is because of how it is understood that the brain stores words.

trail	<p>Verb</p> <ol style="list-style-type: none"> 1. A track or mark left by something that has passed. 2. A path or track roughly blazed through wild or hilly country 3. Evidence pointing to a possible solution <p>Synonyms: path, track COCA (http://corpus.byu.edu/coca/)</p>
Ethnographer	<p>Noun</p> <p>A person who studies and describes the culture of a particular society or group.</p>
Correspond	<p>VERB</p> <p>Be compatible, similar or consistent</p> <p>exchange message</p> <p>Antonyms: differ, disagree</p> <p>Synonyms: agree, communicate</p> <p>COCA (www.english-corpora.org)</p>

Hedging language refers to how a writer expresses certainty or uncertainty. Often in academic writing, a writer may not be sure of the claims that are being made in their subject area, or perhaps the ideas are good but the evidence is not very strong.



M

Meronym – a term which denotes part of something but which is used to refer to the whole of it.

Mediation – the process of talking to two separate people or groups involved in a disagreement to try to help them to agree or find a solution to their problems.

Meta function – a function which calls all the other functions of a certain program

Morphology – is the study of words, how they are formed, and their relationship to other words in the same language.

MS Word – Microsoft Word

M/N/P

N

Nominalization – are nouns that are created from adjectives or verbs.

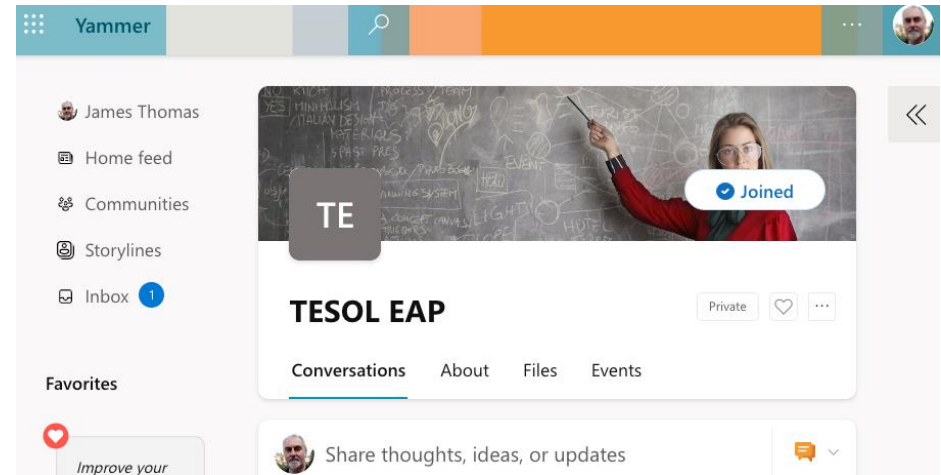
Phrase and clause – a clause is a group of words that contains a subject and a verb. A phrase is a group of words, but it doesn't contain a subject and a verb.

Paradigmatic – relating to the way different words or language items can be chosen to play a particular part in language structure.

Teaching and training

Supporting instructors interactively

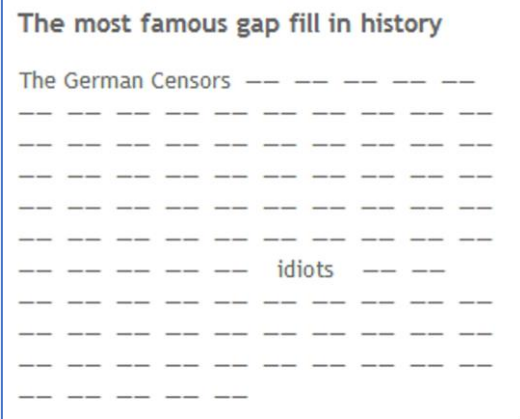
- Zoom meeting to introduce the project
- Preparation of PPTs that go through the tasks
- Weekly zoom meetings to talk through the PPTs
- Yammer group
- Google doc with description of tasks, answers



EAP DAE Wk 8	pptx	
Canvas download submissions	png	
Features of literature reviews	pdf	
EAP DAE Wk 7	pptx	
image	png	MK
EAP DAE Wk 7	pptx	
Literature_Review_in_Applied_Linguistics_A_Conceptual_Fr...	pdf	
EAP DAE Wk 6	pptx	
Literature Review Step-by-Step Action Plan	docx	
Literature Review Synthesis Practice	docx	
Screen Shot 2022-09-10 at 12.51.02	png	
synthesis exercise	docx	
Synthesis Writing	pdf	
quiz	jpg	
quiz	jpg	
EAP DAE Wk 5	pptx	
EAP DAE Wk 4	pptx	
EAP DAE Wk 3	pptx	

Discovering Academic English

- Task-based linguistics
- It does not have
 - Nice pictures
 - Gap fills
 - Matching exercises
 - Bilingual lists



But it does have tasks

LGSWE – graphs, tables, information.

Webquest about AWL

Tables to complete by doing COCA searches and blank space for writing answers

Reflection: what do we learn from performing this task?

Identify linguistic features in academic papers that deal with academic writing topics.

Information about “new” features of text, grammar, vocabulary. Example sentences. Observation tasks.

Screenshots of web tools e.g., COBUILD dictionary/grammar patterns, Academic Phrasebank

COCA tasks with instructions and screenshots: interpret raw data

Links to related reading

COCA tasks for observing linguistic features e.g., complement clauses, inanimate subjects, gender neutral language

Instructions regarding online quizzes

Task 98:

Read the first paragraph of the introduction of this article on literature reviews (Dellinger, 2005) and underline all of the finite verbs. What is the most frequent verb here?

A review of literature is more than a collection of evaluations of individual studies. The review of literature is an interpretation of the meaning of those evaluations, and it can be said that the review of literature is a researcher's attempt to 'measure' what is known and unknown in a body of work. In the scientific process, measures such as test scores, observation data, and ratings, are judged by their validity for the particular interpretation, purpose, and use of those measures (Messick, 1995). As such, reviews of literature are assessments of constructs reported within previous studies. These assessments can also be valid or not depending upon the degree of care taken in the review process (Cooper, 1998).



Query: [posname="verb"], hits: 9.

#	Left context	KWIC	Right context
1	review of literature is an interpretation of the	meaning	of those evaluations, and it can be said that the
2	interpretation of the meaning of those evaluations, and it	can	be said that the review of literature is a researcher
3	of the meaning of those evaluations, and it can be	said	that the review of literature is a researcher's
4	literature is a researcher's attempt to 'measure' what is	known	and unknown in a body of work. In the scientific process
5	test scores, observation data, and ratings, are	judged	by their validity for the particular interpretation
6	reviews of literature are assessments of constructs	reported	within previous studies. These assessments can
7	reported within previous studies. These assessments	can	also be valid or not depending upon the degree of
8	studies. These assessments can also be valid or not	depending	upon the degree of care taken in the review process
9	be valid or not depending upon the degree of care	taken	in the review process (Cooper, 1998)

Query: [posname="be+have+do*"], hits: 8.

#	Left context	KWIC	Right context
1	A review of literature	is	more than a collection of evaluations of individual
2	of individual studies. The review of literature	is	an interpretation of the meaning of those evaluations
3	interpretation of the meaning of those evaluations, and it can	be	said that the review of literature is a researcher
4	, and it can be said that the review of literature	is	a researcher's attempt to 'measure' what is known
5	literature is a researcher's attempt to 'measure' what	is	known and unknown in a body of work. In the scientific
6	as test scores, observation data, and ratings,	are	judged by their validity for the particular interpretation
7	Messick, 1995). As such, reviews of literature	are	assessments of constructs reported within previous
8	within previous studies. These assessments can also	be	valid or not depending upon the degree of care taken

Copular verbs link nouns

Task 57. Which adjectives are commonly used after *be* in academic prose?

Try these searches in the academic section of COCA and make your own list of academic adjectives. Consider what you can learn from the results.

<input type="text" value="BE ADJ"/>	[POS]?	<input type="text" value="NOUN BE ADJ"/>	[POS]?
<input type="button" value="Find matching strings"/>	<input type="button" value="Reset"/>	<input type="button" value="Find matching strings"/>	<input type="button" value="Reset"/>

Task 58. Repeat these searches with the verb *prove* in academic prose.

In contemporary research, people do not claim that their research *proves* something. Search for **prove NOUN** and **prove * NOUN** in the academic corpus to see the very low numbers. However, *prove* as a link verb with an adjective complement is very frequent in academic prose.

Task 63: Underline the copular verbs in the extract and comment on what = what.

Source use is an important topic in EAP teaching. The use of other sources in one's own text is a feature that distinguishes academic writing from other non-academic genres. It has also been found that the quality of source use is closely linked to the overall quality of students' coursework writing (Petrić 2007; Wingate 2012). Source use poses considerable challenges for L2 students who are new to Western academic discourse. The challenges of source use are manifold, including reading and comprehending source texts, selecting sources for the purpose of writing, and integrating sources into writers' own texts (Sun & Soden, 2021).

Colligation and grammar patterns

Noun for noun to-inf

opportunity, potential

Verb noun at noun

direct, price, direct

Noun between plural noun

ratio, debate, variation

Verb between plural noun

range, commute, distinguish

Adjective between plural noun

confidential, neutral

it copular adjective wh-

obvious, debatable, logical

Colligation and grammar patterns

Task 64. Search in the academic section of COCA for the grammar patterns listed in the table above and add some new words to the right column.

Use these queries in COCA for this task using the lemma search. Before starting these searches, click on Options and choose LEMMAS. Instead of seeing *is/was/were* etc., for example, as separate lines with different verbs, they will be grouped under the lemma, *be*.

- NOUN for NOUN to
- VERB NOUN at NOUN
- NOUN between _nn2
- ADJ between _nn2
- it BE ADJ wh-

Abstract nouns and complement clauses

Task 67. What are the complement structures of the abstract nouns in the table below?

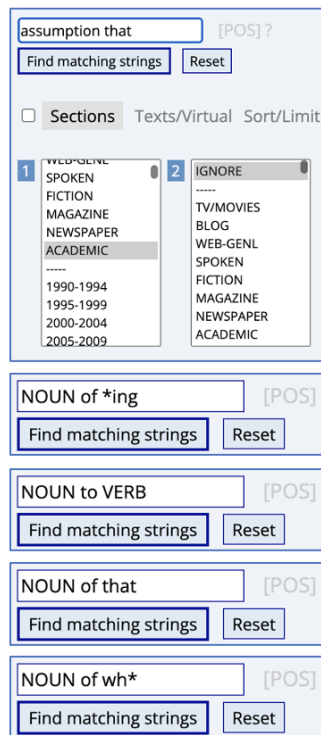
Search for these words and structures in the academic section of COCA. You can search for each word in each structure in the Academic section, as shown in the first screenshot here.

Alternatively, you can perform the searches in the four screenshots below to generate lists of words in each structure. Make sure you choose the Academic section when you perform these searches.

You might like to divide this task among your study buddies and discuss your findings with each other. When working with study buddies remotely, you can open Google sheets and enter your data. When your sheet is complete, you can *Insert chart* to generate something similar to the LGSWE graphs we explored in Task 1.

In the table below, write the number of hits that each one has.

There is space beside each word to make a few notes about other features you notice when you are looking at the example sentences. You might notice, for example, verbs and adjectives that are used commonly or interestingly with a noun. You might notice fixed phrases that they participate in.



70 Discovering Academic English: A most abundant part of speech

Title of the table here	that	to-inf	of -ing	of wh-
The COCA search	word that	word to	word of *ing	word of wh*
ability				
assumption				
capacity				
chance				
conclusion				
doubt				
effort				
explanation				
fact				
idea				

Gender-neutral language

What about *he or she*?

SEE →

he or she

Find matching strings

Sections Texts/Virt

For many years, *he or she* has been accepted as a viable alternative in these situations, but as you can see in some of the examples on the previous page, its repeated use in the same context starts to feel like the author is trying too hard to be politically correct. It does not make for comfortable reading.

Using this search, COCA firstly shows in which varieties *he or she* is used. it is far more frequently used in academic prose than in other genres.

WORDS	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
HE OR SHE	12642	1631	2621	218	916	424	2032	1116	3683

Task 146. Comparing then and now.

In COCA, type the phrases shown in the table below. Choose Chart at the top. Click **See frequency by section**.

Complete the table below with the numbers of hits that are shown. Two are done as examples.

List **Chart** Word Browse +

he or she

See frequency by section

Reset

	1990 – 1994	2015 – 2019
<i>he or she</i>	1669	880
<i>she or he</i>	91	38
<i>his or her</i>	2021	1230
<i>he and she</i>	22	13
<i>she & he</i>	11	10

What do you find? Is *he or she* used more often now than in the early 1990s?

Why do you think that *she or he* has very few hits?

NO, the number of usage of he/she decreased
 Maybe because people have been aware of gender inequality

Task 167. Do these uses of *they* and *their* feel awkward?

- (68) *I know someone who saw that film and they didn't like it.*
- (69) *I hope someone lost their job over this.*
- (70) *If someone recognizes their performance is not effective, they may try to correct their behavior.*
- (71) *Everyone return to their seats.*

Would a teacher, a stewardess or a flight attendant say the last statement here?

The use of *they* after indefinite pronouns is standard usage. Look for some examples in academic writing. Make a list here of some of the words which *they* or *their* refers to, the antecedent.

This COCA search uses the **equals sign** to look for words that are similar to *someone*. The *_v?z* is provided automatically when you choose **verb.3SG** from the POS drop list on the right. Try it.

Task 168. Describe your findings.

What did you find and what do you conclude from this? Copy some illustrative sentences that you find instructive.

=someone_v?z their

verb.3SG

Find matching strings

Reset

Sections Texts/Virtual Sort/Limit Options

1 MAGAZINE
 NEWSPAPER
 ACADEMIC

2 IGNORE

 TV/MOVIES
 BLOG
 WEB-GENL
 SPOKEN
 FICTION
 MAGAZINE
 NEWSPAPER
 ACADEMIC



We don't learn from experiences, rather we learn from reflecting on them (Dewey, 1933).

Reflection

- We are now going to investigate 20 nouns that are commonly used in academic prose. ... After you have completed the table, reflect on the process.
- Copy some good illustrative sentences here and reflect on your findings.
- What have you learnt about the nature of language from this experience? How does this influence your thinking about creating coherent texts?
- Make some notes about what you have learnt from observing the linguistic features of these paragraphs.
- This task has a number of affordances. What do you feel that you have learnt through doing it?

Feedback on written work

Language comments

You wrote: for prevention of corpora in English Learning Environment

Comment: Check COCA for the things we prevent.

You wrote: it is not ages since I was aware of them

Comment: This is nice but we don't say it in English. Check it in COCA. We'd say, I have only recently become aware of ...

You wrote: studied to facilitate all learners

Comment: You can't facilitate learners. Check the subjects and objects of this verb in COCA.

Telegram channel

Given that "research" is not countable, which one of these partitives is used with it? Check them in COCA before answering.

Anonymous Quiz

11% a case of research

19% an article of research

64% a piece of research



6% an item of research

36 answers

A REPORT OF RESEARCH

A MULTITUDE OF RESEARCH

A NETWORK OF RESEARCH

A PIECE OF RESEARCH

A PRODUCT OF RESEARCH

A DIRECTOR OF RESEARCH

A COMBINATION OF RESEARCH

A SURVEY OF RESEARCH

AFTER DECADES OF RESEARCH

AN EXPLOSION OF RESEARCH

"on top of that" is a useful chunk of English. But do we use it in academic writing? Open COCA, click on CHART at the top and enter the chunk..

Anonymous Quiz

44% Oh! It is very infrequently used in academic texts



31% Great! It's a standard chunk in academic language

25% And it isn't used much in spoken language either.

32 answers

ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD
3229	770	568	340	633	249	312	308	49
993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8
3.25	5.99	4.57	2.65	5.02	2.10	2.47	2.53	0.41

Telegram channel

Eventbrite

Teaching English to large classes - Part 1
This is the first of 3 webinars on teaching English to large classes focussing on 'Teaching new language'.
When looking at Chart view, click on the column heading "Acad" and see which subdisciplines it is used in.

72 👁 James Thomas 06:07

"PROVE the point" is used more frequently in academic English than other varieties. You can check this in COCA using the Chart tool and put 'prove' in capital letters.

Anonymous Quiz

38% Yes, of course. Academics love to prove things.

62% No, it's relatively infrequent in academic language according to COCA



21 answers

How did you answer the "PROVE the point" question?

Anonymous Poll

40% I already knew the answer



25% I guessed and then saw whether I was right or wrong

35% I used the Chart tool in COCA

0% Other

20 votes

Survey results

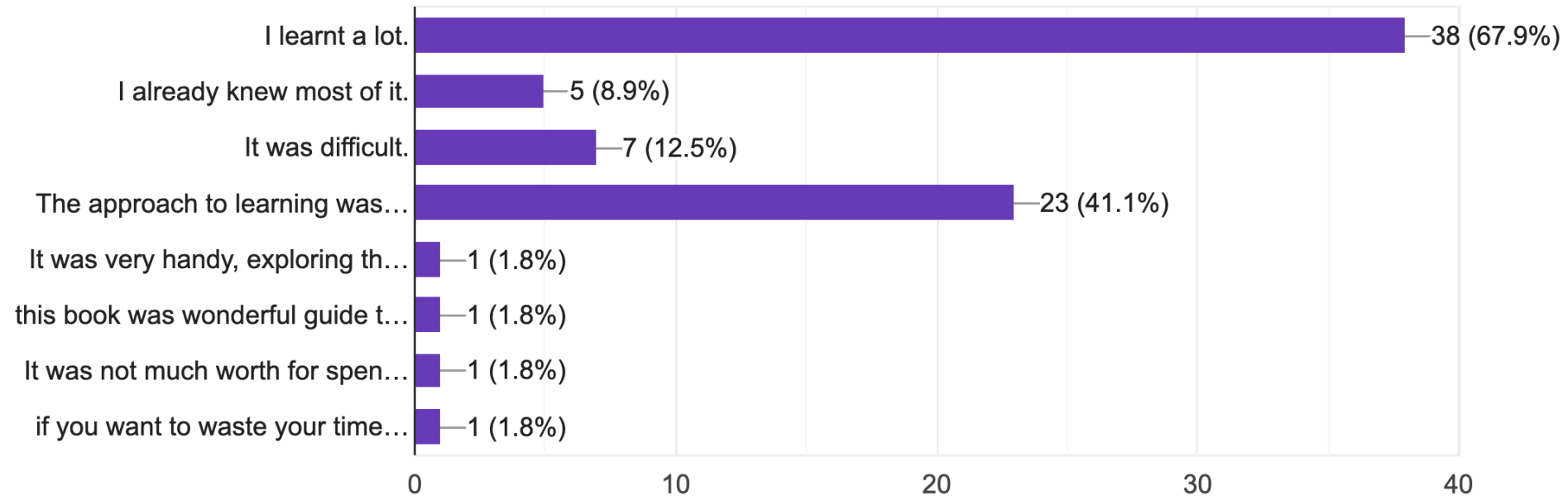
As you know, you are the first users of the DAE Workbook and we are keen to develop it. Please provide as much feedback here as possible that will guide the development of this resource for future students.

Your feedback is anonymous.

Do you feel that working through DAE was worthwhile?

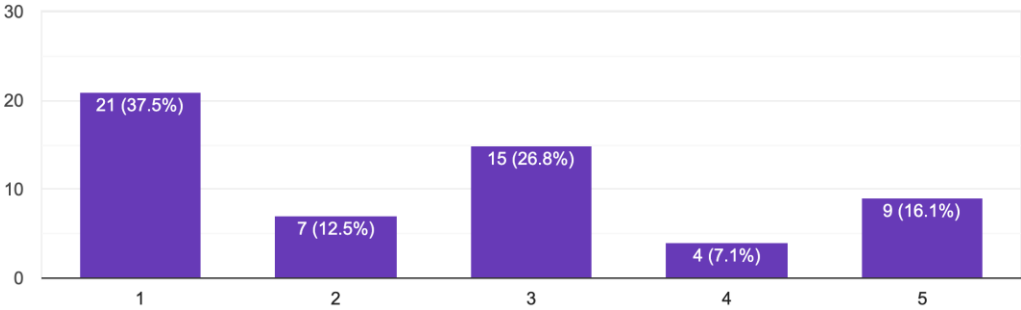
Do you feel that working through DAE was worthwhile?

56 responses



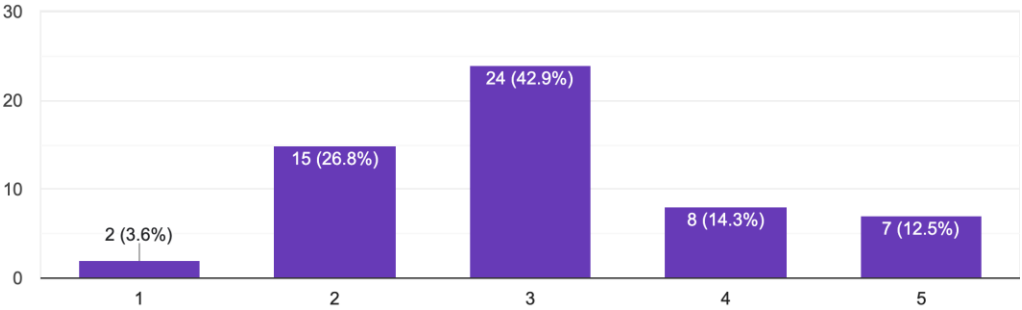
Time & Difficulty

Time-consuming
56 responses



Yes, it was time well-spent ⇔ No, I didn't learn enough relative to the time spent.

Difficulty
56 responses

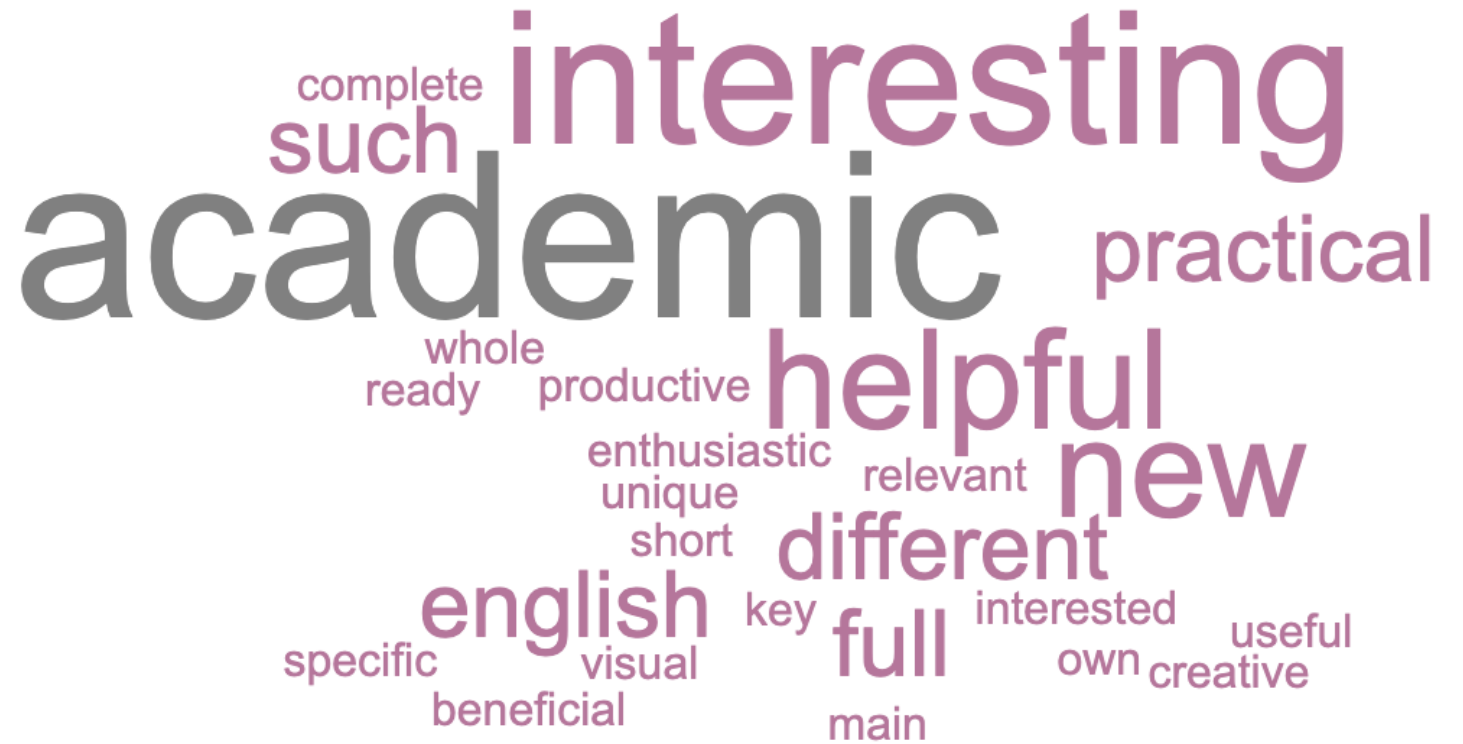


I didn't find it difficult ⇔ I found it really quite challenging.

What did you like about working through DAE?

705 words

The thing that I was most excited about is its integration with **beneficial** internet resources and web tools.



What did you like about working through DAE?

705 words

The thing that I was most excited about is its integration with **beneficial** internet resources and web tools.

Left context KWIC Right context

's friend! The DAE was full of **interesting** tasks, and the key point for me was that in order
rse. Moreover, it contains quite **interesting** activities which engages the use of new tools like
t I didn ' t know By far the most **interesting** process was working in COCA tool, I found it ver
ower our understanding. It was **interesting** & smth new for me, I really liked to fill the blanks

Left context KWIC Right context

like about DAE is that it is full of **different** tasks and visual graphics that result in more comp
ry usefel and productive for me. **Different** methods Exercises and academic words I learnta

Left context KWIC Right context

ctivities which engages the use of **new** tools like COCA and VersaText Dae workbook helps
ctice. COCA tasks coming across **new** aspects of Academic English that I didn ' t know By
tanding. It was interesting & smth **new** for me, I really liked to fill the blanks and wrote

Left context KWIC Right context

rent a lot. I mostly appreciate the **practical** tasks such as searching words from COCA and re
and make diagram tasks. It was **practical** and well-organized Corpus based tasks The exarr

Left context KWIC Right context

anguage used in them was really **helpful** Topics and related extracts, helpful screens (
:lpful Topics and related extracts, **helpful** screens (whle using Tools COCA, Versa Text) I car
ources and web tools. It ' s really **helpful** in practice. COCA tasks coming across new aspec

What did you NOT like about working through DAE?

- I liked everything
- it was all good
- The time passed very fast while doing tasks.
- Everything is useful
- I found nothing unnecessary
- There is nearly nothing that I disliked about this book **but** there are a bit more tasks to do.

What did you NOT like about working through DAE?

Yes, but

- I wouldn't say that I didn't like the tasks, **but** I found some of the tasks confusing and frustrating.
- There is nearly nothing that I disliked about this book **but** there are a bit more tasks to do.
- In first, i couldn't use Coca. Ii didn't understand it, **but** then i could use it

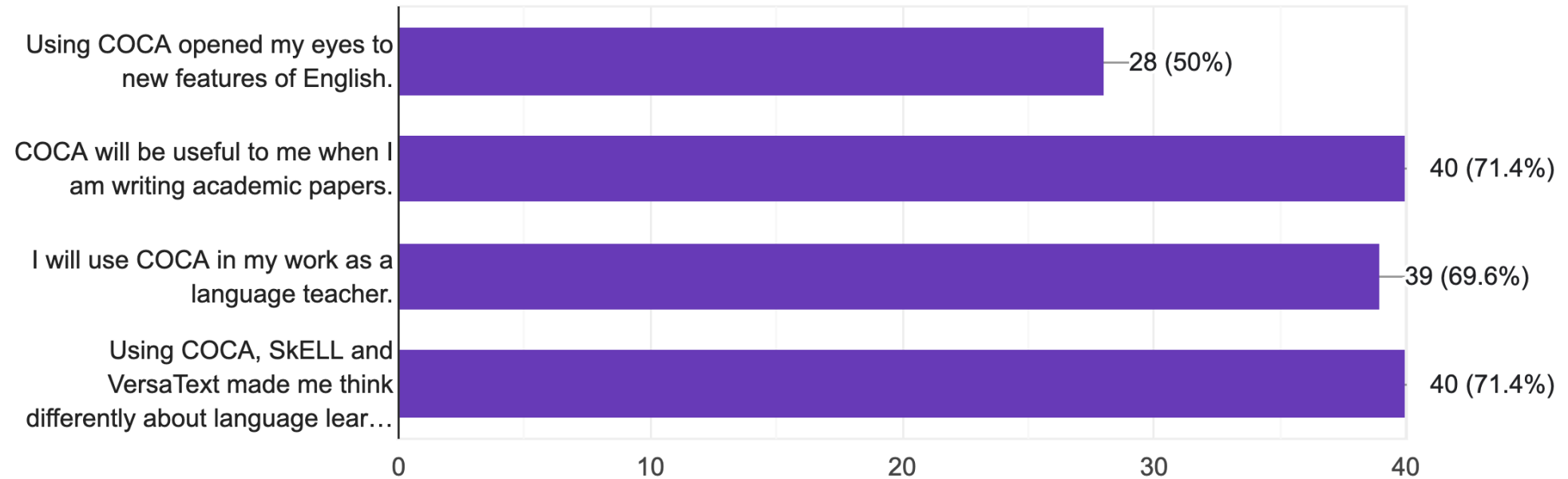
- Some **tasks** need oral explanation by the prof Its tasks are a bit difficult
- Too many small **tasks** From the week 1 the workbook contained lots of things related to COCO; however, at that time i could not register to COCO:
- It is really time consuming work doing **tasks**
- I found some COCA **tasks** difficult
- Some exercises are difficult in sufficient instructions
- It was not easy to finish the **tasks** within a week.

- The **time** passed very fast while doing tasks.
- it took me much **time** I found nothing unnecessary
- It is really **time** consuming work doing tasks
- Takes **time** a lot Some exercises were so complicated.
- It was to some extent unattainable in terms of **time**
- It took much **time** to complete

You and COCA

You and COCA

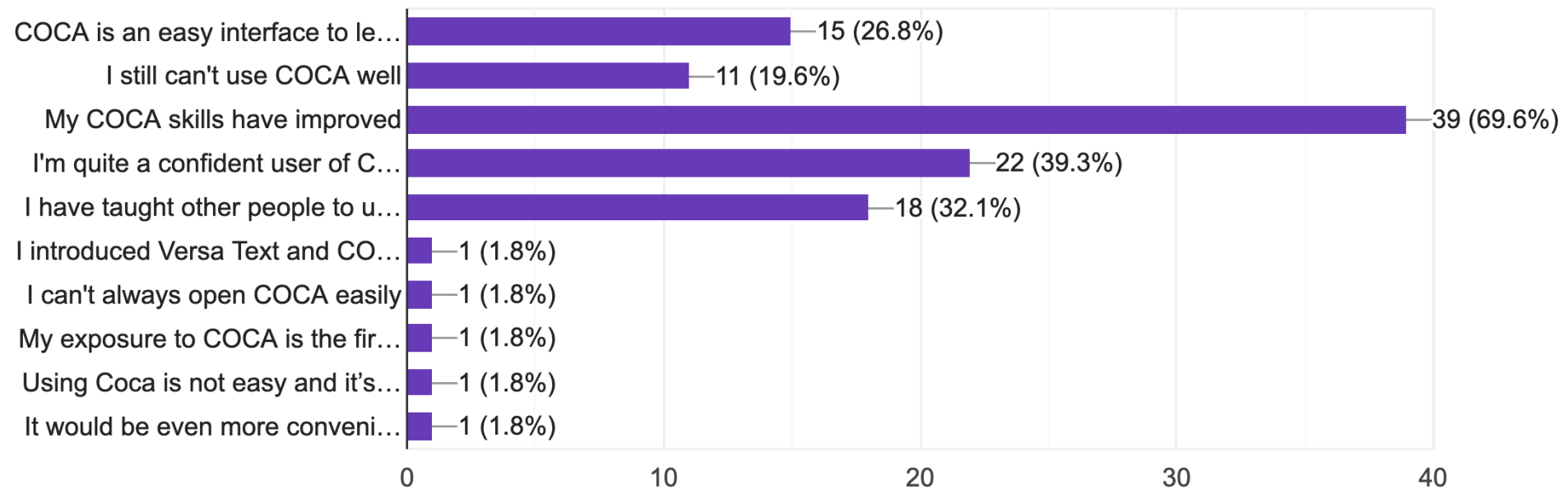
56 responses



Learning to use COCA

Learning to use COCA

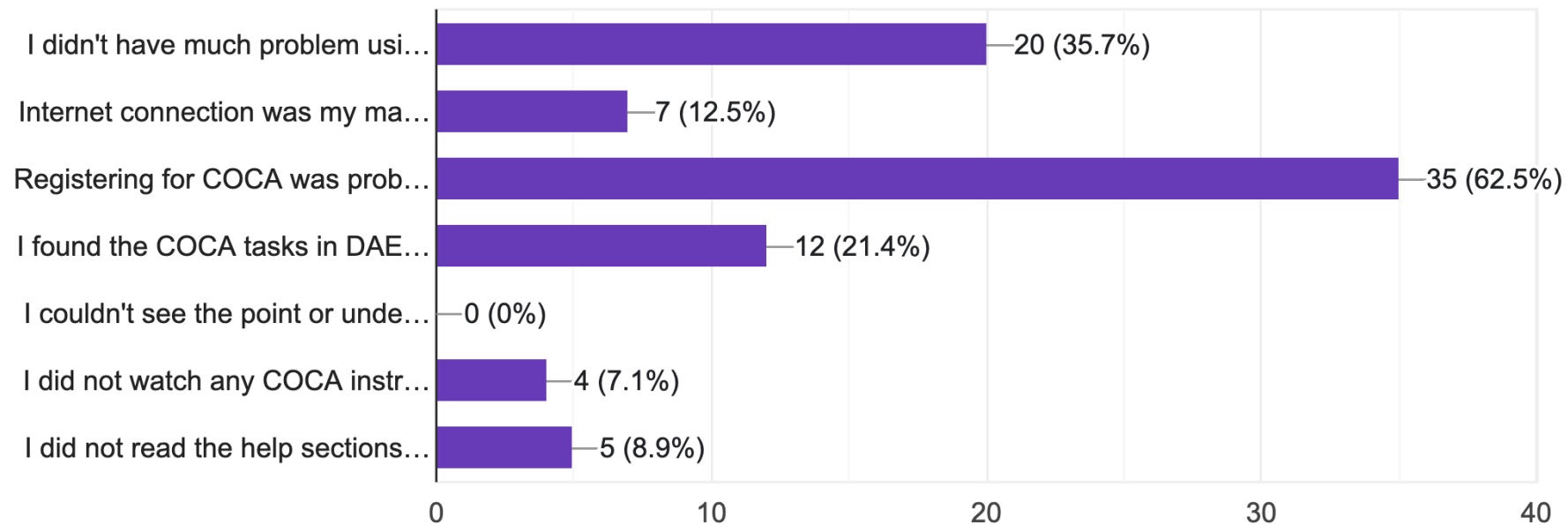
56 responses



Problems with COCA

Problems with COCA

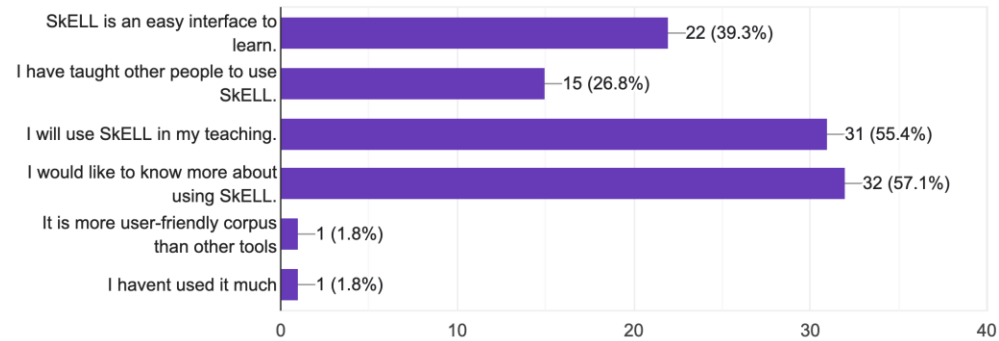
56 responses



Learning to use SkELL and VersaText

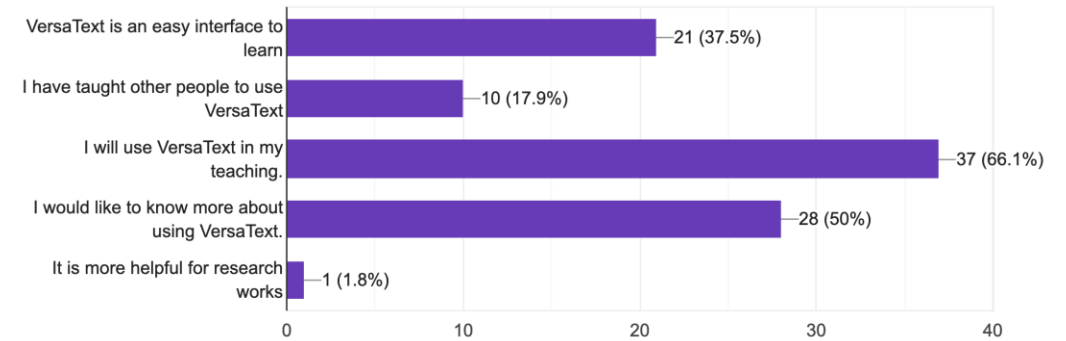
Learning to use SkELL

56 responses



Learning to use VersaText

56 responses



What advice would you give to next year's students about using COCA and other corpus tools?

- For the first glance it might seem quite difficult to **use** them but after practice you will see a plethora of possibilities
- Be very attentive when **using** corpus tools is explained by the teachers and do more practice on them on your own.
- I recommend students **using** COCA to find necessary information about vocabulary and grammar which are taken in authentic contexts.
- It is recommended to read all the instructions on **using** COCA; help section can provide you with in-detail info about utilizing COCA, so be sure to look through this section, or else you may face thousands of problems while using it.
- Learn how to **use** this search tool inside out, because COCA will ease your work while writing academic assignments
- In order to **use** COCA you should have laptop, well internet connection and private mail account Please improve your skills in corpora because they are very beneficial for your teaching context It is useful for academic writing, especially choosing vocabulary.
- All of the tools are really useful if you can **use** them.

What advice or suggestions would you give to teachers of EAP regarding DAE, COCA etc.?

Left context KWIC Right context

Advice to teachers It **would** be better if you added more corpus based tasks to time than arranged, it **would** be better if you follow your plans, it seems sometimes COCA as an useful tool. It **would** be nice if they could instruct students searching any idea about topic It **would** be better to give them more instructions. As this for university students. I **would** like to say ' thanks ' for their efficient lessons I English in schools. It **would** be a benefit for them in high education. Please shorter using stricter approach **would** force them to study more thoroughly. Suggestion

topic. EAP instructors **should** be very experienced and smart and always prepare proficiency, therefore, **should** be widely used by teachers. To use them as much as academic English all learners **should** have this book and know about COCA as an useful tool. More COCA based tasks **should** be raised I liked the methods that our teachers used to put into COCA. Teachers **should** find more interactive ways of using COCA, DAE as well as help us. Well, teachers **should** give clear explanations and instructions to use COCA, and **should** inform the advantages of COCA and inspire students. It is like COCA Teachers **should** use corpus-based tools for instructing their students. As an active learner they **should** know all possible usage of a word. Moreover, teachers should. Moreover, teachers **should** begin to teach the difference between academic

More instructions

be better if you added **more** corpus based tasks to your workbook. Make more detailed
your workbook. Make **more** detailed videos about the use of COCA, as an additional
only one student. the **more** I worked on DAE and COCA, the more I became familiar
n DAE and COCA, the **more** I became familiar with EAP. Unfortunately I ended
. Some tasks may take **more** time than arranged, it would be better if you follow
u please give students **more** instruction about it in the beginning classes. DAE
share with examples or **more** clear instructions regarding assignments Sometimes
be better to give them **more** instructions. As this course and tools are absolutely
s give oral instructions **more** before the assignments I think COCA based tasks
l. Teachers should find **more** interactive ways of using COCA, DAE as an assignments
ok and COCA To show **more** instructions to use tools like COCA Teachers should
uld force them to study **more** thoroughly. Suggestion is to show more visual guidelines
Suggestion is to show **more** visual guidelines about using COCA properly. Don

ether students have read all the **instructions** , More exercises for the correct use of cit
ould be better to give them more **instructions** . As this course and tools are absolutely
ols. At home students may forget **instructions** . COCA related quizzes to check whether
eat, thanks but at times give oral **instructions** more before the assignments I think COC
are with examples or more clear **instructions** regarding assignments Sometimes Coca
E blok and COCA To show more **instructions** to use tools like COCA Teachers should i
ould give clear explanations and **instructions** to use COCA, and should inform the adv
understanding and following the **instructions** To embed COCA as much of as possible

1 I would say that they should be serious about using such tools as they are really helpful for academic students They should learn professor instructions carefully I would advice them not to use only Academic section but also other sections when they are searching for a word.

2 I would say that they should be serious about using such tools as they are really helpful for academic students They should learn professor instructions carefully I would advice them not to use only Academic section but also other sections when they are searching for a word.

3 In order to use COCA you should have laptop, well internet connection and private mail account Please improve your skills in corpora because they are very beneficial for you teaching context It is useful for academic writing, especially choosing vocabulary.

4 I think, Before using coke, watch the video and understand it well before using it Well, it is really helpful to know how to use COCA in learning language and recommend others to use their study period They should know how to user COCA effectively Do some research and find out more information about this tool then practice a lot otherwise it will be difficult to complete the tasks related to Coca Corpus tools are useful to make materials and also to understand actual meaning of words.

5 Put some time and effort to learn The more practice they do, the faster they get the hang of it Before starting to use COCA, thorough guidelines should be given about how to use it, because in the very beginning it took time to learn to use it properly Use them more use it! it is very useful tool for both students and teachers

Other

- And I also want to say sorry for not doing some tasks on time or not dealing with them seriously. if I were asked whether to take this course a second time or not, I would definitely say a big YES and study completely differently.
- 2 I will definitely apply COCA, SKELL AND VERSATEXT both for my work and study .
- 3 No EAP is Too informative and somehow difficult for students actually for 1 st session it is challenging I really like quiz applications used in lessons I am really grateful to have this course in my graduate study as I acquired plethora of knowledge for my future work and education.
- 4 I am glad to study at Webster.

Overview of introducing corpora to language teachers

- Indirect use: interpreting LGSWE graphs
- Read about LGSWE, AWL, Grammar Patterns, DDL, APB and exploring.
- First search in DAE: how sentences start.
- Knowledge creation: D I K paradigm.
- COCA searches for word families – morphology. Chunks, MWLs
- DIY Corpus: COCA's virtual corpus
- Collocation in COCA
- Colligation and Grammar pattern searches: AWL
- Many other searchable/observable features of academic language

DAE Workbook:

- Many COCA tasks
 - Some VersaText tasks
 - Brief mention of SkELL
- Online quizzes
Asynchronous discussions
Telegram channel



Future directions



Feedback questionnaire

- Enough positives to keep going



Future plans

- Clearer instructions: find or create more instruction videos
- Create tasks based on COCA's instructions
- More satisfying first searches
- A more attractive book
- Drop CA's virtual corpus
- Tasks that require use of the language studied
- Integrate with Linguistics for LT course
- Some sections and tasks already revised
- Feedback from colleagues: order of some activities
- Early bird feedback
- Jan-Feb: F2F
- May-June: ESP course

Your feedback?