# A STUDY OF CLASSROOM CONCORDANCING
# IN THE GREEK CONTEXT:
## Data-driven grammar teaching and Adolescent EFL learners

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# Abstract

This thesis examines the impact of Data-driven learning (DDL) or classroom concordancing on a group of adolescent students in Greece seeking to investigate the degree of motivation to learn grammar when involved in DDL and the effectiveness of DDL in the teaching and learning of grammar. The study introduced concordance-based grammar materials to the experimental group, whereas a conventional grammar book was used with the control group, examining common grammar items and patterns. The analysis of classroom data gathered during DDL sessions offered insights into the improved noticing skills of the participants but also into the difficulties when involved in DDL with regard to unknown vocabulary and the Key Word in Context (KWIC) concordance format, which underlined the need for considerable teacher guidance. The qualitative evidence drawn from questionnaires and interviews suggested that the majority of the participants acknowledged the contribution and potential of corpora, but the degree of motivation to study grammar further varied. Most learners also expressed their preference for concordance-based learning, rather than their previous mostly passive learning experience, and further access to corpora, but without total abandonment of the conventional grammar book. The qualitative evidence was supplemented with analysis of test performances of the two groups, according to which more participants of the experimental group scored higher than those of the control group in each test. All these findings pointed to important gains and represent a preliminary step in the development of corpus-based grammar teaching to EFL adolescent learners.

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Special thanks go to my friends who were very patient and encouraging throughout my doctoral years. I am also indebted to my parents and my brother, Panagiotis, who stood by me and provided a loving environment, particularly when I was stressed and worried. Finally, I am grateful to my husband, Dimitris, for his endless love and encouragement, who often put aside his own thesis to give me his undivided attention and full support.

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*To Dimitri,*

*to my parents*

# 1 Introduction

The present thesis gives a detailed account of an empirical study conducted with a group of adolescent EFL learners in Greece based on the Data-driven Learning (DDL) approach. It provides both empirical and theoretical perspectives on the use of DDL and concordance-based materials as regards the teaching and learning of grammar. Using a qualitative approach, both phases of the study intend to offer insights into the subjective experiences of the learners, examine the ways the concordance-based activities were valued and understood by the participants and theorize about the possible value of DDL to learners of this age group. Using a quantitative approach, the performance of participants is measured in tests, as secondary, supplementary evidence.

My decision to conduct the study was spurred by my interest in corpus linguistics, which was first introduced to me by my professors during my MA studies. Until this point I had not come across the notion of corpus apart from two sets of concordance lines, which I observed in a list of appendices in a linguistic source of my undergraduate studies. To my great surprise, corpora are gaining ground in the context of L1 teaching and learning in Greece in the last few years, although at an experimental stage.

As a language teacher and a language learner myself I have come to realise how insightful concordance lines are, although confusing and tiring at times, especially when language queries come up in the classroom which cannot be easily resolved by an EFL textbook. For years I observed learners struggling with course books and more often with grammar books and I shared their anxiety about language exams. I often found myself in the difficult position of choosing from the plethora of grammar books, trying to make appropriate choices for my classes, which would offer them more than just descriptions of language form but also about language function and use. Preparing young students for the official exams had become a burden as they needed to become experts in lexico-grammatical aspects of language in a restricted amount of time and I had to come up with the appropriate six-year 'recipe' to ensure their success in the strictly exam-centred Greek context. Therefore, I made an attempt to introduce a corpus-based grammar approach, observing carefully the students' response and reactions.

The remainder of this introductory chapter is divided into two sections. The first section includes a brief introduction to the DDL approach, with emphasis on its impact on grammar acquisition, and the second section presents an outline of the structure of the thesis.

## 1.2 The Data-driven Learning Approach

DDL has proved to be a ground-breaking approach which is attracting increasing interest in language teaching and learning. It has been defined by Johns and King (1991: iii) as 'the use in the classroom of computer-generated concordances to get students to explore the regularities of patterning in the target language, and the development of activities and exercises based on concordance output.' It is different from traditional approaches to language teaching in that it incorporates real data into the language classroom. For example, the product-based method 'Present-Practice-Produce' (PPP), which presents specific aspects of the language to the students according to which learners practise a previously presented grammatical or lexical pattern in order to reproduce it as fluently as possible, is replaced by the process-based approach of DDL, which incorporates corpora and concordance software and assumes that grammar is a flexible system and not a set of static rules. Johns (1991a: 3) challenges traditional grammar-based methods based on the PPP approach, which involve ‘presenting the student with a known set of rules or patterns that are then applied in constructing text in the foreign language’, since there is no full and reliable description of the way language operates.

As suggested in the above definition, DDL shifts emphasis from deductive to inductive learning and promotes ‘noticing’ of corpus data in the form of concordance citations as language input and self-discovery of lexico-grammatical patterns. Johns (1991a: 2) argues that ‘the use of the concordancer can have a considerable influence on the process of language learning, stimulating enquiry and speculation on the part of the learner, and helping the learner also to develop the ability to see patterning in the target language and to form generalisations to account for that patterning’. Similar to this viewpoint is Leech’s (1997: 10) claim that DDL ‘invites the student to obtain, organize, and study real-language data according to individual choice’ and ‘gives the student the realistic expectation of breaking new ground as a researcher’. Bernardini (2004: 23) also stresses the significance of learning as discovery:

> It encourages learners to follow their own interests whilst providing them with opportunities to develop their capacities and competences so that their searches become better focused, their interpretation of results more precise, their understanding of corpus use and their language awareness sharper.’ This may be difficult, as learners are asked to abandon deeply rooted norms of classroom behaviour, but soon becomes liberating for both teachers (who can stop pretending to be sources of absolute and limitless knowledge) and learners (who start to see themselves as active participants in the teaching-learning process).

Therefore, DDL encourages autonomous behaviour in learners and urges the student to act ‘as the producer of research, rather than its passive receptacle’, as the outcome of their research relies on their intelligence and judgement and not on the computer (McEnery and Wilson 1997: 6).

The role of the teacher changes and becomes that of a ‘director and coordinator of student-initiated research’ (Johns 1991a: 3; see also 1991b: 30). The teacher needs to provide opportunities for the students to raise their queries regarding language problems. However, before giving them direct access to the corpus data, the teacher needs to decide which corpus and which software is best suited for his/her learners (see chapter 2 and 3 for a detailed discussion on different types of corpora available). Furthermore, the nature of the audience has to be considered and, depending on the level of proficiency of the learners, careful selection of corpus examples and editing of materials may prove to be necessary (see section 3.5). Therefore, concordance-based activities sometimes need to be more guided and controlled, based on the view that discovery learning activities are designed to enhance learner-centred, open-ended, tailored learning. Leech (1997: 11, 12) argues that these qualities ‘are fully realized only where the program is fully adaptable to the learner’s individual needs and preferences’ and he goes further to stress the significance of open-endedness, which is achieved only ‘where the learner has an ability to select from an unrestrictive range of responses, or even to come up with responses not envisaged by the teacher’.

## 1.3 Structure of the thesis

The above short discussion of the related literature on DDL is intended to illustrate briefly the research context that was influential in prompting the present study. The thesis is organized into eight chapters following this introduction.

Chapter 2 offers a historical look at corpora, distinguishing between pre-electronic and electronic corpora of first and second generation, and examines their different applications. The second part includes three sections. The first introduces issues involving corpus creation; concordance lines and computer software, types of corpus annotation, issues of frequency and collocational analysis. The second section discusses corpus size, balance and representativeness of different types of corpora, as well as the type of analysis of corpus findings, both qualitative and quantitative. The last section presents applications of the major corpora in use today regarding language teaching and learning, which is the objective of the present study.

Building on the literature review of the first two chapters, two sections of Chapter 3 compare different methods of language learning with DDL and inductive, consciousness-raising approaches and challenge conventional grammar, shifting emphasis from formal, written discourse to spoken grammar. The two following sections suggest different ways of applying general and specialised corpora in language teaching and analyse learning styles and different types of learners, as well as the general characteristics of intellectual and emotional development of adolescents, the target age-group involved in the present study. The chapter concludes with opposing views to the corpus-based approach and a review of empirical corpus-based studies.

Chapter 4 presents an outline of the design criteria of the corpus-based materials. It gives descriptions of the educational system in Greece and the participants, with regard to their level of proficiency in English, their background knowledge, their objectives and estimated degree of motivation, which were the backbone for the creation of the concordance-based units. It also presents the reasoning behind the types of corpora selected for the study and the ways the data was processed and pre-edited.

Chapter 5 reports the pilot study, which involved an approximately three-month engagement and acquaintance with corpus-based tasks. The performance of the twenty-one participants in class and tests and a detailed analysis of two case studies were the necessary feedback for the revisiting of materials in the second phase of the study.

The background of the main study carried out from October 2003 to March 2004 is presented in Chapter 6. It formulates research questions concerning the impact of DDL and describes the revised concordance-based teaching units in terms of format structure and nature of selected data. It provides a rationale for the selection of data (authentic non-DDL extracts of texts, KWIC format and full concordances) and for the chosen methods of materials evaluation (questionnaires, interviews, tests and classroom observation).

Extracts from questionnaires and one-to-one interviews with the teacher-interviewer towards the end of the study are presented in chapter 7, which examine the way the materials and method were evaluated by the learners and offer more insights into the subjective experiences of the participants of both the experimental and control group involved in the main study. The qualitative evidence is supplemented with the analysis of test results and a detailed description of intra-group performances.

Chapter 8 includes transcripts of classroom interaction of the experimental group when involved in DDL and analyses the way the participants respond to corpus data. Their participation in classroom concordancing is compared with the reaction and engagement of the participants of the control group when examining the same grammar patterns, in order to evaluate the impact of the innovative approach and materials and to observe the learners' conversational mechanisms and strategies.

The concluding chapter (Chapter 9) summarises the key findings of the study, discusses its implications and limitations and brings forward ideas for future research in this area.

Lastly, the concordance-based units, the tests and the questionnaires designed for the two studies, as well as the one-to-one interviews with each participant of both groups of the main study are presented in the appendices, offering further insight into the two-year DDL experiment.

# 2 Corpus Linguistics

## 2.1 Introduction

This chapter introduces the notion of corpora and their components. The first part includes a historical look at corpora and a description of the major ones in use today. The second part discusses issues involved in corpus creation and describes different ways of analysing a corpus. The last section presents different applications of the expanded forms of corpora with emphasis on language pedagogy, which is the main focus of the present study.

## 2.2 Pre-electronic corpora

Although it is often believed that corpus-based research began in the 1960s with the advent of electronic corpora, many attempts were made before then in different linguistic fields but with limited results due to the absence of technology.

The first attempt to record authentic language data dates back to the 1800s when Cruden published the *Concordance of the Authorized Version of the Bible* in 1736, based on the authorised King James version of the Bible. After this biblical study more projects were carried out and significant authors, such as Shakespeare, were also concordanced and indexed. This data is nowadays electronically accessible (see websites of concordances in the list of references).

Apart from these historical studies, corpora of authentic data were employed for lexicography, grammatical studies, dialect and language education studies, which are presented in the following sections.

### 2.2.1 Lexicography

Lexicographical corpora date back to the early 17th century. Johnson's *Dictionary of the English Language* and Murray's *Oxford English Dictionary* (OED) are examples of work based on lexicographical corpora. Johnson (1709-1784) established the format of a monolingual dictionary that persists to this day, by recording with his assistants meanings and uses of English words and assembling over 150,000 citations, while Murray edited the OED based on over four million citation slips. George and Charles Merriam published a series of dictionaries leading to Webster's *New International Dictionary* in 1954. This was the second edition based on 1,665,000 citations, while the third edition of approximately 4,500,000 citations was published in 1961. The readers and members of the editorial staff were professional lexicographers and performed a systematic reading of books, magazines, newspapers, pamphlets, catalogues and learned journals.

### 2.2.2 Dialect

Although dialects were considered to 'corrupt' standard language, many linguists collected glossaries of local terms as valuable sources for historical study. The *English Dialect Dictionary* (EDD 1898-1905) was the outcome of Wright's material collection in New England, the *Survey of English Dialects* (1962-1971) was Orton and Dieth's dialect atlas based on questionnaires and interviews conducted in different counties and localities in Europe, and the *Existing Phonology of English Dialects* (1889) was Ellis's ambitious work which obtained information from over 811 people and 1145 places all over England and Scotland.

### 2.2.3 Language education

Many of the corpus-based research endeavours of the period of pre-electronic corpora had a pedagogical purpose. Thorndike (1921) was responsible for the compilation of a corpus leading to the *Teacher's Word book* of 4.5 million words from 41 different sources to make a word frequency list. Following his first work, Thorndike and Lorge (1944) in *The Teacher's Word book of 30,000 words* was based on 18 million words from a wider range of textual sources. More pre-electronic corpora were assembled for teaching purposes in different countries and languages such as French, German and Russian.

### 2.2.4 Grammatical studies

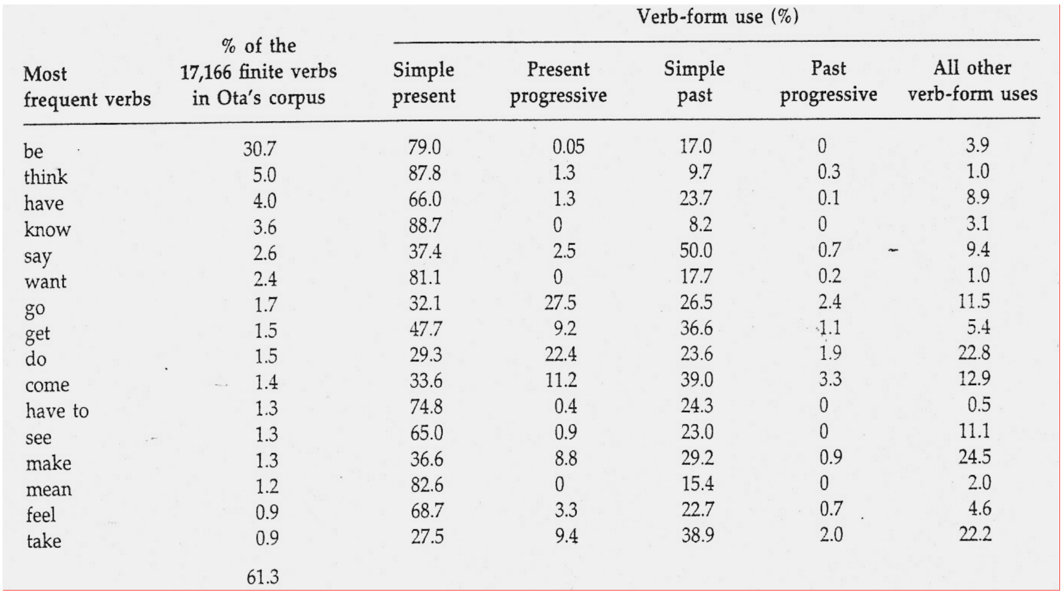
All the major efforts to write a comprehensive grammar of English may be considered to derive from corpora. Francis (1992: 28) points out three types of such corpora, with some extension of the term:

> 1) The author's intuitive knowledge of the language – his competence, in the terminology of generative grammarians;
> 2) The work of previous grammarians who have already formulated a system; or
> 3) Material expressly collected for the purpose, either by the author himself or by some other agency.

Jespersen was a lifelong collector of data and in the volumes of *Modern English Grammar* (1909-1949) he printed the oddities of pronunciation, forms and sentence constructions he himself had noticed and recorded on slips of paper. Kruisinga (1931-32 *A Handbook of Present-Day English)* and Poutsma (1926-29 *A Grammar of Late Modern English*) also gathered information by excerpting textual data manually for grammatical reference.

Unlike the previous grammatical corpora, with the exception of Fries who collected telephone conversations and recorded them in the descriptive grammar *The structure of English* (1952), Ota (1963) compiled a corpus of American English of about 150,000 words consisting of not only formal prose of written academic English but also unrehearsed radio conversations and TV drama scripts. He studied frequency of verb-form use focusing on 'the probable and improbable rather than the possible and impossible' breaking new ground in the field of corpus research (ibid 14). One example of his findings presented in Figure 2.1 examines the most frequent finite verbs and their tense and aspect use. As is shown, the verb *be* made up a third of all finite verbs in the corpus, which was a pedagogical indicator for language teaching at the time (ibid 347).

**Figure 2.1 Most frequent finite verb in Ota's corpus (derived from Kennedy 1992)**



| | | Verb-form use (%) | | | | |
|---|---|---|---|---|---|---|
| Most frequent verbs | % of the 17,166 finite verbs in Ota's corpus | Simple present | Present progressive | Simple past | Past progressive | All other verb-form uses |
| be | 30.7 | 79.0 | 0.05 | 17.0 | 0 | 3.9 |
| think | 5.0 | 87.8 | 1.3 | 9.7 | 0.3 | 1.0 |
| have | 4.0 | 66.0 | 1.3 | 23.7 | 0.1 | 8.9 |
| know | 3.6 | 88.7 | 0 | 8.2 | 0 | 3.1 |
| say | 2.6 | 37.4 | 2.5 | 50.0 | 0.7 | 9.4 |
| want | 2.4 | 81.1 | 0 | 17.7 | 0.2 | 1.0 |
| go | 1.7 | 32.1 | 27.5 | 26.5 | 2.4 | 11.5 |
| get | 1.5 | 47.7 | 9.2 | 36.6 | 1.1 | 5.4 |
| do | 1.5 | 29.3 | 22.4 | 23.6 | 1.9 | 22.8 |
| come | 1.4 | 33.6 | 11.2 | 39.0 | 3.3 | 12.9 |
| have to | 1.3 | 74.8 | 0.4 | 24.3 | 0 | 0.5 |
| see | 1.3 | 65.0 | 0.9 | 23.0 | 0 | 11.1 |
| make | 1.3 | 36.6 | 8.8 | 29.2 | 0.9 | 24.5 |
| mean | 1.2 | 82.6 | 0 | 15.4 | 0 | 2.0 |
| feel | 0.9 | 68.7 | 3.3 | 22.7 | 0.7 | 4.6 |
| take | 0.9 | 27.5 | 9.4 | 38.9 | 2.0 | 22.2 |
| | 61.3 | | | | | |

A larger compilation of written and spoken data was Quirk's *Survey of English Usage* (SEU 1960-1968) which included 500,000 words of casual conversation of educated professional people, as well as monologues, dialogues, interviews, lectures and seminars. However, although it contained 50% written and 50% spoken data, and despite the wide range of genres of the samples of spoken English, the SEU retained an academic, formal character, a feature which played an important role in the construction of the next generations of corpora.

## 2.3 Electronic corpora

The manual collection of data was replaced by computers in the early 1960's. Linguists no longer needed manually to record textual evidence, which was time-consuming, as large collections of texts became available in machine-readable form. However there is a discontinuity of corpus development during the 1950s and the cause of this unpopularity can be attributed to Chomsky, who advocated that linguistics should move towards rationalism and away from empiricism. He took the view that adequacy lay in intuition and linguists must model language competence and not performance. He argued:

> Any natural corpus will be skewed. Some sentences won't occur because they are obvious, others because they are false, still others because they are impolite. The corpus, if natural, will be so wildly skewed that the description would be no more than a mere list. (Chomsky 1962: 159)

McEnery and Wilson (1996) claim that corpus-based work did not stop, despite Chomsky's criticisms. They present the example of a linguist or a psychologist who are unable to define grammatically the word 'moo-cow' of an eighteen-month-old child that lacks meta-linguistic awareness, and therefore introspective judgements, which are fundamental in the rationalist theory, are not available (ibid 13). They also point out that even Chomsky cautioned the rejection of performance data as a source of evidence for language acquisition studies.

### 2.3.1 What a corpus is

Aarts (1991: 45) defines the corpus as ‘a collection of samples of running text’ and ‘since the corpus provides the data, corpus linguistics deals with language use’. Francis (1992: 17) describes ‘a linguistic corpus as a collection of texts assumed to be representative of a given language, dialect, or other subset of a language, to be used for linguistic analysis’. Conrad (2000) and McEnery and Wilson (1996) analyze the development of the field of corpus linguistics. The former (2000: 548) asserts that ‘it is the empirical study of language relying on computer-assisted techniques to analyze large, principled databases of naturally occurring language’ and the latter approach it as a methodology rather than an aspect of language requiring explanation or description and as something which may be used in almost any area of linguistics. Aarts (1991: 45) points out the double function of the corpus:

> 1. It serves as a linguistic database for linguists studying the structure of the corpus language.
> 2. The corpus in its raw form is for the corpus linguist the testbed for his hypotheses about the language which he has expressed in a formal grammar.

Tognini-Bonelli (2004: 17, 18) stresses the difference between a text and a corpus. Although ‘corpus linguistics starts from the same premises as text-linguistics, a text exists in a unique communicative context as a single, unified language event mediated between two sets of participants’, while the corpus, on the other hand, ‘brings together many different texts and therefore cannot be identified with a unique and coherent communicative event’.

All these definitions suggest that corpus linguistics is closely associated with the use of a computer which can aid the linguist by performing any process a lot faster and more reliably than doing so manually. Kennedy (1998) distinguishes between first generation corpora, due to the discontinuity mentioned earlier, between 1960 and 1980, and second generation corpora which started to emerge in the early 1980s, with the development of more complex computers capable of processing more data (see sections 2.3.2 and 2.3.3).

### 2.3.2 First generation corpora

The first electronically readable corpus was the *Brown Corpus*. Its founders were Francis and Kučera in 1961. The corpus consists of 1 million words of written American English from 15 different text categories. The *Lancaster-Oslo-Bergen* corpus, known as the LOB, modeled on the Brown corpus, is a corpus of 1 million words of written British English, which was compiled between 1970 and 1978. These two matched corpora allowed comparative study between American and British English. A number of spoken corpora were built during this period such as the *Survey of Spoken English* (SSE), set up by Svartvik at the university of Lund in 1975, which consists of 500,000 words of spoken English, the *Child Language Data Exchange System* corpus (CHILDES) compiled in the mid 1980s with texts from over 500 children and the *Corpus of London Teenagers* (COLT) completed in 1994 with 500,000 words of teenagers.

### 2.3.3 Second generation corpora

The advances in computer technology from the 1980s onwards allowed for the collection of larger corpora, which proved to be effective for lexicographical research. The researcher can assemble data according to specific language varieties, genres and topics and with specific goals of analysis for a given application (see section 2.4.1 on corpus annotation).

First of all, the COBUILD corpus (Collins Birmingham University International Language Database) was a project that was begun in the 1980s by Birmingham University, under the direction of John Sinclair and his team, and the publisher Collins. The initial corpus consisted of 200 million words, while 25% of the data was contemporary spoken and written texts of ‘standard’, predominantly British but with some American English. In 1990, Sinclair announced that the corpus database was being expanded into *The Bank of English*, now a mega-corpus of 500 million words.

The BNC (British National Corpus) was released in 1995. It was a four-year project involving different publishers and the universities of Oxford and Lancaster, and consists of about 100 million words of 90% written material of different genres and 10% spoken material, demographically sampled. The texts are encoded and provide information about the genres of texts, authors and speakers.

The International Corpus of English corpus (ICE) began in 1990 and consists of twenty subcorpora of 1 million words each built in twenty centres around the world. It is used for comparative studies of different varieties of English.

CANCODE (Cambridge and Nottingham corpus of Discourse in English) was a project of the University of Nottingham between 1994 and 2001 and was funded by Cambridge University Press. It consists of 5 million words and although it is relatively small in comparison to the multi-million word corpora mentioned earlier, it consists of only spoken, relatively informal data. The data derives from a variety of discourse contexts and speech genres with great emphasis on casual conversations. Therefore it is a valuable database for everyday language research, it allows for quantitative and qualitative study, and provides information about context and type of interaction between the speakers.

Corpora continue to grow, and there are now a wide range of corpora available in different languages and different formats, and many internet sources for accessing them (see, for example, the CALPER website at the Pennsylvania State University).

We now turn to the analysis of corpora, and, for the purposes of the present thesis, an examination of one of the principal tools of analysis used by corpus linguists, the concordance, that is, ‘a collection of the occurrences of a word-form, each in its own textual environment’ (Sinclair 1991: 32).

## 2.4 Corpus analysis: Concordance Lines

Computers offer a number of software applications for the analysis of corpus texts, but probably by far the most widely-used is the concordancer, which produces screen displays of lines plucked from the corpus texts all of which contain the same key word or phrase. The most common format is the KWIC (Key word in Context) format, with the word or phrase aligned in the centre of the concordance lines allowing simple alphabetization to the left or to the right of the node. This can help the researcher to observe collocations of words, idioms and expressions as well as grammar patterns and use. Corpus-analytical software can search for any word or phrase in a collection of texts, retrieve all instances of the word in a few seconds and present them in the centre of the computer screen. However, the KWIC format requires an unconventional type of ‘reading’, that is vertically scanning for repeated patterns in the co-text of the node. Furthermore, concordance lines present information but they do not interpret it and therefore the observer is required to process the information, such as assessing frequency and significance, as well as the nature and importance of anomalous instances.

The ‘first generation’ concordancers, such as *MicroConcord* (Johns 1986) and its later version (Scott and Johns 1993) and the *Longman Mini-concordancer* (Higgins 1991 and Qiao and Sussex 1996) both suitable for classroom use and small-scale linguistic research, paved the way for more sophisticated programmes. Advanced concordancing software is nowadays available to retrieve concordances from large corpora, such as the *SARA* programme for the BNC Corpus and the *Lookup* retrieval tool for the Bank of English. The full versions of such programmes are available for institutional subscription and they are difficult to operate but they can perform complex queries. They can carry out part-of-speech searches, sort the data in different ways, such as alphabetically on words appearing to the right or left or sorting the words occurring to the immediate context and display a frequency list of all the types in a corpus and the number of occurrences of each type. Barnbrook (1996: 43-64) points out the types of display in frequency order, in alphabetical order, or in the order to the first occurrence of the type. There are also commercial concordancing software suites, which can be purchased, such as *WordSmith tools* (Scott 1996 and later versions), *MonoConc Pro 2.0* (Barlow 2002) as well as online or web concordancers, the COBUILD Direct online Corpus and Collocation sampler, for example, (see website in the list of references), which are easily accessible and do not require knowledge of complex operations.

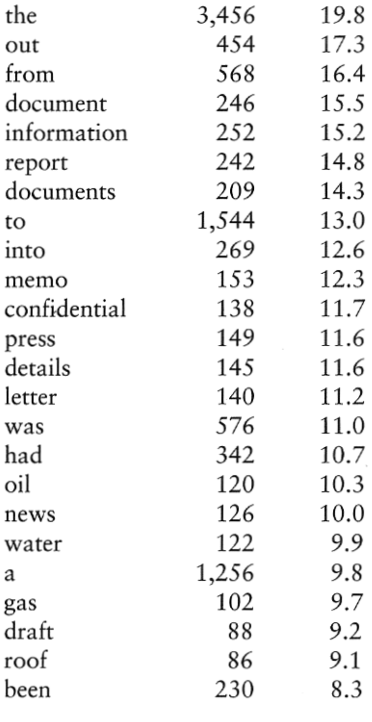
The choice of an appropriate concordancer depends on the type of search one needs to carry out and the kind of software available. Simple, online corpora with basic text-searching facilities may be sufficient for the design of concordance-based tasks for language learners or for learners who wish to become independent explorers, while machine-based annotated, tagged or parsed corpora are more appropriate for detailed linguistic research.

### 2.4.1 Corpus Annotation

Corpus annotation is the process of adding information to a corpus and is referred to as a category-based methodology because the parts of a corpus are formed into categories and are used for corpus searches. Corpus annotation is principally used for word-class tagging, clause-parsing and other forms of annotation. A tagged corpus allocates a part of speech (POS) label to each word. A parsed corpus is built from a tagged corpus as syntactic labels are added to the word tags to represent the syntactic structure. Other types of corpus annotation are situation characteristics, such as the gender and age of the speaker or writer, annotation of a spoken corpus for prosodic features (Taylor 1996), and of a corpus of learner English, types of error (Biber et al 1998). All forms of annotations may be used to access collocational statistics as well as for screen displays of text, achieved by counting the number of occurrences of all words occurring within a particular span from the node.

Hunston (2002: 80) illustrates the use of the tag for general or specific information with the example word-form *being* which can be tagged as ‘verb’, or as ‘present participle of a verb’, or as ‘present participle of the verb *be*’, or as ‘present participle of the verb *be* used as an auxiliary’. Therefore all forms do not behave in the same way, different word-classes, and not just individual words, can be listed and the frequency of tag sequences can be calculated. She (ibid 76) also gives an example of collocational information on different meanings that the verb *leak* carries (see Figure 2.2).

**Figure 2.2: An example of collocational information of the node ‘leak’ (taken from Hunston 2002)**



| | | |
|---|---|---|
| the | 3,456 | 19.8 |
| out | 454 | 17.3 |
| from | 568 | 16.4 |
| document | 246 | 15.5 |
| information | 252 | 15.2 |
| report | 242 | 14.8 |
| documents | 209 | 14.3 |
| to | 1,544 | 13.0 |
| into | 269 | 12.6 |
| memo | 153 | 12.3 |
| confidential | 138 | 11.7 |
| press | 149 | 11.6 |
| details | 145 | 11.6 |
| letter | 140 | 11.2 |
| was | 576 | 11.0 |
| had | 342 | 10.7 |
| oil | 120 | 10.3 |
| news | 126 | 10.0 |
| water | 122 | 9.9 |
| a | 1,256 | 9.8 |
| gas | 102 | 9.7 |
| draft | 88 | 9.2 |
| roof | 86 | 9.1 |
| been | 230 | 8.3 |

The second column displays the raw frequencies and the third the t-scores[1] and it is observed that some of these words are associated with the physical meaning of

---

[1] The t-score uses a calculation of standard deviation, which takes into account the probability of co-occurrence of the node and its collocate and the number of tokens in the designated span in all lines. It is calculated by subtracting the Expected (the number of instances might be expected in the designated span of the node word, given the frequency of the co-occurring word in the corpus as a whole) from the Observed (the number of instances of the co-occurring word found in that span) and dividing the result by the standard deviation (Hunston 2002: 70).

the node and some carry metaphoric sense, while prepositions and adverbs of direction complete the semantic profile of the word involved.

However, it must be noted at the time of writing that automatic tagging probably rarely exceeds 90% accuracy, and is less accurate for speech than for writing. This is a particular problem with words that are ambiguous or used in an unusual way, which may affect the reliability of the statistical outcomes. Some tagged corpora allow researchers to correct the tags manually, in some cases suggesting more than one tag to choose from in cases of ambiguity. Manual tagging and parsing, on the other hand, is time-consuming and consequently automatic parsers are based on tagged corpora and are fundamental for statistical research in a wide range of theoretical and pedagogical applications.

### 2.4.2 Corpus analysis: collocation

Collocation is the tendency of two words to co-occur or to attract one another. When observing concordance lines a corpus user can examine a restricted number of instances of a word. Collocational statistics, on the other hand, are based on all the available data and allow all instances of the node to be considered. Hunston (2002: 75) notes that ‘if a word has 10,000 occurrences in a corpus, it may be possible to look only at 500 concordance lines, but collocational software can make calculations using all 10,000 occurrences and so give information that is more reliable’. Therefore, different meanings attributed to individual words as well as the dominant phraseology of a word are more obvious.

Closely linked with collocation are the notions of colligation and semantic prosody. The former is the syntactic patterning and interrelation of grammatical categories in syntactical structure. The latter defines the way in which apparently neutral terms come to carry negative or positive associations through regularly occurring in particular collocations. The researcher needs to approach data phraseologically and not word-based, since connotation, the sense that a word carries a meaning apart from its base or core meaning, is said to derive from whole phrases and not individual words.

Collocation, colligation and semantic prosody are features of a text and a selection of texts included in a corpus. Concordance lines can reveal such patterns, but a corpus ideally needs to be tagged with grammatical information so that the analytical software can identify and calculate the data and the researcher can then check and, in some cases, correct the analysis in order to eliminate any instances of unreliability mentioned earlier.

## 2.5 Corpus size and type of analysis

The size of the corpus is a fundamental issue in corpus design. The argument for a large corpus is based on frequency. A relatively small number of words, that is function words, will occur with great frequency, whereas a relatively large number of words, that is content words, will occur less frequently. Therefore, the less frequent the words, the larger the corpus needs to be. However, if a large corpus is required for searching word frequency, it becomes extremely difficult to interpret such massive amounts of data. One solution is hypothesis testing (adapted by the method suggested by Sinclair 1999) which suggests the researcher use a small set of concordance lines as a starting point for a set of hypotheses and then another set follows, which can then be employed to test those hypotheses and form new ones. Another alternative is random searching (based on every *nth* concordance line), which makes it possible to survey large amounts of data.

Biber et al (1998) point out the significance of the size of corpora in lexicography as well as the study of grammar. In the former case they assert that 'the greater the size of corpora, the more representative their nature, the more thorough and more complex analyses' are possible (ibid 23). In the latter case they emphasize the use of large corpora and computer tools in the 'study of patterned ways in which speakers use the grammatical resources of a language, by investigating the distribution of various constructions, the association patterns between grammatical structures and other linguistic and non-linguistic factors, and the factors that affect choices between structural variants' (ibid 56).

Lexical items can also be studied with a 'monitor' corpus, that is a 'large corpus which is not static and fixed but that is constantly being updated to reflect the fact that new words and meanings are always being added to English' (Meyer 2002: 15). Hunston (2002: 25) states that the size of a corpus 'is not limited so much by the capacity of a computer to store it, as by the speed and efficiency of the access software'. On the one hand, the researcher may choose a smaller corpus which would work more speedily and provide reliable results and on the other a large corpus can be sorted with sophisticated concordancing software.

### 2.5.1 Balance and representativeness

As defined earlier in 2.3.1, a corpus is a collection of texts, now usually in machine-readable form and compiled to be representative of a particular kind of language and provided with some kind of annotation. However, one main concern of corpus compilers is to decide what to include in a corpus so that it is representative of a language as a whole. Hunston (2002: 28) suggests ‘breaking the whole down into component parts and aiming to include equal amounts of data from each of the parts’. In the case of a newspaper corpus, for example, a balanced collection of texts should perhaps consist of equal numbers of words of different types of newspapers. However, broadsheet newspapers may contain more words than tabloids, but tabloids may be more widely read, and so the issue of representativeness becomes an extremely complex one. One solution may be to include all issues of a week, month or year of a particular publication and leave the proportions to determine themselves. Tognini-Bonelli (2004: 14) stresses the significance of ‘a correlation between the component texts of the corpus and the real-life uses to which the language is put by a given community of speakers’ in order to ensure representativeness and balance.

In the case of regional varieties of English, representativeness is determined based on the purpose of the corpus. The Bank of English, which was originally constructed as a resource for the creation of dictionaries and other reference works, consists mostly of standard English, in comparison with the British National Corpus, which was compiled to represent different varieties of spoken English in Britain. Spoken language, on the other hand, which exists in very large quantities, can be represented through variables such as the age, gender and social class of the speakers in combination with different settings or genres. The corpus data can then be balanced by reinforcing the under-represented groups through collecting and adding more data.

Fillmore (1992: 38) argues that the ‘ability to judge that a corpus is not large enough to be representative of the phenomena of the language is based on the recognition that certain things which the linguist, as a native speaker, intuitively knows about the language are not exhibited in the corpus’. However, in order to avoid over-reliance on intuition and subsequent challenges to the authenticity of data, it is important to plan carefully and balance the sources during corpus design before reaching the stage of data interpretation.

### 2.5.2 Qualitative and Quantitative analysis

The corpus size also raises the question of qualitative and quantitative analysis. Descriptions of lexis and grammar over the years were generally based on qualitative data but the revolution in the field of corpus linguistics has brought about significant changes. Qualitative data enables different lexical and grammatical features to be examined, analysed and evaluated in different authentic contexts. There is no attempt to assign frequencies to linguistic features identified in the data, as opposed to quantitative research, according to which features are classified, counted and statistically analyzed. As Schmied (1993) has observed, qualitative research often precedes quantitative analysis, as the categories for classification need to be identified before linguistic phenomena are classified and counted.

However, both types of analysis have benefits and drawbacks. Qualitative data lack the description of frequency and rarity of the phenomena provided by quantitative research and consequently the findings are not always applicable and generalisable to a larger population. Similarly, quantitative data sometimes over-generalise, as lexicogrammatical items are divided into a finite number of classifications. Furthermore, quantitative analysis may lead to idealization of data, forcing the researcher to draw fine lines, which may not reflect reality, in order to ensure statistical robustness.

Those who point to distinctions between the two types of analyses claim that qualitative research is subjective and assume that knowledge is relative, whereas the quantitative approach is objective and outcome-oriented. In metaphorical terms, quantitative research is ‘hard’ while qualitative research is ‘soft’. However, although the two types of analysis may seem different, they are not incompatible. As McEnery and Wilson (1996: 77) suggest that ‘qualitative analysis can provide greater richness and precision, whereas quantitative analysis can provide statistically reliable and generalisable results’. Reichardt and Cook (1979: 232 cited in Chaudron 1988) argue that in practical terms, qualitative and quantitative research are in many respects indistinguishable, and that researchers do not follow ‘the principles of a supposed paradigm without simultaneously assuming methods and values of the alternative paradigm’. Schmied (1993) underpins the compatibility of both perspectives during corpus analysis but also in the results produced, underlying the significance of cognitive processes which lead to a separation of the more marginal from more central constructions in both qualitative and quantitative terms. The quantitative approach forces the linguist to make constant decisions in order to achieve a stringent categorization, if consistency is to be ensured. A good quantitative study must be based on methodological and terminological clarity. Thus the qualitative approach, which establishes the basic concepts and system elements, must precede any quantitative investigation, if the study needs to transcend simple language-statistical calculations.

Chaudron (1988) goes beyond the distinction between qualitative and quantitative research and places emphasis on the four research traditions in applied linguistics; psychometric investigations, interaction analysis, discourse analysis and ethnography, although interaction and discourse analysis are methods rather than distinct research traditions. Grotjahn (1987) argues that instead of distinguishing between qualitative and quantitative analysis, it is worth considering the method of data collection, whether experimental or not, the type of data yielded by the investigation, whether qualitative or quantitative, and the type of analysis conducted on the data, whether statistical or interpretive. These variables lead us to the exploratory-interpretive paradigm, which utilises a non-experimental method and qualitative analysis of data, and the nomological paradigm, which is based on experimental and quantitative analysis. He also suggests mixing and matching these variables in an experimental-qualitative-interpretive paradigm.

Taking all the above points into consideration, both types of analysis can be combined in a corpus-based approach, as qualitative analysis is potentially of greater depth and quantitative analysis provides a source of distributional findings. In the field of language education and particularly in the process of second language acquisition, which is the area of research of the present study, learners need qualitative data in order to notice ambiguous meanings and different language selections in different contexts. Quantitative data are also essential so as to select less common patterns at advanced levels and in order to avoid spending time on unnecessary features at lower levels.

## 2.6 Applications of sophisticated corpora

As the pre-electronic corpora were applied in lexicography, grammatical studies, dialect and language education (see section 2.2) the current expanded forms of second generation of corpora have even greater potential in additional fields, such as language variation and translation. However, an analysis of lexicography and issues regarding language teaching and learning follows as being related to the present study.

### 2.6.1 Dictionaries

Corpus-based dictionaries give a lot of very useful information, such as syntactic patterning, collocation, phraseology. As mentioned earlier, prior to the introduction of computer corpora in lexicography, all of this information had to be collected manually, which resulted in years of dictionary creation. Nowadays, all information is available in computer-readable form and using concordancing software many stages can be automated, such as word frequency, detecting prefixes, suffixes, irregular forms, sorting words by lemmas and in the case of a tagged corpus, the part of speech of each word can be automatically determined.

Corpus-based dictionaries include new meanings which were considered previously to be unimportant but which come to light owing to the results of frequency analysis. The dictionary definitions are typically prioritised, using information from tagged corpora, according to the frequency of use of meanings and sub-senses. The *Longman Dictionary of Contemporary English* based on British National Corpus includes words that are frequent in spoken and written English and compares their frequency in the two modes, while a large corpus of spoken and written American English assembled by Longman publishers was the backbone of the creation of the *Longman Dictionary of American English*.

The *Cambridge International Dictionary of English* was created based on two corpora, the Cambridge International Corpus and the Cambridge Learners' Corpus compiled by the Cambridge Language survey. The Collins Birmingham University International Language Database project (*COBUILD)* initiated and organised by John Sinclair in the 1980s, has produced a number of dictionaries based on the Birmingham Corpus and the Bank of English Corpus. The Birmingham Corpus was compiled in the 1980s with the initial size of 20 million words and in the year of 2004 it had reached 524 million words.

Mukherjee (2006) comments on the new generation of dictionaries which include lexicographical information derived from corpus data, such as frequency of the main meanings of the words and their frequently co-occurring collocates and lexicogrammatical patterns, as well as other frequent routines in language use, for example colligations and semantic prosodies.

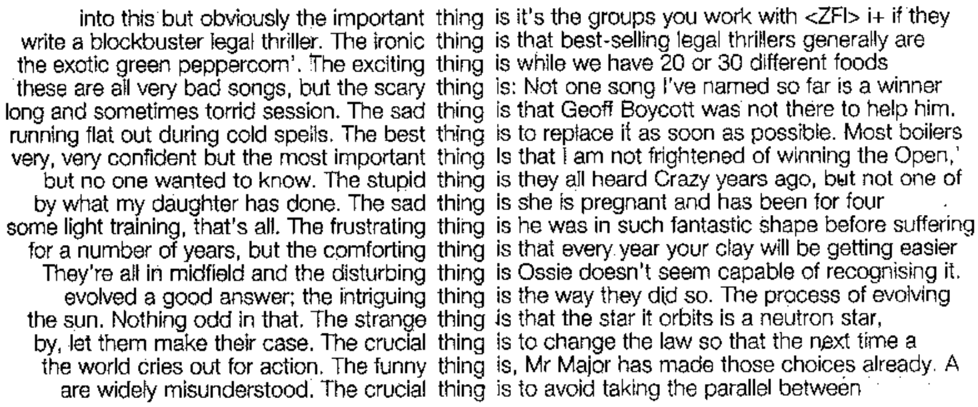
While corpus-based dictionaries provide very useful, up-to-date information about language use, accessing 'hard data' of corpora lead to practical applications in language teaching and learning.

### 2.6.2 Vocabulary

Word-frequency lists are an important linguistic tool and can have a great effect on improving vocabulary teaching. The most frequent words need to be given priority taking into consideration the level of the students and teaching objectives, but it is equally important to know which words are infrequent, as less learning effort and time need to be invested. Fox (1998: 27) states that ‘infrequent words are usually topic-specific, and can be acquired when needed. It is the general vocabulary, those words used across the board in a wide range of topics, that is more difficult to acquire, as the meaning is likely to vary according to the context.’ She (ibid 26,27) gives the example of three near synonyms, ‘start’, ‘begin’ and ‘commence’ and compares them in both written and spoken discourse. In the whole Bank of English, ‘start’ is about 10% more frequent than ‘begin’, while ‘commence’ is infrequent with 1,000 citations against nearly 125,000 for ‘start’. In the spoken data, ‘start’ is still more frequent than ‘begin’ and ‘commence’ is hardly used at all.

Emphasis also needs to be placed on the most frequent senses of words rather than on rare senses. Fox (1998: 27) gives another example to illustrate this and underlines the significance of self discovery. Observing the concordances, learners will soon discover that the sense of ‘give’ meaning ‘hand over’, which they have been taught, is not nearly as frequent as the delexicalised structures, where most of the meaning is expressed by the accompanying noun phrase rather than the verb. ‘Students might also realise for themselves that the delexical verb + noun structure can often be expressed by a similar single-word verb, such as *He gave her a smile – He smiled at her*’ (ibid 26). She (ibid 29) also examines the word *thing* through a set of 17 concordance lines and observes that apart from its concrete meaning it is used as a prefacing device to tell the person you are addressing what your attitude is to what you are saying (see Figure 2.3).

**Figure 2.3: Concordances for 'thing' (derived from Fox 1998)**



| | | |
|---|---|---|
| into this but obviously the important | thing | is it's the groups you work with <ZFl> i+ if they |
| write a blockbuster legal thriller. The ironic | thing | is that best-selling legal thrillers generally are |
| the exotic green peppercorn'. The exciting | thing | is while we have 20 or 30 different foods |
| these are all very bad songs, but the scary | thing | is: Not one song I've named so far is a winner |
| long and sometimes torrid session. The sad | thing | is that Geoff Boycott was not there to help him. |
| running flat out during cold spells. The best | thing | is to replace it as soon as possible. Most boilers |
| very, very confident but the most important | thing | Is that I am not frightened of winning the Open,' |
| but no one wanted to know. The stupid | thing | is they all heard Crazy years ago, but not one of |
| by what my daughter has done. The sad | thing | is she is pregnant and has been for four |
| some light training, that's all. The frustrating | thing | is he was in such fantastic shape before suffering |
| for a number of years, but the comforting | thing | is that every year your clay will be getting easier |
| They're all in midfield and the disturbing | thing | is Ossie doesn't seem capable of recognising it. |
| evolved a good answer; the intriguing | thing | is the way they did so. The process of evolving |
| the sun. Nothing odd in that. The strange | thing | is that the star it orbits is a neutron star, |
| by, let them make their case. The crucial | thing | is to change the law so that the next time a |
| the world cries out for action. The funny | thing | is, Mr Major has made those choices already. A |
| are widely misunderstood. The crucial | thing | is to avoid taking the parallel between |

Accessing the data themselves sheds light on the common features of unplanned discourse, such as the vague expressions 'something like that' or 'things like that', which challenge the stiffness of classroom language, planned or semi-planned.

Nonetheless, Schmitt (2000: 83) brings forward the problems that may arise when using frequency lists to inform pedagogy. Firstly, he claims that many important words do not occur early in frequency lists of general language and hence frequency lists do not need to be a strict prescription of the order in which to teach words. On the contrary, the most frequent words are grammatical words, such as 'the', 'of', and 'with' which are not normally taught until a number of content words are learned. However, these function words need to be taught during the beginning of a student's course of study. He suggests using the Oxford Wordsmith Tools concordancer (Scott 1997) which is user-friendly and gives autonomy to the students by examining key words, their meanings and collocation, in contextualised concordance examples.

Willis (1998: 55) summarises the benefits of focusing on frequent words through concordance lines. Learners can:

1. become aware of the potential different meanings and uses of common words.
2. identify useful phrases and typical collocations they might use themselves.
3. gain insights into the structure and nature of both written and spoken discourse.
4. become aware that certain language features are more typical of some kinds of text than others.

Concordancing software can provide very useful information and facilitate the task of teachers. Learners can also benefit from observing concordance input and from identifying collocations and patterns, as they will most likely remember information they have processed themselves.

### 2.6.3 Grammar

If word-frequency is a key criterion of language teaching and learning, the question arises as to how frequency is applied to grammar. Advances in the development of parsed corpora offer an insight in the descriptions of grammar which were based before upon intuition and qualitative analysis. More and more corpus-based grammar studies are conducted examining grammatical words across genres, the collocational behaviour of grammatical words and grammatical frequency. Considerable attention is given not only to written discourse but also to spoken discourse and, as mentioned earlier, function words tend to be more frequent than content words in the two modes (see Figure 2.4).

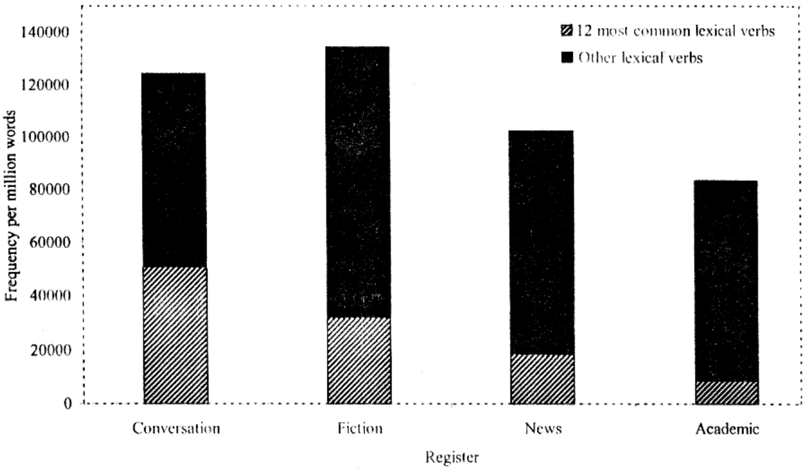
**Figure 2.4 The twenty most frequent word-forms in spoken and written texts (CIC based on five-million-word samples of each and derived from Carter and McCarthy 2006)**

| **Spoken** | **Written** |
|---|---|
| the | the |
| I | to |
| and | and |
| you | of |
| it | a |
| to | in |
| a | was |
| yeah | it |
| that | I |
| of | he |
| in | that |
| was | she |
| it’s | for |
| know | on |
| is | her |
| mm | you |
| er | is |
| but | with |
| so | his |
| they | had |

Before analysing grammar frequency further, it is worth noting that although linguists and lexicographers have traditionally distinguished lexis from grammar, there is a tendency to examine lexis and grammar inseparably. Meaning is created through words and the grammatical functions they favour. Sinclair (1991: 7) argues that a view of language as phraseology does not treat lexis and grammar as separate entities but that ‘there is ultimately no distinction between form and meaning’. He demonstrates how certain words repeatedly favour a particular grammatical position in the sentence, such as the word ‘lap’ which often occurs in a prepositional phrase in adjunct position rather than as the subject or object of the sentence. Francis (1993: 155 cited in Tognini-Bonelli 2004) also points out that the end result of corpus analysis will be that all major lexical items will be described not only for the meaning they carry individually, but also in terms of the grammatical structures they are most frequently found in. Similarly, all grammatical structures will also be described in terms of the key lexis and the phrases they are most commonly associated with. Schmitt (2005) points out that the systematicity of language cannot be solely explained by grammar rules but also with patterning. He examines concordances with the keyword 'border' and its various inflections and observes that the patterning of 'bordered' and 'bordering', which are the most frequent members of the family, affects their meaning. Therefore, the pattern *something/somebody (be) bordering/bordered on an undesirable state (often of mind)*, which derives from the occurrences in the BNC corpus, is not captured by a traditional grammatical description of the structure of the node (noun phrase + BE + *bordered/bordering* + preposition + noun phrase). He does not degrade the role of grammar and he concludes that 'the more we look at corpus evidence, the more patterning we find. We may discover in the end that patterning actually makes up the majority of the systematicity of language, with rules only coming into play when there is insufficient patterning available' (ibid 1).

In this view of the interrelation between lexis and grammar, The *Longman Grammar of Spoken and Written English* (LGSWE Biber et al 1999) offers corpus derived insights and provides probabilistic corpus evidence that a structure is more frequent in certain types of text rather than others. When considering common lexical verbs in the LGSWE corpus, it is observed that there are only 63 lexical verbs that occur more than 500 times per million words in a register, and only 12 lexical verbs occur more than 1,000 times per million words in the LGSWE corpus, which are *say, get, go, know, think, see, make, come, take, want, want, give* and *mean* (Biber et al 1999: 367-378; see also Biber and Reppen 2002: 205). They illustrate the frequency of these 12 verbs in comparison with the overall frequency of all other verbs and underline their importance in conversation, occupying 45% of the occurrences of all lexical verbs (see Figure 2.5).

**Figure 2.5: Comparison of the 12 most frequent lexical verbs with other lexical verbs (from Biber and Reppen 2002)**



Carter and McCarthy (2006: 4, 5), in the *Cambridge Grammar of English*, offer the book as a grammar of standard British English, which they describe as 'a variety of English defined by its grammar, lexis and phonology'. Corpus data is taken from the Cambridge International Corpus, which also includes the CANCODE corpus, in the belief that a modern grammar should be informed by evidence from an extensive corpus. They discuss issues of acceptability and adopt categories of British English which challenge prescriptive grammar books, such as split infinitives, or standard written English, for example headers and tails, and occasionally include forms which are acceptable in many regional varieties but not in standard written and spoken English, such as *ain't*. They cover traditional grammatical categories such as tense, sentence structure and parts of speech but also give special attention to the vocabulary-related grammar and to spoken and written differences.

Corpora can provide very useful and up to date information for both written and spoken grammar. Rimmer (2006) advocates the combination of corpora and judgement to assess the grammaticality of an utterance. He examines the word ‘traffic’ and he notes that the four examples of the noun in plural number observed in the BNC are not evidence that ‘traffic’ has become a countable noun. ‘If a grammatical construction is well attested in a balanced corpus and fits into the constraints of standard English, it constitutes valid evidence that is accountable to objective study’ (ibid 12). Kennedy (1998: 290) argues that ‘sometimes, according to the goals of the learners, less frequent items or processes in a language may deserve more attention than the most frequent, simply because they are known to be learning problems with a wide range of uses’. Caution certainly needs to be taken when consulting concordances and particularly when adjusting corpus-based input to language teaching, but we also need to keep in mind that grammar does change, certainly not as rapidly as vocabulary, and the belief in what constitutes standard English is also constantly being reshaped (see section 3.3.1 for an in-depth discussion on these issues).

What is also important is for learners to experiment with corpus data and carry out a simple search in the beginning in order to observe the relations between lexical and grammatical choice. This falls within the scope of consciousness-raising, according to which opportunities are created in order ‘to discover language and systematise it for themselves before expecting them to proceduralize their knowledge and put it to use’ (Willis 1998: 46).

## 2.7 Conclusion

This chapter has presented a literature review of corpora, from the early pre-electronic format to the present expanded form. Working with corpora is a constantly revealing process with numerous applications in the study of language, even in the field of stylistics and forensic linguistics, with certain restrictions yet to be overcome. Methods of research and types of analysis of corpus data have also been presented, suggesting further exploitation of material for different purposes. In the next chapter an in-depth analysis of different types of corpora is included, placing emphasis on the contribution of corpus data to the process of language learning, which is the focus of the present study.

# 3 CORPORA IN LANGUAGE TEACHING

## 3.1 Introduction

This chapter consists of seven sections. The first describes different approaches to language learning, placing greater emphasis on grammar acquisition and data driven learning. The second section introduces spoken grammar and its differences from formal, written discourse. The third presents types of corpus-data available and suggests different ways of applying them in class, while the issue of authenticity is discussed. The focus of the fourth section is on learning styles and cognitive characteristics of adolescent learners, the target group of the present study. The chapter concludes with the presentation of different views towards DDL and of some empirical corpus studies in EFL environments and discusses the benefits and limitations of corpora.

## 3.2 Approaches to Language Learning

There is a wide range of research in the field of applied linguistics which seeks to explain how language can be acquired effectively. A starting point of the controversy may derive from the belief that acquisition and learning are two differentiated poles. However, the contradictory views on the issue of successful learning reveal a general tendency to challenge traditional ways of teaching. Linguists and educational psychologists suggest new ways of approaching the target language, aiming at learners' motivation and active participation.

### 3.2.1 Consciousness-raising

Consciousness-raising (CR) is based on the belief that language can be meaningfully acquired when it is related to a familiar context. Rutherford (1987: 18) underlines the significance of consciousness-raising methodology in terms of 'learning progression from "familiar to unfamiliar" that will be manifest in the accretion of new data to old and in the abandonment of old hypotheses for new ones'. Learners, based on the acquired knowledge of their mother tongue (familiar), can approach the target language more easily but they need to be ready to accept at the same time any deviation from the familiar linguistic context (unfamiliar). CR involves an attempt to facilitate the learner's difficult task of discovering the different systems in the target language and acquiring linguistic competence naturally.

The main objective of grammar teaching is to help learners internalise the structures of the target language and apply them in future communication. However, the mere teaching of grammatical rules and the opportunity of controlled practice of them, even in communicative conditions, do not guarantee the actual use of that competence in 'real' communicative contexts. Ellis (1992: 234) compares the notions of practice and consciousness-raising and points out that 'whereas practice is primarily behavioural, consciousness-raising is essentially concept-forming in orientation'. Lewis (1993) also suggests that the mastery of grammatical systems is acquired not learned and presents grammar as a receptive skill. Therefore the concept of consciousness-raising aims at the development of the learners' awareness of how a grammatical structure functions, without necessarily using this structure for communicative purposes. Mishan

(2004a: 38) analyses the rationale of the consciousness-raising approach which is based on sufficient exposure and opportunity in order for learners to discover elements of L2 grammar, 'reconciling their new findings with their current interlanguage, that is, "noticing the gap" between their understanding of the use and usage of a particular feature, and examples of its use by native speakers'. Therefore, it is essential to give autonomy to learners and the right to choose to learn what they are ready to learn. It is also important, though, to provide opportunities for learners to explore and assimilate linguistic knowledge, while the successful use of this knowledge takes place when they are developmentally ready.

As mentioned in section 1.2, McCarthy and Carter (1995) suggest the 'three Is' methodology', Illustration-Interaction-Induction (I-I-I) when accessing real data and teaching aspects of spoken grammar in order to become aware of the nature of spoken language and written distinctions in terms of grammatical choices. I-I-I differs from the Present Practice Produce (P-P-P) framework, as it places less emphasis on isolating a particular form.

> 'Illustration' means wherever possible examining real data which is presented in terms of choices of forms relative to context and use. 'Interaction' means that learners are introduced to discourse-sensitive activities which focus on interpersonal uses of language and the negotiation of meanings, and which are designed to raise conscious awareness of these interactive properties through observation and class discussion. 'Induction' takes the consciousness-raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different lexicogrammatical options, and to develop a capacity for noticing such features as they move through the different stages and cycles of language learning. (ibid 217)

### 3.2.2 Noticing

Schmidt (1990) proposed the Noticing Hypothesis according to which the emergence of new forms should be preceded by their being noticed in the input. He states that what learners notice in input either deliberately or unintentionally is what becomes intake for learning, which is a necessary precondition for language acquisition. Input can be defined as samples of the target language, which learners are exposed to mainly in the classroom, and intake the language from the input that is assimilated in language learning.

The earliest empirical research was carried out by Schmidt and Frota (1986), in which Schmidt analysed his own acquisition of Portuguese in Brazil. They found an association between the recorded observations in the form of diary entries and his use of linguistic forms and therefore they advocate a close connection between noticing and emergence in production. However, they suggest that noticing is not enough for input to become intake, but it requires learners to observe input closely and compare it with output based on their existing interlanguage system in order to notice the gap.

Schmidt (1990) also stresses the importance of noticing, as it enables learners to reflect on what is noticed, endeavour to understand its significance, and experience insight. The level of noticing may be affected by variables such as attention and awareness, which are two cognitive processes that mediate input and L2 development (see section 3.6.2). Gass and Varonis (1994: 299) pinpoint that ‘attention allows learners to notice a gap between what they produce/know and what is produced by the speakers of the L2. The perception of a gap or mismatch may lead to grammar restructuring’.

Lamy and Klarskov Mortensen (2009) focus on the non-native speaker and underline the importance of raising mother-tongue awareness and prompting learners to ‘notice’ forms, rather than simply use them. Comparing the grammatical systems of their native language and the target language and identifying similarities and differences will allow them to have a clear picture of the new grammatical functions.

There is more empirical research available but little evidence that practice is more effective than noticing and vice versa. Therefore, the Noticing Hypothesis has attracted not only support but also criticism. Ellis (1997) challenges the validity of the assumption that noticing is a conscious process based on Krashen’s (1982) argument that there are too many features of language in order to be acquired consciously. Timmis (2005) asserts that there are some forms that learners may not need to produce but simply to identify depending on level, teaching context and other parameters, while Swan (2005) suggests more practice in the classroom as the classroom time is not enough to rehearse the forms they will be using outside the classroom.

The best way forward would seem to be to retain a balance of both noticing and practice (see Gabrielatos 1994). Jones (2007: 58) points out that ‘noticing and practice do not need to be treated as if they are mutually exclusive and that until further research-based evidence emerges, it may be wise to take a balanced approach’.

### 3.2.3 Inductive and Deductive Approaches

Closely related to the concepts of consciousness-raising and noticing is the inductive or process approach. Both of these terms stress the importance of prompting learners to explore the lexicogrammatical features of the target language on their own, whereas the deductive or product approach is based on controlled learning. Ellis (1992: 238) points out that the inductive approach provides learners with data and asks them to explore it and construct a rule to describe the grammatical feature being illustrated, while in the case of the deductive approach students are supplied with a rule which they are asked to use in order to carry out a task.

Recent trends in the field of applied linguistics and language teaching favour the inductive approach and autonomous learning. Lowe (2005) challenges this clear-cut distinction between deductive and inductive learning as it distorts our understanding of the way the human brain operates. He puts forward Popper's (1956) integrated theory of discovery, setting as an example of learning the second conditional structure. He asserts that learners initially have a vague idea of the function of the grammatical pattern and are not completely clueless. They approach it with the deductive approach, they seek examples and compare them to the theory following the inductive approach and finally they refine their theory returning to deduction. He also advocates the combination of deductive and inductive reasoning, since the brain conducts a dialectic between the two in a lengthy process of refinement and testing against experience, further refinement and then further testing and so on and so forth. However Aston (1988), expressing his objection to the communicative approach (see section 3.2.4):

> whether we adopt a deductive or an inductive approach, in either case we will be asking the learner to explicitly analyse data. In contrast with the activities generally proposed in communicative methodology, which call upon the learner to engage in discourse (constructing it), such activities will call upon him to deconstruct it as a discourse analyst and –in as much as our interest is focused on culture-specific schemata- as an anthropologist. (ibid 184)

Whatever approach the teacher may decide to adopt, (s)he needs to take into account the students' interests and level of proficiency combined and choose the appropriate corpus for materials design (see chapter 4 for the design of the present study).

### 3.2.4 Communicative Language Teaching

It is claimed that form-focused approaches to the target language based on authentic contexts encourage learners to follow the path of an inductive or deductive approach. There are additional views which focus on meaning and support communicative language teaching and task-based learning. The former, motivated by developments in the new science of sociolinguistics in the 1970s, focuses on language use as a rehearsal for real communicative situations and the latter places emphasis on meaning rather than form. The communicative approach stresses the significance of language functions and the guiding principle is to train students to use them appropriately in a variety of contexts and for a variety of purposes. It does not reject grammar teaching but acquires functional labels.

However, the development of 'weak' language forms as a result of an exceeding concentration on use and meaning rather than form has raised many concerns and criticism. It is often believed that CLT leads to a consequent loss in accuracy in the pursuit of fluency. Furthermore, the classroom does not lend itself to real communicative activities and consequently it serves a pre-communicative environment preparing students for later use in the real world. CLT methodologists contradict this criticism, stressing the criteria of success for these activities, which are whether learners have made acceptable utterances and coped with the communicative demands in the given situation and not measure the correctness of the language used. Littlewood (1981) advocates the communicative methodology as language realises a recognisable and useful communicative function, giving the example of asking and giving directions. Andrewes (2005), on the other hand, challenges Littlewood's logic as it does not correspond with the typical learner profile. He asserts that learners in an EFL environment may never need to perform this function, at least not in the near future, and the predictability of the language employed in these tasks is likely to demotivate rather than inspire as they cannot envisage such a communicative event.

### 3.2.5 Task-Based Learning

The idea of task-based learning (TBL) was initiated by Prabhu (1987) in his Bangalore project in southern India. He attempted to replicate natural acquisition processes by having students involved in tasks without instructing grammar. He speculated that students could learn language working on a non-linguistic problem rather than concentrating on particular language forms. Willis (1998) suggests the three basic stages: the Pre-task, the Task cycle, and Language focus. In the first stage the teacher introduces and explores the task with the learners making sure that they have fully understood the task instructions. In the Task cycle, the students perform the task in pairs or small groups preparing to report in class (restricting the teacher to the role of monitor) and in the last stage specific features of the material are discussed in a whole class conversation and the teacher may need to conduct some form of practice of these particular features.

Willis and Willis (2001: 176) point out the two main principles of task-based learning which involve on the one hand ‘units of syllabus organization that should be tasks which define what outcomes can be achieved through language, rather than linguistic items as such’ and on the other ‘learning which will be effective only if it is related loosely to language use and involves relating form and meaning’. Therefore, students are involved in performing a task or in solving a problem, instead of focusing in language structure. However critics of TBL have expressed their concern about its applicability to lower learning levels, but despite these reservations, both approaches (CLT and TBL) are widely employed in classrooms all over the world as the basis of a language syllabus or as its constituent parts. As has already been suggested, a balanced combination of approaches may be the most effective way of learning a new language.

### 3.2.6 Grammatical Consciousness Raising

The role of grammar in the foreign language classroom has long been debated. In one of the controversies about grammar, Krashen (1982) challenged the role of grammar in the process of language acquisition as he believed that language is developed instead through massive input of the target language. However, Savignon (1991: 268) points out that ‘communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning'.

Explicit grammar instruction is widely recommended in the EFL classroom setting (Ellis 1997, Schultz 1996, Jung 2002) and is favoured by students, due to different situation factors and learner goals. Low-level students may benefit from explicit learning as it is difficult to discover on their own the grammar rules in implicit teaching environments. However, teaching grammar may not be appropriate for beginners, since the early stage of L2 learning, as in L1 acquisition, is predominantly lexical and naturally agrammatical, and moreover learners do not need grammar instruction to acquire considerable grammatical competence, such as basic word order and salient inflections (Ellis 2008: 22, 23).

Fotos (1993, 2008) speculates that explicit structure-based performance tasks raise grammar consciousness of problematic points, which can be noticed in communicative input later on, and also promote proficiency gains and meaningful interaction. This can be achieved through problem solving grammar tasks and communicative activities containing the target structure followed by a formal teacher-fronted lesson on the same grammar structure. In the same vein, Doman (2005) highlights the importance of the grammatical consciousness-raising method, referred to as teaching grammar through activities. Explicit and implicit learning are combined conversely in a six-step pattern beginning with grammar teacher-fronted instruction and completed with performance tasks (a converse way to that proposed above by Fotos).

Explicit knowledge contributes to acquisition of implicit knowledge by encouraging 'noticing' and 'noticing the gap' (Ellis 2008). Grammar consciousness raising involves recent developments in understanding communicative aspects of grammar integrated with conventional grammatical teaching in order to help learners to understand the way grammar functions.

### 3.2.7 Data-driven Learning

Data-driven learning (DDL) is an inductive, learner-centred, concordance-based approach using authentic language input and promoting researchers to 'notice' linguistic features. The rapid spread of computers has been spurred on by intensive development in the field of computer technology and the advent of the internet. Computers have gradually become an indispensable means of language teaching and the sub-discipline of computer assisted language learning (CALL) has emerged (see Chapelle 2001). The latter decades of the 20th century were an important period for the development of corpus linguistics. Nowadays the word corpus is synonymous with 'machine-readable' corpus, as 'the computer has the ability to *search for, retrieve, sort* and *calculate* data' (McEnery and Wilson 1996: 14; Leech 1992: 106). The Brown and LOB on the one hand, Cobuild Direct and the BNC on the other are first and second generation corpora respectively, which have been exploited widely in both linguistic description and in language teaching applications (see sections 2.3.2 and 2.3.3). Corpora such as these have formed the backdrop to DDL.

Corpus data brings together the usage of different individuals separated in time and space and introduce learners to different registers and genres. Concordance lines isolate common patterns raising language awareness, as well as lexical and grammatical consciousness. Therefore DDL encourages the application of the inductive approach, as students are involved in an exploration of patterning in the target language by self-discovery of language input. The teacher does not need to provide learners with mere rules but accompanies them as a guide in the active exploration of authentic data and offers advice on how to pursue their own interests. Gollin (1998: 88) suggests the elicitation of rules but also supports the need for pair and group work being involved in other types of tasks:

> By eliciting the rule rather than telling the students, the teacher introduces an element of discovery learning albeit heavily guided. At other times the students may work more independently of the teacher in pairs or groups, engaged in a problem-solving approach to new language.

Hadley (2002: 107) underpins DDL, as it strikes a balance between the various approaches and 'draws from process teaching in that it sees grammar as a flexible system of recurring and interrelated prototypes rather than a static set of rules' and it 'draws from product teaching in that it provides authentic language material for study'.

Nonetheless the nature of corpus data may not be familiar to learners (see section 2.4). The KWIC format of concordances requires an unconventional type of vertical reading and expects learners to draw conclusions from the co-text of the node. Therefore, DDL may follow a gradual and sequenced trajectory, giving students time to learn how to use the corpus in order to avoid any possible discouragement. Perhaps a product approach during the first few sessions could be more effective before the learners become more independent through a process approach.

Tognini-Bonelli (2004) underlines the significance of guiding students through corpus evidence, since finding out things for themselves goes very much along with the discovery learning that is often advocated on theoretical grounds. However, discovery learning may not always be suitable for young learners who lack the intuition and experience needed to compare data and to make inferences from query results. When competent learners reach the stage of independent deconstruction of rules by searching and analysing data then it is easier to assimilate new knowledge, which they have acquired themselves rather than having it imposed on them.

When involved in DDL, the teacher's role also changes and shifts from that of controller to that of facilitator but 'the role of instructor or oracle does not shift from teacher to corpus' (Bernardini 2000: 166). The teacher is going to decide how to present corpus data in class and adjust it to the learners' language ability, goals and interests. All these issues will be further discussed in the following sections.

## 3.3 Concordancing and Grammar

This section introduces the principles of spoken grammar. A comparison of traditional grammar books with authentic data from corpora initiates a discussion about the speech strategies which are part of every day conversation but are not part of conventional approaches to second language teaching and learning.

### 3.3.1 Written and Spoken Grammar

It is a fact that spoken language has been underdescribed in the twentieth century as linguistics has focused on the study of detached written examples. Most grammars are written-based, including mostly features of the formal use of language. McCarthy (1998: 72, 70) points out that 'pedagogical grammarians simplify the grammatical facts and provide rules of thumb about second language grammar that work for most learners in most situations' and suggests replacing 'the traditional paradigms of choice of items in grammatical sets with paradigms of actual choices in real discourses'. Spoken discourse is often excluded although it reflects the target language holistically in a way that written registers can never hope to achieve. Traditional grammar is challenged in many genres of spoken discourse as ellipsis, repetitions, relexicalisations, incomplete utterances, overlaps are realised, which are often considered to be wrong or ill-formed types of language. Evidence drawn from corpus analysis forces us to reappraise the notion of 'standard' English, as speech strategies and spoken forms are standardly used by all speakers, and yet they do not tend to appear extensively in standard grammars. Computer corpora provide a wide collection of spoken examples which are obtained in naturally occurring everyday contexts such as service encounters, workplace exchanges and intimate exchanges, such as family conversations.

Carter (2004) analyses the basic forms of spoken grammar through close observation of extracts of conversations which derive from the CANCODE corpus. Heads, tails, ellipsis, discourse markers, particular features of adverbs and adverb phrases, vague language, deixis, modal expressions, spoken clause structures are common examples of spoken grammar forms standardly spoken by users of British English from different regions, occupations, and of different ages, gender and social classes. One of the samples of speech mechanisms he presents is modal expressions, which differ from their patterns of written discourse, in that the speakers choose to say *I don't know, I think it's probable* or *He's bound to...hopefully* in order to soften their utterances and to not sound too assertive or definitive (ibid 32; see Figure 3.1). Another example is the use of subordinate clauses which ‘often stand alone and function to highlight or to reinforce a topic, or function as a signal that another speaker may want to take a turn, thus keeping a dialogue "open"’ (ibid 33).

**Figure 3.1: Extract from CANCODE (from Carter 2004)**

(Students talking to each other in a group. They all know each other well and are talking informally about how they have changed since coming to university)

*A: But you don’t notice so much in yourself, do you?* ***I don’t think so, on the whole.***

*B:* ***I don’t know. I definitely*** *feel different from the first year.* ***I don’t think*** *I look any different* ***or anything****.*

*A: You’****re bound to*** *keep changing really, all your whole life,* ***hopefully****.*

*B:* ***I don’t know, I think*** *it’s* ***probably*** *a change coming away,* ***I suppose****.*

Grammatical studies have been conducted based on the CANCODE corpus of British and Irish spoken discourse (see Carter and McCarthy 1997; Carter et al 2000 etc). These studies challenge ‘standard’ patterns of English and present grammatical devices found in formal and informal conversations which can be exploited for language learning.

McCarthy and Carter (2006) comment on the way grammar changes and affects even some forms of informal writing such as emails, internet chat, instant messaging and text messaging. They observe the way three little words, *so*, *how* and *like*, have changed and assigned a new role for themselves. The word *so* for example is no longer used with a negative adjective so often as with *not*, or to emphasise almost anything, nouns, verbs, clauses, which has been observed in the media and raises the question whether people use it because of the media or vice versa. And yet, these words which belong to the top 100 most frequently used words in everyday spoken English may not be favoured by supporters of standard English.

Nonetheless, the main issue discussed in the field of applied linguistics is whether such ‘ungrammatical’ forms, as the devices presented in the extract from CANCODE, should be included in language teaching. There are elements of spoken grammar which are considered ‘unteachable’ or ‘problematic’ (Jones 2007: 59) or some speech devices, such as the fillers ‘er’ or ‘umm’, whose function can be pointed out but yet the teachers cannot tell their students when to use them (Willis 2003: 198). Many views converge on the option of data processing, such as conducting a ‘normative grammar’ (Aarts 1991: 58), which combines grammar structures used (frequency) with structures accepted (normalcy) or pre-editing materials before presenting them in class (Lamy and Klarskov Mortensen 2009; see also section 3.5.1).

Carter (2004: 35) gives a broader cultural explanation for the phenomenon of spoken forms entering written discourse:

> At the end of the twentieth century discourse has become more democratic. As society has become less formal and ceremonial in such domains as dress and social behaviour, so too the language has changed to more informal and symmetrical modes. People speak to each other more as equals and it is inevitable that they should also increasingly write to each other in similar ways, especially in contexts such as advertising or email communication where it is important not to talk down.

Learners are part of this society and do not need to be deprived of exposure to such features of spoken discourse. Being aware of the nature of English spoken grammar will enable them to justify their own spoken choices. Yet it is important to avoid any possible confusion due to the complexity of speech mechanisms. Appropriate preparation and introduction to such features becomes a necessity before their first contact with such data. Striking a balance between written and spoken discourse can hope to achieve equal exposure to both modes and urge learners to spot the differences as well as common structures. Therefore, 'treating grammar as discourse rather than merely as a feature of the internal structure of sentences' could certainly be an illuminating factor in the process of language learning (McCarthy 1998: 85).

### 3.3.2 Textbooks and Concordance input

Language changes and grows, as discussed in 3.3.1, and therefore there is a need for 'currency' and 'up-to-dateness' in the learning material as well. Mishan (2004a: 56, 57) advocates the application of authentic texts in language learning provided by corpora which 'disseminate and propagate the new varieties of language' and 'are an incomparable resource for the study of the contemporary language', filling in the gap left by the ELT coursebook with the prevailing written discourse and the inevitably out-of-date texts, 'as the print medium in which it appears effectively "fossilises" the language at a time of publishing and writers tend to steer clear of "new" language which might not stand the test of time'.

Furthermore, a number of studies have observed discrepancies between corpus findings and the content of EFL and ESL textbooks. Tsui (2004) presents a summary of comparative corpus studies and textbooks. One of these was conducted by Biber et al (1994) who observed that textbooks focus more on finite and non-finite relative clauses than prepositional phrases as noun modifiers, in contrast with their findings in the LOB corpus. Kennedy (1998) found that the grammatical quantifiers, such as ‘all’ and ‘every’ indicate the concept of totality in many textbooks, whereas in both written and spoken corpora totality is mainly lexically marked, such as ‘entirely’, ‘completely’, ‘whole’, ‘throughout’.

In another study based on the LGSWE corpus Biber and Reppen (2002: 203-205) compared the use of progressive aspect and the simple present in four textbooks and in the corpus. They observed that in the textbooks the progressive aspect is introduced in the first chapter, often before the simple present or both in the same chapter. According to their findings in the corpus, the progressive aspect is more common in conversation than in other registers and is rare in academic prose, and the simple aspect verb phrases are more than 20 times as common as progressive in conversation, although infrequent in written registers.

Apart from the selection of the content for textbooks, context and type of activities are two issues widely debated. Fragmentary sentence-based exercises often carrying meaningless phrases are outdated when compared with more recent approaches and trends and yet they are included in some conventional grammar books. The following example of decontextualised activity is taken from a Greek grammar book to be used in an EFL classroom of intermediate level (see Figure 3.2).

**Figure 3.2: Extract from fragmentary sentence-based exercise (taken from a conventional grammar book)**

PRESENT PERFECT PROGRESSIVE
+ PAST SIMPLE
he/live/here/he/be/born He has been living here since he was born.

This is an example of traditional language drills which, according to Ellis (1987: 189), ‘have been developed to practise selected formal features (and their meanings) with little regard for the linguistic environment in which these features are embedded’. It requires specific responses, but these sentences could be completed with a different choice of verb form due to the absence of context constraints. The given example could be formed as *He has lived there since he was born* implying possibly that he is about to move out. Petrovitz (1997: 203) points out that such decontextualised activities disorient students and that ‘tense usage is perceived as a system of rules dependent on lexical or syntactic parameters, rather than on semantic considerations’. As discussed in section 3.2, form cannot be examined adequately regardless of context, while ‘appropriate grammatical choices can only be made with reference to the context and purpose of communication’ (Nunan 1998: 102).

It could arguably be more effective if the same grammatical aspect, present perfect simple, was presented in context. An extract from an everyday conversation could certainly provide sufficient and familiar context (see Figure 3.3; Appendix 1 DDL Unit 5).

**Figure 3.3: Extract from a conversation (taken from CANCODE)**

**1.** <$1> Yeah. I know he **has phoned** recently but he **hasn't said** ``I am phoning you about next week" yet. Do you want to go to David and Kate's if he's not having a party?
**2.** <$2> Yeah.
**3.** <$1> **Have you thought** of a costume?
**4.** <$2> What in case we go to David and Kate's?
**5.** <$1> Yeah well Will's one is fancy-dress. It is Halloween.
**6.** <$2> Oh right. Erm. I could always go as Julius Caesar.
**7.** <$1> Again? How many times **have you done** that?
**8.** <$2> I **haven’t been** to their place for ages. And I' thought of going as a pirate.
**9.** <$1> Uh yeah.

This dialogue has the potential for use as an interesting stimulus for profound analysis of the bolded expressions. They can be associated with the adverb *recently* and the time expressions *for ages* and *how many times* and the choice of Present Perfect Simple in line 3 can also be discussed in comparison with Simple Past. Furthermore, learners can be motivated to make guesses not only regarding the grammatical form in question but the setting of this conversation as well. They may be prompted to think about the relationship and social status of the speakers judging by the choice of the topic and expressions. Spoken discourse often captures learners' attention and curiosity and can prove to be a useful way to begin a discussion in class. Similarly, Celce-Murcia (2008) illustrates a pedagogical context-embedded approach of the time aspect *past perfect* in an ESL class with more advanced learners. It involves close observation and classroom discussion on the function of the grammar pattern in authentic texts that lead to the final step of writing a short narrative of a past event applying the already observed function of past perfect simple.

Corpora are a rich source of data and therefore valuable information can be extracted from them in relation to vocabulary, grammar, formality and informality, spoken and written discourse, and they can serve as the basis for ELT textbook evaluation and supplementation. Murkherjee (2006: 9) challenges the language of most ELT textbooks, which is often not in line with corpus findings and stresses the necessity for refinement so that the language becomes more 'natural and native-like. He also comments on the large number of grammar school teachers who are not aware of corpus linguistics and suggests the need for in-service teacher training programmes on the key issues in corpus linguistics (see also McCarthy 2008). Boulton (2009) expresses his concern over publishers' reticence to produce materials exclusively devoted to DDL in the belief that there will be no demand and points out that corpus-based textbooks and other materials available are deliberately hidden among conventional activities (see also Meunier 2002). McCarthy (2004: 6) underpins the need for corpus informed materials looking like traditionally prepared materials as 'textbook writers observe usage in corpora and adapt corpus texts and conversations so that they will not be intimidating or confusing for learners. In this way, teachers and learners can work with familiar types of materials, knowing that they are based on reliable and authentic resources'.

It is a fact that DDL has not yet become established in the teaching and learning environments and therefore careful steps need to be taken in order to prepare the ground for its gradual integration. Boulton (2009, 2007) invites teachers to experiment with hands-on concordancing, although it requires time, effort and perseverance, and stresses the need for more empirical evidence before DDL is fully adopted (see Boulton 2007 on empirical studies). Römer (2006: 127) calls for more coursebook series that 'are entirely corpus based and that are tailored to the needs of particular groups of learners, e.g. learners with different first languages and of different proficiency levels and reference works, informed by results from contrastive and learner corpora research or from real-English-vs.-"school"-English comparisons'.

## 3.4 Corpora for DDL

This section outlines different types of corpora which can be selected for second language pedagogy according to the learners' level and needs.

### 3.4.1 General and Specialised corpora

As already discussed in 2.5, the choice of corpus depends on the purpose of a study as well as the learners' needs. Concordance citations can be retrieved from either a large and general corpus or a relatively small and specialised one. A large corpus is required if the focus is on vocabulary and collocation, whereas a smaller one would be adequate for the study of grammar. In the former case the BNC Corpus or the Bank of English would be an appropriate choice as a vast range of text types are included in both spoken and written discourse. In the latter case, a corpus of between 50 to 100,000 words is likely to be adequate, since most common grammatical features will still occur with high frequency, unless the learners are at an advanced level and may wish to explore a larger corpus and observe deviations from traditional forms. Tribble (see website in the list of references) suggests small corpora as a useful resource in language learning, because they help not only students but also teachers to use a vast range of language data as an essential preparation for accessing a large corpus.

Online corpora are also a convenient choice as they are cost-effective and can be used in any class that has internet access. Specialised corpora are particularly illuminating in English for Specific Purposes (ESP) or English for Academic Purposes (EAP) where the emphasis is placed on technical terms and specific genres. Such corpora included the Jiao Da English for Science and Technology Corpus (JDEST) and the Guangzhou Petrolium English Corpus (GPEC) in the late 1980s, but nowadays general corpora such as BNC can fulfil the learners' expectations by enabling the selection of a subcorpus related to their objective. CANCODE is another example of a specialised corpus as it includes a wide selection of authentic informal spoken data. Both the teacher and learners can examine concordances or large numbers of conversational extracts of different spoken genres such as narrative, language-in-action, service encounters, problem-solving, information exchanges and casual talk (see McCarthy and Carter 1995: 208), and exemplify how a relatively small corpus can be used in grammatical description. Traditional and innovative approaches to grammar teaching based on CANCODE data are also introduced and analysed in depth in Carter, Hughes and McCarthy (2000) providing further practice for upper-intermediate and advanced learners. In addition to the ample applicability of the current corpora, Tognini-Bonelli (2004: 22, 23) suggests combining texts of published material, such as *The Economist*, with concordancing software to prompt ESP learners to identify patterns that occur with field-specific terminology. Recognition of such formal contextual patterning has proved to be very helpful in the identification of meaning and definition of terms.

When selecting a corpus for DDL, certain points need to be taken into consideration. Lesson planning based on general corpora can be time-consuming for the teacher and exploring the vast masses of data can be confusing for learners. On the other hand, a study of infrequent words is fulfilled in a large corpus and examined in different text types. Similarly, the search for uncommon patterns in a small or specialised corpus may be doomed to failure, whereas a study of common ones is carried out more effectively and with no extensive preparation or editing required. Perhaps a combination of both types of corpora may be incorporated in the teaching syllabus starting from a smaller corpus and, when learners are quite comfortable with examining concordance lines, moving on to a larger one, depending on the type of investigation that needs to be undertaken. Gavioli and Aston (2001: 244) suggest grading corpora 'starting with small collections of texts of a similar type and moving on to larger and more heterogeneous ones' in order to develop autonomy progressively. Using different corpora and corpus analysis tools keeps up learners' initial enthusiasm, curiosity and interest, while 'working with only one corpus (especially if large and non specialised) and one type of software, learners may not notice these ties (the reality of texts and of the intertextual ties joining them together in different way), nor reflect on signals of restricted use(s) and assume that their observations are more general or more absolute than is actually the case' (Bernardini 2000: 167).

### 3.4.2 Parallel corpora

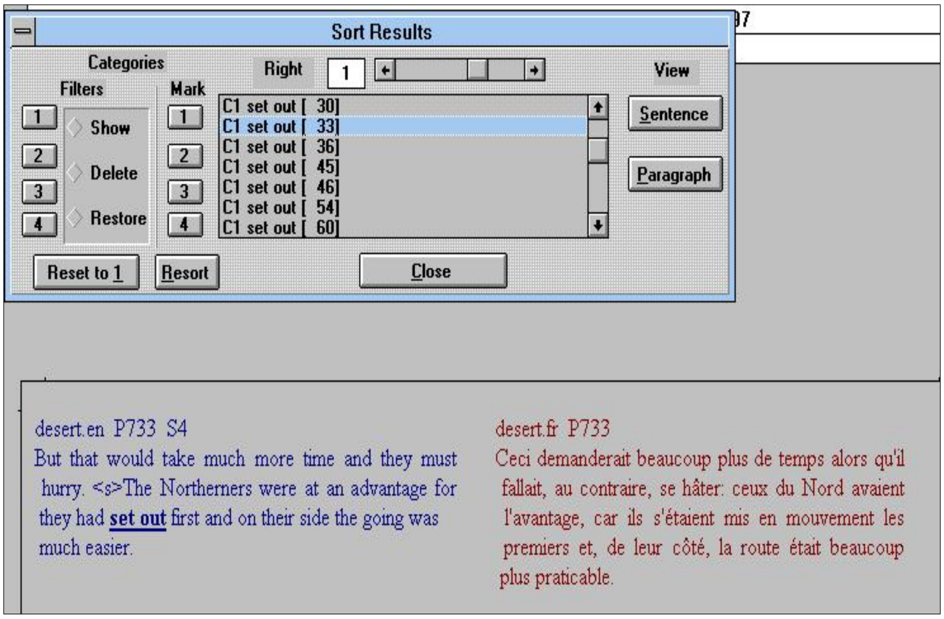
Another type of concordancing for DDL that promotes language awareness is that of parallel corpora. These include data in one language which is translated in one or more different languages, where any stretch of text and its translation(s) can be accessed simultaneously. By navigating corpora with text analysis software learners can become aware of the wide range of patterns associated with lexis. Parallel concordances can be used for independent study or in the classroom. Self-access allows learners to examine the target word, idiom or pattern in natural, contextualised examples of language usage. They can also test their initial hypothesis and become aware of the L2 mechanisms by extracting samples of L2 they do not quite grasp and comparing them with the equivalent forms in L1.

In the case of using parallel concordances in the classroom, it is self-evident that they are more effective with monolingual classes. Students develop skills of contrastive analysis and learn to accept different possible translations of certain expressions. They also become aware of the fact that translation cannot be based on one-to-one correspondence between the initial and target language. Exact alignment is not attainable, but correspondences among the main linguistic features of the corpora can be displayed. ‘The paths of extension of meanings will undoubtedly differ in the second language as will the strength or productivity of particular metaphorical mappings’ (Barlow 2000: 112).

Hunston (2002: 181, 182) highlights the development of reciprocal learning (see also Johns 2000) through parallel concordancing, as two native speakers of different languages can be paired and help each other learn their mother tongue. This process prepares learners for different interpretations and thus contributes not only to motivated language acquisition but also to learners’ awareness of the flexibility of the target language.

The University of Birmingham has created a windows-based parallel concordancer, the MULTI-CONC, for language learning and testing under the lingua project (Johns and King; see website in the list of references). This project has been developed as a part of a European funded program. It develops a methodology for teachers and students by enhancing the teaching of translation and offering good practice and testing (see Figure 3.4).

**Figure 3.4: Example of English-French Parallel Concordances from the *Multiconcord* application suite (from Johns and King)**



```
C1 set out [  30]
C1 set out [  33]
C1 set out [  36]
C1 set out [  45]
C1 set out [  46]
C1 set out [  54]
C1 set out [  60]
```

desert.en P733 S4

But that would take much more time and they must hurry. <s>The Northerners were at an advantage for they had **set out** first and on their side the going was much easier.

desert.fr P733

Ceci demanderait beaucoup plus de temps alors qu'il fallait, au contraire, se hâter: ceux du Nord avaient l'avantage, car ils s'étaient mis en mouvement les premiers et, de leur côté, la route était beaucoup plus praticable.

Ten European languages are included so far but will soon be extended to non-European ones. The researcher may select a word or phrase and may define the extent of surrounding context of the query. This data can also be used for testing by gapping translation materials.

ParaConc (Barlow 2005) is another bilingual or multilingual concordancer used for contrastive analyses, translation studies and language learning. The original text can be translated into one or up to three different languages and the node is highlighted and displayed in a KWIC format, while information on frequency and collocation are also available.

When it comes to parallel corpus application in the classroom, the teacher needs to detect L1 interference which may cause negative transfer and decide whether the source text will be L1 or L2, which is the starting point of the search, depending on the nature of the problem. In other words, concordances in L1 aligned with L2 are preferable when there are language production problems, in order to enable learners express their ideas in the target language more effectively, whereas concordances in L2 aligned with L1 promote language reception skills as they help learners realise how the L2 selected forms are interpreted in L1 (see Frankenberg-Garcia 2004). Whatever the language difficulties learners seem to have, close observation of performances and reasonable as well as conscious use of parallel concordances in the classroom are necessary steps for effective contrastive interlanguage analysis (see Granger and Tribble 1996), bearing in mind that 'language contrasts that are no longer or have never been a problem to learners could provoke overmonitoring and inhibit spontaneous performance' (Frankenberg-Garcia 2004: 217).

### 3.4.3 Pedagogic and Learner corpora

Learner corpora are systematic computerised collections of texts produced by learners. These 'home-made corpora', as Aston (2002: 11, 12, 13) calls them, 'may be more appropriate for learning purposes than pre-compiled ones, insofar as they can be specifically targeted to the learner's knowledge and concern' while 'control', 'certainty', 'creativity', 'critical awareness' and 'communication' are the main reasons for engaging learners in the construction of corpora themselves. They can increase learner autonomy and 'noticing' by providing negative evidence useful for searching for mistakes and identifying differences in non-native as well as in native speaker language. In other words, learners have the opportunity to examine concordance lines of familiar data through a pedagogic corpus, which is a good way to relieve them from the anxiety and insecurity of dealing with the 'strange' format of concordances. However, it is time consuming for the teacher to build the corpus and to search all the material from the textbooks or any other kind of data employed in class and organise them in KWIC or full concordance lines. Aston (1997: 62) takes a step further and suggests the short-cut of selecting text-types which learners are acquainted with, the option of 'pick'n'mix compromise' (Aston 2002: 13) as he named it later on, according to which learners themselves can construct a corpus extracting the ingredients provided by a larger corpus, such as the SARA subcorpus, and selecting one or more text-types and individual texts from a list. Therefore, learners feel more comfortable exploring familiar genres and the teacher is released from long preparation and complex corpus-building.

The learner corpus is a useful diagnostic tool for teachers as it enables them to locate most frequent students' errors in specific text types and to be ready to pre-teach and pre-empt common errors. Learners, on the other hand, become more autonomous as they develop the skills to identify and explain recurrent errors, not to mention if they are the corpus designers themselves. O'Keeffe and Farr (2003) mention several different phenomena that can be studied when employing a learner corpus in class such as second language acquisition processes, interlanguage, fossilization, patterns of error, crosslinguistic studies.

Granger and Tribble (1998) introduce parallel concordancing of native speakers' (NS) and non-native speakers' (NNS) language use and highlight its importance in the process of SLA as learners do not have to explore any traditional grammatical or lexical phenomena other than their own attested difficulties. Furthermore it is a motivating method of giving corrective feedback comparing the NS work with that of the learners (see Figure 3.5).

**Figure 3.5: Parallel Concordances of 'accept' (taken from the Longman Language Activator)**

**Consider the two examples from native and non-native speaker writing given below.**

1. What grammatical structures appear to follow 'accept'?
2. Do any grammatical forms only appear in the non native-speaker examples? If this is the case, check if the students are using an acceptable form.

| **Native Speaker writing** | |
|---|---|
| not being able to accept | >that fulfillment of life is possible |
| be overcome? Why not accept | >the differences as an intentional |
| the act. Hugo cannot accept | >that the party line has changed |
| mothers and learn to accept | >their traditions. |
| with their emotions and try to accept | >that diversity. |
| If the peer group doesn't accept | >what the friend is wearing |
| of a woman, why not accept | >it and consider ways to use |

| **Non-native speaker writing** | |
|---|---|
| families, the parents accept | >that new visions of things |
| think that women must accept | >that some differences exist |
| nor the children accept | >to recognize that |
| the parents accept | >that new visions of things may |
| don't always accept | >that their children also |
| women have to accept | >the other side of the coin |
| young. He could never accept | >to be inferior |
| guinea-pig and accept | >to receive some viruses, some |
| Feminists have to accept | >to be treated as men |
| Johnny will not accept | >the Company's decision |

Learners are prompted to notice that the verb is followed by infinitive only in the non-native speaker corpus and should draw the conclusion that the pattern of the keyword is: *accept + that clause / wh- clause / noun phrase*. This type of corpus is a combination of parallel and learner corpus which encourages consciousness-raising by examining familiar extracts and comparing them with similar ones. It also offers learners a feeling of satisfaction, having their work appear on screen or in printout form in concordance lines even if it deviates from the native, 'proper' form, while activities based on a comparison between native and non-native data reinforce 'negotiation, interactivity and interaction among learners and between learners and teachers' (Meunier 2002: 134).

A data-driven learning study of Greek as L1 based on the *Educational thesaurus of Greek Texts corpus* (ETHEK) was conducted in the context of primary and secondary education (Giagkou and Antoniou-Kritikou 2008) in order to investigate learners' response to using a pedagogic corpus for their linguistic inquiries in the classroom. The corpus is morphologically annotated and consists of two sub-corpora: the *Hellenic National Corpus* comprising of 35,169,629 words of written Greek of different genres and topics and a pedagogic corpus of 2,268,134 words consisting of instructional texts from the official textbooks used in the Greek primary school and secondary school system. The primary school students examined spelling of Greek words which appear in orthographic variants due to historic orthography and frequencies, the lower secondary school students worked on polysemy and the upper secondary school students studied general vocabulary and terminology in a subcorpus of texts from the physics, mathematics and chemistry textbooks. When assessing the web-interface and their experience with corpus-based tasks, the majority of the 85 pupils seemed to have enjoyed examining the corpus and expressed their desire to use the corpus more often both in the classroom and in their homework, despite their inexperience in searching such innovative material for the first time. Their positive attitude towards the DDL at such young age may carry implications about textbooks and class materials (see section 3.3.2).

Most of the learner corpora available are of learner English consisting of mainly written language, such as the Hong Kong University of Science and Technology (HKUST) Learner Corpus, of 25 million words, which includes different academic text-types by Chinese undergraduate students. There are also two commercial corpora, the Longman Learner Corpus (LLC), which consists of 10 million words from learners of 160 different language backgrounds, and the Cambridge University Press (CUP) Learner Corpus, of some 30 million words at the time of writing. All these corpora enhance data-driven learning and according to Nesselhauf (2004: 141, 142), they are probably 'best suited for co-occurrences of words' and not for general grammatical areas, such as tense or aspect, 'because searching for them is more difficult and because the immediate context does not necessarily reveal whether a certain instance is correct or not'.

## 3.5 Accessing the corpus

Different ways of applying the corpus in class are suggested in this section, depending on a number of factors, such as learners' level and background knowledge as well as school facilities.

### 3.5.1 Authentic and Remodelled data

Authenticity has been widely debated in the field of applied linguistics. Widdowson (1978: 80) contrasts genuiness and authenticity: 'Genuiness is a characteristic of the passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response'. Mauranen (2004: 91) distinguishes the notions of 'genuine', the real thing, and 'similar' that is almost like the thing itself and argues that although authenticity cannot be brought into the classroom in the sense of genuine, apart from the language used for classroom management, it can be achieved in the sense of similarity. In other words, speech corpora may be removed from the original language event but the actual utterances and sequences are reproduced retaining speech mechanisms such as overlaps, relexicalisations, hesitations and misunderstandings. Therefore, they provide attested instances of language use which can be observed and analysed in the classroom.

The issue of authentic and concocted texts appropriate for textbooks has also raised controversial opinions. Widdowson (1998: 713) challenges the use of authentic spoken material in the language classroom, as it 'cannot provide the contextual conditions for it to be authenticated by the learners'. Similarly when commenting on the language found in corpora, he argues that it can be motivating only if learners are able to make it real but it is very difficult for them to ratify authentic textual features (Widdowson 2000: 7). In other words, features of spoken discourse included in corpora, such as elliptical utterances and repetitions, are linguistically incomplete and learners may not be able to interpret them because they lack the shared perception and knowledge which is a necessary presupposition in everyday speech. Learners are therefore 'outsiders' as they cannot make the necessary contextual connection to make appropriate meaning. On the other hand, Widdowson (1998) challenges the prescriptive language of textbooks which, although semantically meaningful, carries no pragmatic meaning. These concocted texts are invented examples of language which are shaped based on the vocabulary that learners have so far assimilated. He therefore suggests modifying texts and stimulating learners' imagination (ibid 713; see Figure 3.6).

**Figure 3.6: Text Modification (extract from Widdowson 1998)**

**Initial Text**

This is a man. He is John Brown; he is Mr. Brown. He is sitting in a chair. This is a woman. She is Mary Brown; she is Mrs. Brown. She is standing by a table. Mr. Brown has a book. The book is in his hand; he has a book in his hand. Mrs. Brown has a bag.

**Modified Text**

This is a man. This is a woman. This is Mr. Brown. This is not Mrs. Brown. She has a look in her eye. He has an idea in his head…

The first extract consists of redundant sentences such as *he is sitting in a chair* or *the book is in his hand*. Such expression would not exist in 'real' language as information that is already apparent does not need to be expressed and therefore 'duplicated'. The modified sentences, *she has a look in her eye* and *he has an idea in his head,* might intrigue learners and initiate brainstorming in order to carry out a discussion in class and decode the intended meaning.

Authentic texts, in the sense described by Mauranen earlier, may prepare learners for situations of real language use and 'if learners find such texts fascinating and a challenge to the imagination then what is *relevant* is not the texts' claim to be real samples of the language, but their claim to be more socially and culturally engaging' (McCarthy 2001: 138). Gavioli and Aston (2001: 244) advocate the use of corpora in the classroom as they allow learners to 'authenticate discourse independently and collectively, adding to the reality of the corpus the reality of their own experience of it', while Braun (2005: 53) similarly points out that each learner constructs his/her own individual context which is greatly facilitated if the topic is familiar and interesting.

As mentioned earlier, the complex format of concordances may yet intimidate and discourage learners. Tribble and Jones (1990: 36-37) pinpoint that no matter how smartly designed the exercises are, students will still find them confusing at first. Various degrees of mediation can thus facilitate learners' corpus exploration, such as pre-editing data. Carter (1998a: 52) suggests remodelling corpus data as 'a middle ground between authentic and concocted data' and adjusting it to the learners' language capacity in order to avoid any confusion. He presents an extract of a dialogue from CANCODE in which the first speaker explains to the other speaker which way he followed in order to reach the latter's house (ibid 52, see Figure 3.7). The grammatical 'tail' (conventionally known as right-displacement) is the repeated characteristic which has been remodelled in order to communicate the message more explicitly to learners.

**Figure 3.7: Re-modelled extract from CANCODE (taken from Carter 1998a)**

**Authentic data**
A: And I came over Mistham by the reservoirs, nice it was.
B: Oh, by Mistham, over the top, nice run.
A: Colours are pleasant, aren't they?
B: Yeah.
A: **Nice run, that.**

**Remodelled data**
A: And I came over by the village of Mistham. It was nice it was.
B: Oh, you came over the top by Mistham. That's a nice journey.
A: The colours are pleasant, aren't they?
B: Yes
A: **It was a nice journey, that.**

In the process of re-modelling data some confusing words or expressions are extracted or replaced, such as *by the village* instead of *by the reservoirs*, whereas further words may be added as in the case of *Nice run, that* which has been replaced by a complete utterance *It was a nice journey that*. Tails have not been removed but are slightly refined. In no case is the text completely changed as it would no longer be a middle ground between authentic and concocted data but identical to the latter.

Additional changes can also be made to help learners to concentrate on certain grammatical forms, such as omitting a few incomplete utterances, transcript annotations and tape faults of the original texts.

'Noticing' the corpus data is a learnable skill and learners can gradually become independent explorers. Mauranen (2004: 99) points out that 'corpus skills constitute a learning task in themselves, much in the way that many other subskills of learning do, such as group work skills. Once acquired, they facilitate learning greatly and need not be constantly refreshed'. To this end, introductory sessions need to be extended and corpus-based tasks manageable, as impossible tasks will have only negative effects. The teacher needs to show learners how to approach corpus data and teach them different reading skills according to the language focus each time. More instances of full concordances can be presented before the KWIC format. Through this gradual introduction to corpora, learners should realise the difference between the conventional way of reading a common text and approaching concordances on screen. They should be ready to abandon reading from left to right and draw their attention to the centre of each concordance line, where the keyword is located, and read vertically, down and up where necessary, without being worried about missing information.

### 3.5.2 'Raw' and Printout material

According to popular stance, DDL involves autonomous exploration of corpora in order to prove or test hypotheses or even alter existing theories (see Römer 2005 on Corpus-driven and Corpus-based linguistics). Another entirely autonomous approach to learning from corpora is the concept of serendipitous corpus browsing (Bernardini 2004: 22, 23) which involves students in open-ended corpus exploration with no specific task in mind, giving them the 'freedom' to focus on any form or pattern they find interesting. However, such an approach requires long exposure to corpus data and experience with corpus research. As mentioned earlier, the concordance may be an essential tool of researching the corpus data but it is possible to confuse learners, depending on age and language ability, who may be ‘put off by the dense wordiness’ and ‘overwhelmed’ by its form (Mishan 2004a: 261). It is therefore doubtful whether serendipity can be successfully applied in class, particularly with young and untrained learners. Given the complexity of the corpus format, the decision to be made is whether to present corpus data with prepared handouts, the ‘soft’ approach, or with immediate access to concordances, the ‘hard’ version (Gabrielatos 2005). Römer (2006: 124) distinguishes between the ‘direct’ pedagogical approach to corpora and the ‘indirect’ researcher-focused approach and presents a more controlled approach to DDL as an alternative to the ‘direct corpus access’ strategy by providing learners with ‘raw or filtered’ concordances or with concordance exercises which highlight a particular language problem.

The most important factors which affect this decision are age and level of language ability. The majority of ‘hands-on’ corpus studies (see section 3.7.2), are applied in tertiary education with advanced learners, allowing greater autonomy and being more motivating. However, the use of technology and the complex visual format of concordances may deter many students, who would benefit from prepared corpus materials instead. In addition, more learners can be occupied with corpus-based printed handouts than is feasible when using computers, as many schools are not properly equipped, not to mention the lack of technical support.

Different views advocate either the teacher-guided (printed corpus material) or the learner-centred approach (direct corpus access). Aston (1997: 62) suggests additional ways of exploiting corpus data, such as reducing the quantity of data and promoting cooperation and communication among learners. Knowles (1997:

197) highlights the significance of immediate access to the computer but argues that technology cannot offer learners any additional knowledge if it is not part of an overall teaching strategy. These worthy arguments can be incorporated into the process of gradual transition, or ‘a cline of learner autonomy’, as Mukherjee (2006: 12) puts it, from prepared handouts in the early stages of language learning, to direct access to data with appropriate software, when learners have developed the necessary strategies (see also Boulton 2009, Cresswell 2007, Lamy and Klarskov Mortensen 2009). Johns (1991b: 31), the original inspiration of the DDL movement, also underlined the importance of printed materials:

> Experience in using concordance data reactively has indicated that it could be used proactively also in a more traditional teacher-centred setting, and has suggested also a range of concordance-based exercise types which could have high transferability, helping students to develop inductive strategies that will help them to become better language learners outside the classroom.

Learners already find it difficult ‘to get to grips with new material (the corpora), new technology (the software) and a new approach (DDL) all at once’ and thus ‘taking the computers out of the equation at the start’ will make their new learning experience less frustrating (Boulton 2008: 39). Different types of concordance-based tasks can be conducted according to the degree of acquaintance with corpora. In the initial stage, complicated concordance lines, which carry unfamiliar lexical items or demand cultural background knowledge, can be left out so that learners can get used to the new material and inductive approach, while hands-on computer work is more appropriate for the final stage of corpus analysis allowing learners to explore data freely. Working in pairs or groups would be more effective for inexperienced or technophobic students in their first attempts with immediate corpus access. Pairs of learners can explore a text together, while different pairs or groups of learners can investigate different texts and at the end of the task they can report and discuss their findings.

The different advantages of prepared printouts and hands-on computer work outlined by Leech (1997) are summarized by O'Keeffe and Farr (2003: 411; see Figure 3.8).

**Figure 3.8: Prepared printouts and hands-on computer (taken from O'Keeffe and Farr 2003)**

**Prepared printouts:**
**1** allow wider access to the data by more students
**2** are more effective in lowering the affective filter of technophobic students
**3** save class time as the preliminary word is done by the teacher

**Hands-on the computer:**
**1** promotes a more learner-centred approach
**2** provides an open-ended supply of data
**3** allows for more tailored and customized learning.

The decision is left up to each teacher to opt for the most appropriate process or a combination of both methods for a given group of learners with individual cognitive skills and learning styles (see section 3.6) in a given context.

## 3.6 Types of learners

Age and level of language ability are certainly important factors when corpus access and materials design are involved, but there are further parameters that deserve equal attention. Learning styles and cognitive development are discussed in this section with a focus on adolescent learners, the target age-group of the present study.

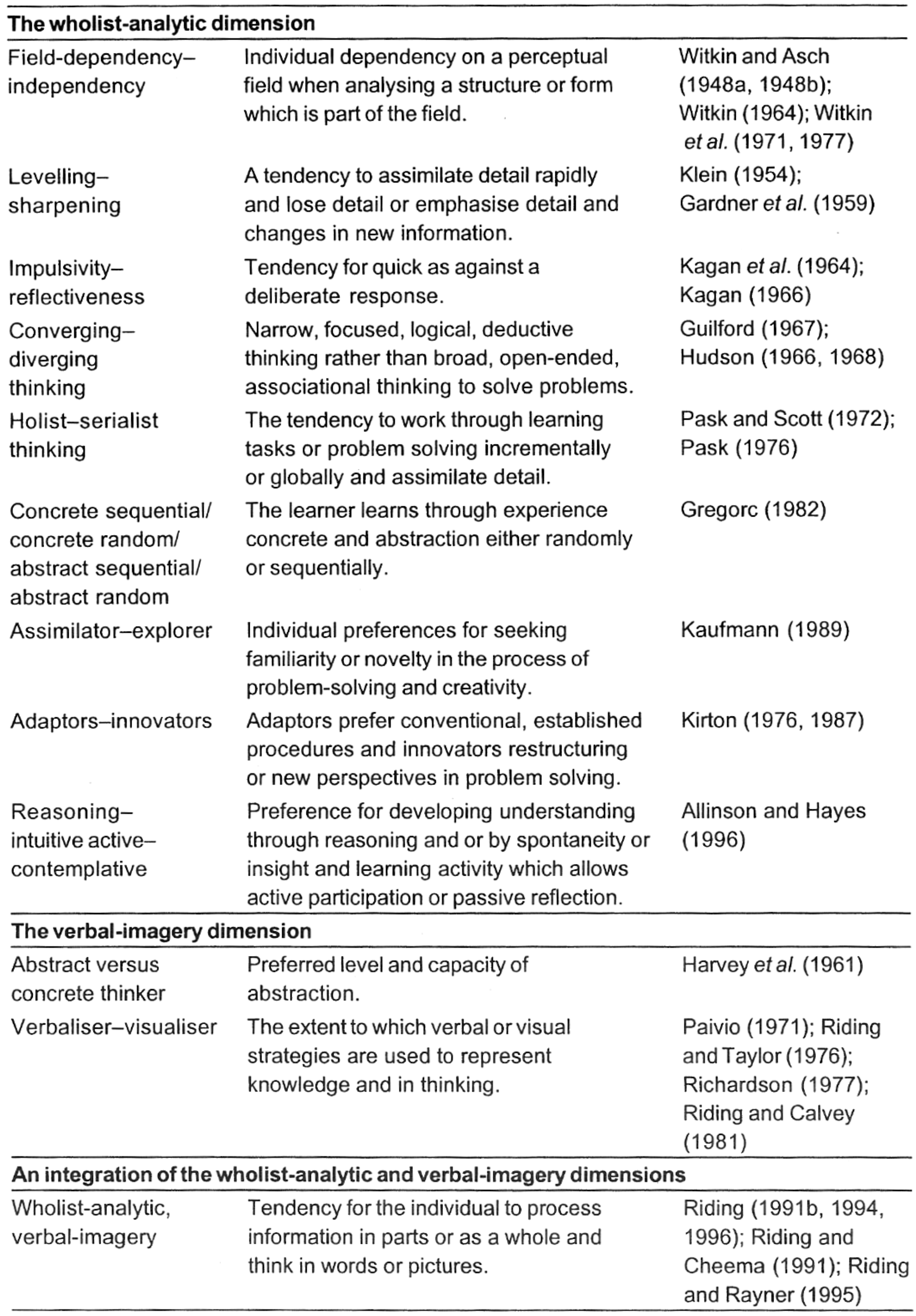
### 3.6.1 Learning styles

There are many terms referring to learning styles which indicate the complexity of the learning process. To begin with, cognition and learning are closely associated terms, which determine the individual's preferred way of approaching and organising information. Riding and Rayner (1998: 6) give a definition of cognitive style:

> formed from the basic aspects of an individual's psychology; affect or feeling, behaviour or doing and cognition or knowing. These 'primary elements' in an individual's personal psychology are structured and organized by an individual's cognitive style. This psychological process, in turn, is reflected in the way that the person builds a generalised approach to learning. It is this dynamic which involves the individual in a life-long process – the building up of a repertoire of learning strategies which combine with cognitive style – to contribute to an individual's personal learning style.

They also argue that the cognition-centred tradition of style can be organised into three groups of models or labels: the wholist-analytic style dimension, the verbal-imagery dimension and a deliberate attempt to integrate both. There are several versions to describe aspects of these dimensions (ibid 20; see Table 3.1).

**Table 3.1: Descriptions of style dimensions (derived from Rayner and Riding 1998)**



| **The wholist-analytic dimension** | | |
|---|---|---|
| Field-dependency–independency | Individual dependency on a perceptual field when analysing a structure or form which is part of the field. | Witkin and Asch (1948a, 1948b); Witkin (1964); Witkin *et al.* (1971, 1977) |
| Levelling–sharpening | A tendency to assimilate detail rapidly and lose detail or emphasise detail and changes in new information. | Klein (1954); Gardner *et al.* (1959) |
| Impulsivity–reflectiveness | Tendency for quick as against a deliberate response. | Kagan *et al.* (1964); Kagan (1966) |
| Converging–diverging thinking | Narrow, focused, logical, deductive thinking rather than broad, open-ended, associational thinking to solve problems. | Guilford (1967); Hudson (1966, 1968) |
| Holist–serialist thinking | The tendency to work through learning tasks or problem solving incrementally or globally and assimilate detail. | Pask and Scott (1972); Pask (1976) |
| Concrete sequential/ concrete random/ abstract sequential/ abstract random | The learner learns through experience concrete and abstraction either randomly or sequentially. | Gregorc (1982) |
| Assimilator–explorer | Individual preferences for seeking familiarity or novelty in the process of problem-solving and creativity. | Kaufmann (1989) |
| Adaptors–innovators | Adaptors prefer conventional, established procedures and innovators restructuring or new perspectives in problem solving. | Kirton (1976, 1987) |
| Reasoning–intuitive active–contemplative | Preference for developing understanding through reasoning and or by spontaneity or insight and learning activity which allows active participation or passive reflection. | Allinson and Hayes (1996) |
| **The verbal-imagery dimension** | | |
| Abstract versus concrete thinker | Preferred level and capacity of abstraction. | Harvey *et al.* (1961) |
| Verbaliser–visualiser | The extent to which verbal or visual strategies are used to represent knowledge and in thinking. | Paivio (1971); Riding and Taylor (1976); Richardson (1977); Riding and Calvey (1981) |
| **An integration of the wholist-analytic and verbal-imagery dimensions** | | |
| Wholist-analytic, verbal-imagery | Tendency for the individual to process information in parts or as a whole and think in words or pictures. | Riding (1991b, 1994, 1996); Riding and Cheema (1991); Riding and Rayner (1995) |

Different sources place emphasis on the first label that falls in the first dimension; that of field-independent and field-dependent or field sensitive as it is preferably called. Ehrman (1998: 65) distinguishes four types of learners, starting from Type I, who can perform independently of context, and moving on to the next three types, who become gradually more dependent. Flowerdew (2008: 117) speculates on the types of learners who take most readily to DDL and benefit from it and notes that 'field-dependent students who thrive in cooperative, interactive settings and who would seem to enjoy discussion centring on extrapolation of rules from examples may benefit from this type of pedagogy. However, field-independent learners who are known to prefer instruction emphasizing rules may not take to the inductive approach inherent in corpus-based pedagogy'. Boulton (2009: 87) underlines the importance of bearing in mind that 'learning is not static but is subject to change along with the various learning experiences'.

There are numerous more terms describing learning styles, such as the theory of multiple intelligences and the distinction between analytic and relational styles. The former, introduced by Gardner (1993a, 1993b, 1999) stresses the importance of individuality and urges teachers and institutions to revise their methods and syllabuses to take individual styles into account. The inclusion of a variety of activities that would appeal to different intelligences, such as visual-spatial, verbal-linguistic, interpersonal and intrapersonal, is indeed beneficial for the learner who may possess more than one type. According to the latter distinction, analytic learners favour left-brain approaches to processing information and independent task and are comfortable with linear, focused, rational, and objective presentations of material, whereas relational learners favour right-brain information processing and searches for immediate connections, personal meaning with an emphasis on affective and experiential learning. Therefore both individual and cooperative work, as suggested above, would meet the needs of both of these types of learners. However, Lowe (2005) challenges the distinction between the functions of the right and left hemisphere in the process of language learning and argues that they could be combined, as the former is the seat of patterns and intuition and the latter is the seat of analysis, logic and language. Kinsella and Sherak (1998: 91) also argue that:

> No value judgment should be made by either teachers or learners about where a student falls on this continuum because analytic and relational learners have the same intellectual capacity. The critical differences become evident in their ways of processing and using material. All students are quite capable of using both analytic and relational faculties.

The common point among all these cognitive styles is that every human does not possess necessarily only one style, although sometimes there is a marked tendency to use one rather than the other depending on the nature of the task. As learners' maturity grows, they become more and more aware of their learning capacities and may become versatile learners or acquire mixed cognitive styles. The teacher's initial task is to enhance students' preferences and strategies and help them become aware of their individual way of thinking in order to gradually reach the stage of metacognition (see Flavell 1963, 1987), which is the ultimate step in the development of a learning strategies repertoire, as it concerns knowledge and awareness of one's own mental processes. Riding and Rayner (1998: 93, 94) suggest three main types of strategies, 'translation', 'adaptation' and 'reduction of processing load' and point out the way individuals utilise them according to their style. For instance, in the case of translation, an imager may interpret a text into a diagram, a verbaliser into a picture with words, an analytic may map out the elements of a topic and a wholist may list the headings to organize its structure. In the case of adaptation an individual may use another dimension of his style in order to meet the demands of a task, whereas in the case of reduction an imager may scan the text and select the most important sections and the wholist may produce headings by underlining words in the text. Therefore, an individual employs a learning strategy consciously and adjusts it to his/her cognitive style in order to enhance learning.

### 3.6.2 Attention and Memory

Teachers are often critical of learners' tendency to forget information presented or consolidated in class as a result of lack of preparation or concentration. However, this is not always the reason behind low performance; there are numerous other factors that may lead to complete or temporary loss of information.

There are four broad types of memory that are commonly referred to in relation to class-learning: declarative, procedural, visual/spatial and phonological/verbal. Declarative memory is divided into episodic and semantic. The former relates to experiential learning through dramatising and acting out and the latter is linked to sensory information and is mainly associated with chalk-and-talk teaching. Procedural memory, which is often called body memory, is associated with demonstration and practice. Visual/spatial memory is associated with images and the relative position of points and phonological/verbal or auditory memory refers to the sounds of speech. However, some loss of information over time may be necessary to allow new information to be stored. According to Green (1996: 302), 'forgetting is not at all a limitation but, instead, is quite a sensible feature of the memory system', while Bristow et al (2003: 17) point out that 'our mental processes, including our memories, are constantly being restructured to meet our current life situation. This change in relevance and the results of restructuring are the main reasons that we forget'. Furthermore, the orthodox view in psychology is that the main characteristic of attention is limited capacity (Kahneman 1973). These functions are more intense in adolescents, who are overwhelmed by emotions, because of the release of testosterone that causes irritability and aggressiveness, and they are often stressed as a result of the stress hormone cortisol. Both of these hormones influence the hippocampus and the amygdala, which are important in memory formation, and cause problems in the processing and recalling of information. However, hormones are only partly to blame. Most areas of the brain are still under construction during adolescence:

> Brain cells first thicken between ages 11 and 13 and then thin out by 7 to 10 percent between the ages of 13 and 20…The frontal lobes and the area of the brain responsible for thoughtful, reflective reasoning capabilities are the last areas of the brain to mature…The thickening of adolescent brain cells is due to massive changes in synaptic reorganization, meaning many more connections are being formed. The cells involved in this reorganization become highly receptive to new information. But although this nearly exploding brain has more choices, it is often paralyzed by inefficiency. Just like the infant brain, the adolescent brain relies on the pruning of synapses for more efficient decision making… (Jensen 2005: 30)

It is clear that adolescents' behaviour is unstable and unpredictable and learning may become a complicated experience. It takes a lot of patience to grab their attention and maintain it during a lesson. Wickens et al (1998) propose multiple, specific resource pools for processing stages, brain hemispheres and modalities. Attention-demanding activities can be carried out easily if they call upon different modalities. So, the teacher needs to capture learners' attention, provide varied input, visual, auditory, vocal, manual, and help them focus without overloading them with excessive amounts of information.

Learning includes three stages: priming, recognition and recall. Priming is pre-exposure to the intended information and although it cannot be consciously recalled later on, which is feasible in the last stage, it can be easier to remember or to re-learn. Students need both explicit and implicit reasons to remember, as the former last as long as the reason exists, whereas the latter are particularly motivating and emotionally related. This underlines the necessity for a pressure-free environment in the classroom and the introduction of new information in emotionally relevant ways. Leiguarda (2005: 13) states ‘we are biologically designed to remember things we enjoy or which are important for our survival’. Exams are external reason for remembering, as is the case for the participants in the present study (see section 4.2), but information can be forgotten during the test if anxiety and fear dominate. Therefore the teacher may help students remember information by deliberately creating the right atmosphere in the classroom and introducing an emotional dimension. Students need more than explicit reasons in order to assimilate input and be successful in exams and, apart from that, information is more likely to be forgotten after the end of the exam, as there is no longer a reason to remember it. In this case, learning will be of little long-term educational value. Besides, as Jensen (2005: 33, 34) argues, ‘implicit learning consists of things we learn through life experience, habit, games, experiential learning and other “hands-on” activities’. Thus, if students are given the chance to interpret the corpus input on their own, utilising their learning styles and cooperating with other students, then perhaps they will be more able to recall information they have processed themselves. At the same time the feeling of satisfaction and fulfilment enhances their self-confidence and motivation to learn and there is less likelihood of experiencing fear in the actual exams. Anxiety, on the other hand, is not necessarily paralysing and it can become creative. Bristow et al (2003: 17, 18) point out that ‘emotions give things a personal meaning or value and form the basis for strong associations. You can therefore remember things by deliberately introducing an emotion’ and in this sense ‘anxiety can be helpful with the intention to remember and if it is associated with what has to be remembered it will keep coming back into your mind'. Similarly the teacher can discretely raise students' 'creative anxiety' in relation to what has to be accomplished. So, for example, mock exams are a way to prepare students for the real exams and to help them realise how much of the information they are able to recall.

The notions of rehearsal and consolidation are also important issues related to memory and learning, based on evidence from studies of retrograde amnesia:

> Rehearsal is an important mechanism whereby information undergoes consolidation in memory, but the simple STS/LTS (short term store/long term store) model is misleading in implying that consolidation simply relies on the number of times a piece of information is rehearsed (and hence whether it is transferred to the LTS). Instead, consolidation also seems to depend on a sufficient passage of time after the learning episode to allow the memory to be more permanently registered by the brain, probably as a result of biochemical memory processes that continue for some prolonged period of time. (Green 1996: 286)

Similarly in the language classroom, repetition strengthens connections in the brain under certain conditions. According to Jensen (2005: 38, 39) the more we activate a skill and complete the same process, the more likely it is that we will use an idea accurately as long as it is interesting under the guise of different approaches with varied timing. Pre-exposure, previewing, priming and revising are efficient ways to ensure accurate reconstruction of information and not a duplicate and corrupted version of the original.

MacWhinney (2001) points out that the learner's goal is to 'build up representations of the target language as a separate system from the mother tongue, although in the beginning the structure of the L2 system relies on the structure of L1. Leiguarda (2005: 16) refers to brain mechanisms stressing that 'the brain needs to discover patterns and is predisposed to ordering and classifying information. The matching of new input to stored information, called pattern recognition, is an essential aspect of attention'. In the case of grammar acquisition, learners are invited to observe aspects in the first language which may be unnoticed and which then may become contrasts in the new language. Therefore, they may need to restructure some already acquired knowledge and adjust it to the new input.

### 3.6.3 Context, top-down and bottom-up approach

Context is closely linked with the notions of learning styles and cognitive development, as it can prove fundamental in the development of the capacity to decode meaning and draw conclusions regarding any patterns of use. However, as already observed with learning styles, there is no method that applies to all learners, as each one is an individual with different background, needs and preferences. There are students who favour the bottom-up approach and prefer to isolate language from its context and examine it thoroughly, while others, favouring the top-down approach, tend to examine language as a whole and thus depend more on context. Cook (1989: 85) asserts that 'many students have their own ideas about how a language is best developed, and it may be counterproductive for a teacher to overrule them.' Some learners may feel more comfortable to move gradually from words to patterns and then to continuous flow of language, but yet their strategies may vary according to the current stage of their mental development.

In addition, as shown in the previous analysis of learning styles (see 3.6.1), in a class of mixed ability students with varied learning styles, a balanced selection of activities and methods is required in order to meet the needs of different types of learners, who may not posses only one kind of learning style. All learners are quite capable of using both analytic and relational skills, depending on the degree to which they have developed them, through various learning tasks. Kinsella and Sherak (1998: 91) point out that 'some students are simply less willing or immediately able to venture into unfamiliar pedagogical terrain, while others are decidedly more comfortable and experienced with adjusting their learning and working approach to both contextual and task demands'. Cheng and Banya (1998: 80) have observed that learning styles are influenced by different factors, such as subject matter and context; for example 'in a formal learning setting where the target language is learned as a foreign language and linguistic accuracy is the major concern, students tend to be more visual, whereas in an informal learning situation in which communicative fluency is emphasized, students tend to be more auditory or kinesthetic'. This bears upon the degree of adaptability learners possess, which is largely determined by the teacher's approach and choice of materials.

All tendencies may be fully developed with carefully designed materials as there is no best way to teach or learn a language. What is of high importance is to provide multiple opportunities for students to identify their learning styles, even if this requires integrating methods that the teacher is not comfortable with or that are not compatible with his/her own personal preferences and styles.

## 3.7 Concordances in second language learning and teaching

This section is divided into two main parts. The first brings forward different views towards DDL and the second presents corpus-based studies already applied to groups of students and discusses the potential and limitations of corpora.

### 3.7.1 Views towards DDL

Corpus research has highlighted the potential for corpora in language learning and yet it has not been integrated into mainstream teaching practices. More empirical evidence is needed before concordances find their way into mainstream ESL and EFL classrooms and be fully exploited. There are certain reservations with regard to issues of corpus 'authenticity' (see section 3.5.1) and 'representativeness' (see section 2.5.1) on the one hand, and corpus data format and applications, on the other, in connection with students' age, level of proficiency and objectives.

Owen (1996: 223) diminishes the merit of DDL and suggests that learners need a prescriptive rather than descriptive approach to the target language, as 'a corpus is in some sense not real and thus not ultimately authoritative'. His argument against corpora is based on the fact that it is time consuming for the teacher to find real data for every prescription he/she wants to make, whereas intuition is an adequate way of designing materials.

'Classroom authenticity' is supported by Swan (2006: 12) over 'corpus authenticity', which in other words means 'realistic' examples and not 'real' examples. He asserts that corpus examples are difficult to interpret as they are removed from their context, which gives them their authenticity, or their 'here and nowness' as Prodromou (1996: 371) puts it, and they include nuisance vocabulary that distracts attention. Cook (1998) also questions the role of corpora in language teaching and argues that frequency of occurrence is not a valid criterion for selecting keywords for language teaching as some common words may pass unnoticed, while corpora cannot always represent language effectively, since different individuals perceive facts in a different way and may not have the same intentions. He also points out that only native speakers' language habits are emphasised and learners' and non native speakers' language use is ignored, though this clearly depends on the kinds of corpora used.

All the above views against corpus application in the classroom bring forward the difficulties related to DDL, while further issues in connection with corpus-based approaches and corpus characteristics need to be taken into account. DDL printed activities (see section 3.5.2) are time-consuming because of the substantial amount of preparation on the part of the teacher and the interaction, negotiation and research procedure adopted by the students (Meunier 2002: 135), while direct corpus access challenges the teacher and learner roles, as it results in loss of power and control for the former and taking greater responsibility for the latter (see Boulton 2009; in press). Moreover, corpus users may experience lack of occurrence of a particular lexical item, which does not mean that the item does not exist, but simply that corpus data describe the 'attested' but not the 'possible' (Kaltenböck and Mehlmauer-Larcher 2005: 76; see also Bernardini 2000). Braun (2007: 308) argues that 'most corpora were created as tools for linguistic research and not with pedagogical goals in mind' and consequently the corpora with their text-deprived content that require vertical reading, and their data format which contain only text versions of spoken genres resulting in loss of information, are difficult to handle for most teachers and learners. Kilgariff (2009) attributes the absence of corpora in mainstream teaching to the demanding, time-consuming and consequently demotivating research strategies needed: understanding quickly the gist of the corpus line, making culture-specific inferences, decoding the line itself, knowing which lines to ignore.

However, the benefits of DDL deserve equal attention. DDL promotes language awareness, autonomy and critical thinking. Learners can remain up-to-date with current and ‘real’ data of attested spoken and written discourse. For the non-native-speaking teacher, the corpus may be an important resource for accessing the ‘real’ in order to arrive at the ‘realistic’. ‘Regular reference to corpora to answer students’ questions, either in the classroom or between sessions, would seem preferable to the classic response of “we just don’t say that” – surely a worse admission of ignorance’ (Boulton and Pereiro 2008: 179). And as for the issue of DDL authenticity, Mishan (2004b: 225) underpins that ‘its authenticity stems from the fact that the language corpus is being used for the purpose for which it was designed, as a research resource’, while DDL authentic tasks are ‘goal oriented’ involving ‘genuine suspense as to the outcome’ unlike the predetermined nature of conventional language exercises.

One way to bridge different views concerning DDL is to use the corpus-based approach or corpus consultation as a complement to other types of teaching methodologies and counterparts. Meunier (2002: 138) points out that corpus work for both EFL research and teaching is an additional methodology and is not the only approach to these areas, as it is not suitable for all kinds of exercise. The skills that students acquire when involved in DDL are not an end in themselves but can be employed in their linguistic studies and long-term learning (see Cheng et al 2003: 177, Boulton and Pereiro 2008: 179).

There are further suggestions indicating ways of smooth integration of corpora into the teaching syllabus. First, Braun (2005, 2007) underlines the importance of pedagogical mediation of corpora and makes a number of insightful suggestions: the inclusion of audiovisual materials for corpora of spoken language in order to give an idea of the overall communicative situation in which the materials were produced, the enrichment of corpora with support materials, such as corpus-based learning activities and exercises, and introduces the idea of multimedia corpora which do not need to be spoken corpora. Second, there is a growing need for user-friendly software, while many corpus researchers converge as to the idea of teacher-training courses, either in-service or preferably pre-service, offering hardware and software guidance and corpus consultation (Mukherjee 2004, Römer 2006, Boulton 2009, Braun 2005, Conrad 2000, McCarthy 2008).

### 3.7.2 Corpus-based empirical studies

This section outlines empirical corpus-based studies with a vocabulary or grammar focus in order to assess the applicability of DDL in the EFL context. The participants are mostly university students of advanced or upper intermediate level, due to the complex format and processing demands of concordances, but recent research attempts conducted at secondary schools involve teenage students as a target group.

Todd (2001) investigated three areas in language teaching: induction, the use of concordances and self correction. Twenty-five postgraduate students of science and engineering (at the University of Technology Thonbury, Thailand) taking an English language support course of lower intermediate to intermediate level were introduced to a method for self correction of writing based on self-selected concordance-based examples and rule generalisation. At the end of the project, the participants were able to induce valid patterns and to correct themselves, particularly in the case of adjectives rather than verbs, becoming gradually less dependent on the teacher; however they were generally not able to apply them in their subsequent language use.

Learners' negative attitudes towards grammar led Vannestål and Lindquist (2007) to an empirical study with university students in Sweden in order to increase motivation through printed corpus materials at first and hands-on COBUILD corpus data later on. The results from the grammar and the composition test and the qualitative analysis of questionnaires suggested that the majority of the students had a more positive attitude towards grammar at the end of the course, but failed to learn how to formulate their own queries and interpret results. Furthermore, the researchers questioned the effectiveness of corpus work in grammar acquisition and considered abandoning the idea of corpus-based grammar learning and using the corpus as a tool for lexical focus and writing, as students cannot be easily detached from traditional methods and adherence to grammar rules.

A large-scale concordance-based study on collocation of prepositions was carried out by Koosha and Jafarpour (2006) with 200 English majors in Iran. The statistical analysis of the collected data tested and verified all three hypotheses: (1) EFL teaching should be based on ready-made chunks (collocations) which enhance accuracy as well as proficiency, (2) EFL/ESL learners sometimes transfer collocations in their first language inappropriately to the second language and (3) knowledge of collocations can be used as a factor to determine the general proficiency of the EFL learners (ibid 204, 205). However, the researchers encountered certain limitations in relation to the corpus (Brown) format and content. The participants had partial online access to the corpus data, as each key word was limited to just forty characters, and furthermore the concordances were culture-bound and beyond the students' level of language proficiency.

Braun (2007) conducted an empirical case study at a secondary school in Germany. She investigated the overall conditions and challenges of integrating corpus materials and corpus-based learning activities into an English-language class of 26 pupils of the 9th grade. To this end, she employed corpus-based explorative activities to the corpus group introducing the multimedia ELISA (English Language Interview Corpus as a Second-Language Application) corpus, which consists of video-based narrative interviews with native speakers of English from different countries enriched by a set of learning activities, study aids and didactic hints (see also Braun 2005). The two selected interviews were in line with the topic of the text book unit. The qualitative and quantitative sources of evidence suggested that although the two groups did not differ significantly with regard to their overall proficiency, the corpus group scored significantly better in the computer-based exercises for the second interview in comparison with the control group's rating. Observing the students' performances, Braun reports on their main problem of interpretation of wordlists and concordances and attributes it to a lack of procedural knowledge and a lack of autonomy rather than a lack of declarative knowledge.

It is unsurprising that the empirical studies do not report on spectacular learner progress given the short stretch of time for each project (see also Passapong 2002 and Cobb 1997). Processing of corpus data is demanding and therefore students need time to find their way around concordances and explore them. Introduction to concordance-based tasks help learners to get a ‘feel’ for the potential of corpora and an understanding of their limitations. Cheng et al (2003) observed that the participants of their study became aware of the fact that not all lexical items they searched could be found in the corpora examined because on the one hand they had a low frequency of occurrence and the corpora were relatively small and on the other there are new uses of words every day. Corpora may not require ‘expert knowledge’ in order to perform a query research but it presupposes appropriate analytical skills to infer from the query results. In addition, it is not an easy task for learners to follow the cyclical nature of research with continuous feedback and rethinking and abandon the traditional methods altogether. The student evaluation of the grammar study carried out by Chambers (2005) indicates the general appreciation of corpus consultation but also the acknowledgement of the central role of the grammar book in language learning. As mentioned earlier, the intention of DDL in the EFL context is not necessarily to be applied exclusively but to complement other methodologies and materials. However, there is a growing need for more empirical research with younger, lower level learners in school environments with limited resources and according to Boulton (2007: 14) ‘corpus linguistics looks at many concordances to find the general tendencies of language patterning; what is needed here is a large number of studies in DDL to see where the weight of evidence takes us’.

## 3.8 Conclusion

The reservations concerning DDL outlined in this chapter are not surprising as corpora are relatively new in the field of linguistics and especially in applied linguistics. Carter (1998b: 64) points out that 'revolutions in language teaching usually lead to counter-revolutions (and not a lot of progress)'. However, through careful examination and selection of data, a corpus can be an invaluable source for comparative study of different language models and examination of features of spoken and written discourse. Modifying and remodelling data (see section 3.5.1) and a balanced approach of methodologies (see section 3.2) can prove to be an effective way of exploiting corpora. In addition, knowing the general characteristics of adolescents' emotional and intellectual development (see section 3.6), which can be summarised in limited attention span and unpredictable behaviour, and identifying gradually the exclusive features of individual learning styles and needs are important factors to be considered in EFL teaching with this age-group. Therefore, all these parameters were the backbone for the design of the two phases of the study which is outlined in the following chapter.

# 4 OUTLINE OF THE PRESENT STUDY

## 4.1 Introduction

Information about the educational system in Greece and the students' background knowledge, level of proficiency and motivation is presented in this chapter before the analysis of the two phases of the DDL study. In addition, learning styles and strategies are taken into consideration for the materials design as they determine the students' response to corpus data to a great extent.

## 4.2 The Greek Educational System

Education is of vital importance in Greece; this is apparent from the adult literacy rate of 95 per cent in 2009, and the growing number of university students: approximately 40.000 people were enrolled in tertiary education for the academic year 2007/2008 (information drawn from the National Statistical Service of Greece; see website in the list of references). Education is compulsory for all children 6-15 years old. It includes Primary (*Dimotiko*) and Lower Secondary (*Gymnasio*) education. Primary education lasts for six years, and children are admitted at the age of 6. Post-compulsory secondary education, according to the reform of 1997, consists of two school types: Unified Upper Secondary Schools *(Eniaia Lykeia)* and the Technical Vocational Educational Schools (*TEE*), which were recently renamed *EPAL*. Public higher education is divided into Universities and Technological Education Institutes (*TEI*). Students are admitted to these Institutes according to their performance at national-level examinations taking place at the third grade of post-compulsory school. Additionally, students are admitted to the Hellenic Open University upon reaching 22 years of age by drawing lots (information drawn from Ministry of National Education and Religious Affairs official website, 2007).

The majority of students wish to enter the Greek universities or Technological Education Institutes to pursue undergraduate and, very often, postgraduate studies, after completing lower compulsory and post-compulsory education. Other students, who choose not to continue with further studies but prefer to complete their studies at the stage of technical secondary school, obtain a certificate in the field of their initial preference. There are 22 specialisations they can choose from at the beginning of their post-compulsory studies, such as automotive engineering, economics and management, and information technology.

### 4.2.1 English as a Lingua Franca

The population of Greece is approximately 11.2 million according to the 2008 estimate of National Statistical Service of Greece (see website in the list of references). Since the early 1980's a significant number of people of different ethnic identities, either foreign (economic immigrants from the Balkans, Eastern Europe and Asian countries) or 'repatriated' Greek origin (from the former Soviet Union known as 'Greek Pontians' or 'Pontians'), have migrated to Greece (see Palaiologou 2007: 99 and Sifakis 2009: 232). Greek society is nonetheless considered homogenous and Modern Greek is the official language taught at schools at all levels with monolingual textbooks. Palaiologou (2007: 101, 104) conducted a study aiming to assess the extent to which immigrant pupils from the former Soviet Union experienced adjustment difficulties and observed that the majority of these pupils 'chose to speak Greek at school, something which might imply that they progressively forget their mother tongue, that is the Russian language'. It is also unsurprisingly observed that many students are not competent users of the tongue of their origin but on the contrary, as they often admit, their knowledge is limited to understanding a few spoken words or expressions. These students are second generation immigrants and appear to be fully assimilated into the Greek culture and educational system. Greek is thus considered as their mother tongue since it is the only language they use at school and at home with their families. The whole matter raises scepticism and carries implications for education provision in Greece.

In line with this cultural background information, Modern Greek, is the L1 of the majority of the population in Greece and, since it is not widely used at international level, learning one or more foreign languages is considered necessary for future employment. English is, as expected, the common primary target language, and a certificate of proficiency is required as a prerequisite for vocational purposes. Sifakis (2005: 233) gives an account of the educational and EFL situation in Greece and pinpoints that having a C2-level proficiency certificate is considered 'as essential for future employment as having basic computer skills. For the state, these certificates have lifelong validity and are considered by many as having as much weight as a university degree'.

Although primary students are introduced to the English language in the third year of state school, the majority of them attend additional English lessons in private language schools, in the late afternoon, usually at the age of 7; that is one year before they actually begin English at school. This stems from the fact that private schools are exam-centred and ensure high success rates, whereas the state school does not require learners to take any exams other than the internal school examination at the end of each academic year or reach near-native language proficiency. Learners study English strenuously for seven or eight years and usually at the age of 14 or 15 they take the official exams of B1 and B2 level of the Common European Framework (CEF), which are available from acclaimed standardised examination boards. Very often they sit for more than one exam at the same examination period, sometimes even four, to increase their chances of success. Many lower level students also take exams equivalent to their level of proficiency during the two previous years (A1, A2 level). These examinations are available from the same examination bodies as a preparation for the main ones (B2, C1, C2). After the completion of the seven main years, a smaller but increasing number of students continue their studies for two additional years in order to acquire certificates at advanced (C1) and proficiency (C2) level.

The B2 Certificate of English, though, is considered important to all of them regardless of the level of education they wish to reach, as English has become a prerequisite to all fields and working environments in Greece.

### 4.2.2 The Subjects

Two groups of young learners raised in such an educational environment participated in a data-driven learning study from October to March 2003-2004. The former consisted of 6 male and 8 female students and the latter was composed of 7 male and 7 female students aged between 13 and 15. The participants were mostly Greek but there were also some students of mixed nationalities[2]; the first

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[2] These students are second generation immigrants and were assimilated into the Greek culture and educational system. They were all learning English as a foreign language, while three of them were sparsely attending lessons of the language of their origin in one-to-one classes. They were competent students, mostly high-scorers, with the exception of two students who were medium-scorers according to their performance in test 1 (see section 7.4.1) and their learning progress observed in the previous years.

group consisted of twelve Greek students including one student from the former Soviet Union (see previous section, 4.2.1), one Albanian, and one Armenian and the second one was comprised of one Georgian, two Albanian and eleven Greek students. The division into two groups was based on the order of enrolment and their preference for the schedule that was more convenient to them, comprising a control and an experimental group, respectively. Both classes consisted of mixed ability students who attended compulsory secondary school, with the exception of two students who were in the first year of post-compulsory school.

### 4.2.3 Level of Proficiency and Learning Objectives

Having examined the educational system in Greek public and private schools, it is relatively straightforward to estimate the participants' background knowledge of English, before describing the study in depth. They had been studying English for five years in a private language school in Sindos, a relatively small town near Thessaloniki in the northern part of Greece, and they were in D class (B1 level). There was great pressure on them, as they had to reach a considerably high level of proficiency in a short period of time, in order to sit for the equivalent official examinations at the end of the academic year. Emphasis was placed on the importance of developing the integrated skills of reading, writing, listening and speaking through textbooks and other courseware with a wide range of topics related to English and world culture studies, but the main focus had to remain on written formal structures due to the specific demands of the examinations. In fact students of this level have already acquired many aspects of grammar and lexis during the previous years. This class, then, is the last year of revision of the main grammatical points, but introduction to a few more advanced grammatical features is also emphasised in the syllabus.

The learning objectives that students of this age are expected to have reached regarding general world and cultural knowledge are much determined by the syllabus which is designed by the Greek Pedagogical Institute (see website in the list of references). Therefore in the three years of junior high school, students need to realise the significance of speech for active participation in social life as free democratic citizens with a critical and responsible stance towards national as well as international issues. They learn to evaluate the role of speech as a means of cultural expression of each nation and as a medium of their cultural tradition. They learn to respect the language of each nation and to be prepared to lead a life as citizens of a multicultural continent. More specifically they are able to acknowledge the structure and grammar of modern Greek and its dialects in sentence-based and text-based speech and identify the influence from other languages. As far as the subject of history is concerned, they become familiar with Greek history from the ancient times until today, with reference to world history, and they learn to respect different cultures and their contribution to world history. In the subject of social education they learn to develop social and political modes of thinking in order to understand, analyse and interpret social and political events in Greece, in the European Union and the entire world. They need to realise that people and nations are interdependent, that cooperation and solidarity are fundamental and that they need to protect universal values and human rights. Therefore, although adolescents, the participants coming through this system can be described as having a reasonably good level of world- and intercultural knowledge, which is clearly important for the purposes of dealing with new (and relatively uncontrolled) content in the authentic texts that the DDL experience confronts them with.

Apart from the content of the curriculum, the participants, as the majority of Greek learners of this age, were not particularly keen on reading and enriching their general knowledge but were greatly influenced by the media and the internet. They were up to date with the recent developments and world events and were familiar with different lifestyles and cultures through exposure (often excessive) to television and radio broadcasts, but less so to the reporting of events in newspapers. Having said that, corpora have plenty of cultural references that students are not familiar with (and which not even many adults would find easy to decode) and consequently this is one of the obstacles that non-native learners of all ages need to overcome when involved in DDL.

### 4.2.4 Student Motivation

As already mentioned above, the participants start attending English lessons at an early age, so it is not a conscious choice but rather their parents' initiative. Thus, it is hard to estimate their actual motivation. Nevertheless, as the English language is an essential component of the syllabus of public schools that starts during the first years of primary school, all students feel more confident, having acquired basic knowledge of the foreign language in advance. However, although they reach the necessary level of English required from the public school well in advance, before they even enter secondary school, and consequently do not need any more English lessons at the private school, they still continue studying the target language until they obtain the B2 or at least the B1 certificate. This is certainly the goal of their parents but also their own goal by then.

Despite the complexity of the system in both the public and private sector, the participants of the present study had a comparatively clear picture of what their progress in education would ideally be. After the completion of the 12 school years, the aim of some of the participants was the university entrance exams, wishing to complete undergraduate studies at tertiary level and possibly carry on with postgraduate studies. The rest of the group were not interested in proceeding with tertiary level education and preferred to obtain a certificate of studies from a unified upper secondary or technical school and perhaps attend a two-year vocational training at a private institution before starting to look for a job. Their individual goals were known through classroom discussions. They also knew that the B1 and B2 certificates were equally important to all of them independently of their career choice, in line with the realities of the Greek economy and demands of employment, so they had explicit success criteria.

As the degree of the participants' motivation is mainly extrinsic, it was my responsibility, as their teacher, to enhance intrinsic motivation and maintain it. Harmer (2001) stresses the importance of goal setting and the appropriacy of the learning environment as premises for initiating and sustaining motivation, and also points out that short-term goals are closer to students' reality and that the emotional atmosphere is crucial to the students' psychology. Dörnyei (2001) distinguishes the motivational strategies in the language classroom in three stages; creating the basic motivational conditions, generating initial motivation and maintaining and protecting motivation. The first stage is decisive for subsequent progress as it lies entirely within the teacher's purview. Therefore, I needed to provide them with materials that could grab their attention and urge them to explore the target language not only on account of the intended exam-centred goal, which was undoubtedly a significant motive, but also oriented towards the innate desire to explore unknown paths and usage of the language.

Prodromou (2007) offers an insight into the Greek system of preparation for the official exams and highlights their powerful effect on a social, economic and even political level. He compares them to a threat beyond the control of the participants and condemns covert testing, which is the unconscious adoption of testing procedures, and the negative washback often immanent in the Greek language classroom. Teachers focus on the test items required for the exams almost exclusively and many publishers 'shape the needs of the market by supplying it with test-like material, often disguised as teaching material' (ibid 29). He also comments on the context of the texts used in exams, which is often a peculiar variety of English, while test items are content-less and context-less. He, therefore, suggests a variety of humane teaching practices in order to ensure the positive washback of exams and their effectiveness in terms of learning and motivation, following the guidance of the Common European Framework (CEF).

In a similar vein, Rosey (2005) highlights the sacrifices that students are willing to make when they are involved in the system of examinations. 'They have invested precise amounts of time, money and commitment, expecting, however slender their chances, to feel themselves pushed, transparently and systematically towards the final hurdle' (ibid 30).

My intention, although restricted by the examination framework, was to try to soften this heavy burden placed on this group of teenage students by introducing slightly different materials enriched with humane approaches and activities, such as the promising and ground-breaking DDL approach.

## 4.3 Design of the study

The material that could possibly ensure the participants' lasting motivation was based around corpora, as they were a completely unconventional way of approaching the target language, and specifically grammar, which is the main area of interest of this study. Although any attempt that deviates from traditional methods of learning often tends to be challenging, careful planning of materials is required in order to be successful. Therefore, I divided the study into two stages, the pilot and main study, as the former would offer an insight into the ways of effective design of corpus applications in a second language learning environment and would enable me to interpret and obviate any difficulties prior to the main study.

### 4.3.1 The Pilot and Main Study

The pilot study was carried out from October to January of the academic year 2002 – 2003. The participants were 21, 12 male and 9 female students, mostly Greek with the exception of three Albanian learners. They were at B1 level, the same as the two following groups of the main experiment. Although they were divided into two groups of 10 and 11 students respectively, they were all introduced to concordance-based tasks in an attempt to approach English grammar in a non-conventional way. The grammar units were eleven in number, examining all tenses and time aspects as well as three main grammatical phenomena; conditionals, passive voice and reported speech.

The design of the pilot study contributed significantly to the construction of the main study, which was more analytical and complete. The difficulties reported with regard to KWIC format of concordances and unknown vocabulary were taken into consideration during materials design, as well as the preferences for different types of activities depending on preferred ways of learning (see section 6.4 for further discussion on the feedback from the pilot study). The 28 participants of the main study were divided into two groups, a control and an experimental one. The former was introduced to advanced features of grammatical patterns and structures based on a conventional grammar book, whereas concordance-based tasks were applied in the latter case, approaching the same patterns in the same order. The non data-driven learning units (non-DDL), as well as the data-driven learning (DDL) ones, were 20 in total, and the study lasted five months, approximately two terms, from October to March of the academic year 2003 – 2004.

### 4.3.2 Nature of the Data

All participants of both phases of the study had English lessons three times a week of one hour and forty minutes each. One academic hour of this weekly schedule, lasting 50 minutes, was devoted to English grammar. The design of the concordance-based tasks was based on two online corpora, COBUILD and the BNC, but also on the CANCODE corpus. The selection of these particular types of corpora was based on certain criteria. The first two are freely available online and therefore easily accessible, which offered any sufficiently interested learners the motivation to follow-up with their own searches. COBUILD contains both British and American English, written and transcribed speech, with output available in KWIC concordance format and the query syntax allows the user to specify word combinations, wildcards, part-of-speech tags, and so on. The BNC corpus is a collection of spoken and written samples of current British English and the query results appear on the screen in full concordance format, which is more manageable for beginners. CANCODE[3] is an example of a specialised corpus as it includes a wide selection of authentic spoken discourse and conversational extracts of different spoken genres. It allows observation of query results in KWIC format and access to the full transcribed conversation of each concordance line on request, while it supplies information about the type and setting of the conversation under examination as well as the age and social status of the interlocutors.

The concordances of all three corpora selected for the data design were non-sorted for a number of reasons. Firstly, as mentioned above, online access to corpora typically provides a limited number of concordance lines, which is appropriate, nonetheless, for the particular target group of adolescents. In addition, the present study is an attempt at action research as my role was two-fold, that of a researcher and that of the grammar teacher of these students of both phases of the study. Therefore, as a regular teacher it was more realistic for me to employ easily accessible data on the internet, although non-sorted, which is the only type of data likely to be available in an ordinary school in Greece, state or private, with relatively limited resources, if such a school were to seek to introduce DDL in the Greek context in the near future. What is more, the focus throughout the study is on structure and single encounters with key grammar and not on lexis or lexico-grammatical patterns, which demands a considerable amount of lines to get enough visual patterns, usually more, at this level, than free online searching can generate. In other words, unsuitable data can be omitted without upsetting any grammar patterns, whereas in vocabulary learning there is a need for a large

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[3] CANCODE means Cambridge and Nottingham Corpus of Discourse in English. The corpus consists of five million running words of largely informal British and Irish English conversations. The project was funded by Cambridge University Press, with whom the sole copyright resides.

amount of input and consequently unsuitable concordance lines are often retained. Above all, reading concordances is a new skill, which even the most experienced teachers and academics have to acquire. Reading sorted concordances, whether left-or right-sorted, leads to a 'centre-outward' reading, in terms of eye-movement and processing of the text. To add this new reading skill to the DDL interpretive burden was felt to be too much (and potentially de-motivating) for these young students, for whom the reading experience has always been a left-to-right, line-by-line process. I therefore wanted to restrict the task to the reading and interpretation of individual lines and/or paragraphs/turns. For this reason, un-sorted data were ideal.

### 4.3.3 Materials design

During the two phases of the study and also while involved in materials design, I was constantly aware of the restrictions of the study. First, the participants were a young and challenging target group considering the emotional and cognitive characteristics of this age, often unpredictable (see 3.6.2). Second, the private institution, where the study was carried out, was a typical and common type of school in Greece, but it was more restrictive than a state school, as the focus was different, mainly exam-centred. Third, the time frame of the study and the objective of the official exams were also restrictive with regard to adequate corpus training for students and experimentation with corpus input.

Given the complexity of the corpus input, the limited amount of empirical data in secondary schools (see section 3.7.2), the age of the participants, as well as the fact that they were introduced to a new approach and new materials, pre-editing printouts was considered to be more appropriate (see section 3.5.1 and 3.5.2). A couple of trial attempts of accessing raw data on line were intended to be included in the main study (see section 6.7.3), after being introduced to corpora in printout form, in order to observe the students' reaction and find out whether they are ready to start exploring concordances individually. To this end, I distributed a brief questionnaire (Appendix 11) prior to the study, in order to assess the students' familiarity with computer technology and software, such as word processing and internet use, and determine the amount of lessons that could be organised with online access to raw data (see questionnaire feedback in section 6.5). Furthermore, to my mind, it was to the learners' benefit not to provide them with more opportunities of data in its raw form with all its peculiarities, as that would most likely deter them and may inhibit their research task. In this vein, in the process of pre-editing corpus data and mainly conversational extracts, transcription symbols were first omitted, so students could focus on the rest of the context rather than on these 'awkward' symbols. Second, highly complicated and anomalous patterns of spoken grammar were removed for the sake of a better understanding of the articulated message (see Figures 4.1 and 4.2; Appendix 1 Unit 7).

**Figure 4.1: Extract from CANCODE**

**Authentic Data**

<$1> <$H> Early. </$H>
<$2> No. The only reason we have to get up early is for the dog.
<$1> Oh. <$E> laughs </$E>
<$2> Let him out. **So.** <$=> <$G2> **though when** you get when you're used to waking up early all the week long you don't </$=> <$1> I wake up early. I always wake up at half past five regardless of+
<$2> Mm.
<$1> +what day it is. But <$=> I can </$=> I'm one of these people that can go back to sleep and wake up at like eight o'clock.
<$2> Yeah. It'll be about eight o'clock when I get up.

**Figure 4.2: Remodelled extract from DDL Unit 7 of the Main study**

**Remodelled Data**

<$1> Early
<$2> No. The only reason we have to get up early is for the dog.
<$1> Oh. (laughs)
<$2> Let him out. **So when** you get when you're used to waking up early all the week long you don't
<$1>I wake up early. I always wake up at half past five regardless of+
<$2> Mm.
<$1> +what day it is. But I can I'm one of these people that can go back to sleep and wake up at like eight o'clock.
<$2> Yeah. It'll be about eight o'clock when I get up.

In the first example of authentic data (see Figure 4.1), after I omitted all the in-turn symbols of transcription, I focused on the word *so* as it is not clear whether it is used as a discourse marker, given the capital letter and the fullstop, or as a conjunction. It seems that it is related to the following utterance, although two more conjunctions follow, *though* and *when*, which are attempts of relexicalisation commonly used in everyday conversations in order to communicate meaning. The message is, however, not completed, as the utterance is interrupted by another speaker's turn (see underlined utterance in Figure 4.1). Therefore, I omitted the second conjunction *though* and joined the remaining conjunctions together (see words in bold in Figure 4.2), while the interruption was made more distinct by separating the speakers' turns (see underlined utterance in Figure 4.2). Such editing and discreet mediation was considered necessary so as to make the task as minimally daunting as possible. Further discussion on speech mechanisms and translation into L1, if needed, was also advisable.

There are more examples of remodelled data throughout the units aimed at reducing the pressure on the learners' task of interpreting input. All concordance lines and different forms of context employed in the activities were carefully selected to illustrate the intended grammar aspect as clearly as possible. In other words, concordance lines with non-cohesive text or with very advanced vocabulary were excluded. In some cases I also omitted words from the beginning or/and the end of the concordance lines, if they did not contribute to meaning, to help students focus on the part of the concordance line, which illustrated the grammar item/pattern, or for the sake of the activity (see Figures 4.3. and 4.4; Appendix 1 Unit 13)

**Figure 4.3: Selected concordance lines from the BNC to be applied in Unit 13**

Animals won't like it, if you move suddenly.

She always paused for she feared that if she answered hastily, she would say something unseemly.

If I had guessed correctly, they would have been out there somewhere, lodged in a gutter.

**Figure 4.4: Remodelled concordance lines from DDL Unit 13 of the Main study**

The following concordances are examples of the three main types of conditionals. How are they formed?

1. If you move suddenly, animals won't like it.
If + ⇨
2. If she answered hastily, she would say something unseemly.
If + ⇨
3. If I had guessed correctly, they would have been out there somewhere.
If + ⇨

These three concordance lines were taken from the BNC corpus and represent the three main types of conditional clauses, which the students are invited to identify. The first line was reversed so that it reads more coherently with the following two, the second one retains the main parts of conditionals leaving out the preceding information, which was thought to disorient students from the specific grammar focus of this lead-in task, and in the last one the stretch after the punctuation mark was omitted as it contains complicated vocabulary.

Apart from pre-editing materials, varied input and activities are presented in the DDL units in an attempt to meet the needs of different types of learners and to motivate them to experience new approaches and alternative learning styles. Nonetheless, I chose not to measure the participants' learning styles and intelligences and consequently no statements with regard to preferred ways of learning and processing information were included in the brief introductory questionnaire described earlier, although there were abundant valid questionnaires available, even on the internet (see Felder and Soloman; website of Index of learning Styles and The Kaleidoscope Profile in the list of references). The reason for such exclusion was the fact that the students treated the idea of a classroom experiment with scepticism initially, as participating in an experiment was a new experience for them. The new method and the new materials were enough of a challenge and I did not see fit to ask them to start searching and identifying more elements of their personality right from the beginning of the study. Furthermore, as mentioned in section 4.2.1, the process of language learning in private institutions in Greece is exam-centred and any deviation from the ultimate goal might cause a misunderstanding with the students' parents. I consequently oriented the corpus materials and concordance-based activities to this end, unencumbered by more sophisticated tasks. It must also be noted that all questionnaires distributed during both phases of the study were not scientifically designed, as it was felt to be too much pressure on students, but informal questionnaires were used instead and served as prompts for eliciting feedback.

The focus of the study was on the degree of motivation and self-discovery students could reach when involved in data-driven learning. In other words, whether they would start moving towards a degree of autonomy based on the inductive approach no matter what learning style they favoured. However, no matter if each learner's style(s) were not measured, it is not controversial to assert that they played a significant role in the effectiveness of the new approach to grammar. So, several ways were employed in an attempt to meet the learners' needs, to arouse their interest and to gain their commitment. First of all, different activities that would appeal to different intelligences (see section 3.6.1) were included in the DDL units, although, as mentioned earlier, the five month restriction of the study oriented to specific formats of the official exams and the limit of only one academic hour of grammar per week did not leave much space for numerous, varied activities. Only samples of different activities would be an attempt to put most learners at ease at certain points, depending on their learning styles, without having the false ambition to be able to develop their styles significantly, but simply to enhance their self-esteem to a certain extent.

Among the eight types of intelligences I focused particularly on visual-spatial intelligence, including tables for all tense and time aspects, highlighting with colour, providing designed space for spontaneous note-taking and using varied shapes, arrows and cartoon images (see Appendix 1 and Chapter 6 for an in depth analysis). The physical appearance of information is very important to capture learners' attention especially at this young age. Campbell et al (2004: 97) argue that 'visual information quickly loses its interest and impact. In order to remain intriguing, such visuals need to be either changed or transformed in some manner once a week'. Hence, I did not follow a strict, linear format in each unit, but I attempted to introduce different tasks and sources in each section, so as to moderate the degree of predictability and, by extension, combat lack of motivation.

Verbal-Linguistic intelligence was of equal significance. Brainstorming, individual thinking, pair- and group work, presentation in class and different categories of writing, ranging from mechanical and informational to personal, were included. Learners were offered the chance to express themselves orally and in writing, covering both aspects of language production. Constant repetition of information would seem to be of little value, whereas active student involvement is likely to be more effective.

Interpersonal and social intelligence is undoubtedly an important feature for the human intellect. If learners have no experience of collaboration, working in pairs and small groups should be a good way to build up this skill. Therefore, I offered the participants opportunities of cooperation mainly in pairs and, for later units, in groups of three, asking them to perform a task with those sitting next to them or close to them. Constant reseating was avoided as it is more productive to work with the same people, unless there are other obtrusive issues, such as personal differences. Campbell et al (2004: 159) state that ‘groups meeting regularly over an extended period of time tend to be more successful than those that work together only occasionally’.

Kinesthetic intelligence was also included but since it tends to be practically difficult to perform in small classrooms, it was introduced only once, in combination with the semi-modal *used to* (see Appendix 1 Unit 7). This choice was not meant to degrade its value but it was a matter of practicality, as it was difficult for students to move in the classroom due to lack of space.

Further activities were also included in the DDL materials in order to satisfy different learning styles: guessing and game-like tasks, such as using mystery words or one choice for multiple contexts, critical thinking with regard to current issues, as well as activities involving translation, when mismatches between mother tongue and target language impeded (see chapter 6). In addition, in several concordance-based units, the participants were invited to produce from small stretches of language, to even extended writing including the intended grammar feature or pattern. On the other hand, in order to appeal to field-dependent learners as well, all students were engaged in problem-solving activities, encouraging them to observe data and deduce meaning.

Not only learning styles, but also the findings from recent brain research suggest practical implications in relation to memory and attention (see 3.6.2). Building on the insights available at the time of materials design, the students were invited to make observations by comparing contexts of different grammar features or calling upon previously acquired knowledge. Information can be stored more effectively if there is a connection between the elements of study, as is the nature of grammar, and if the context is presented in an accessible and challenging way. So, instead of providing excessive amounts of raw data I presented small chunks in each unit so that they were more manageable. In addition, the nature of tasks promoted the inductive approach, as the participants were invited at the beginning of every unit to observe a restricted amount of data in concordance lines and to draw their conclusions regarding the function of the grammatical items or patterns. The first half of the units asked students to fill in a profile of the tense and time aspect in question and in the second half they either had to fill in a table on passive voice and gerund, or interpret some expressions in causative form and modal verbs, taking advantage of the well organised neurolinguistic system that already exists in their mother tongue. But it can certainly be a highly complex process that may require consistent guidance.

Therefore, each unit did not exceed a ceiling of five tasks, no more than three pages, making the content easier to deal with and the tasks more attainable as a result of adolescents' limited attention span. It is certainly important to predispose learners positively and enhance their capacity to learn through the application of more challenging methods accompanied by manageable activities. I also designed four revision sections (see section 6.9) in order to help participants to consolidate and reconstruct the already processed information a few units after the learning episode, giving time to learners to take it in, while two tests were also included, based on the format of the official exams, in an attempt to convert anxiety into creativity (see section 6.10).

## 4.4 Conclusion

Different criteria were taken into consideration when designing the study, such as the students' age, objectives and level of proficiency. To this end, certain decisions were made in order to facilitate the participants' task of exploring the complex corpus data. First, the DDL materials were prepared in printout form and were pre-edited so as to help learners focus on more illustrative samples of language. Second, a variety of input and activities was included in the materials in an attempt to appeal to different types of learners and preferred ways of processing of information.

The following chapters will analyse the pilot and main study in depth, presenting information about the learners’ strategies and, most importantly, observing their response as well as reactions to the innovative data-driven approach to grammar.

# 5 THE PILOT STUDY

## 5.1 Introduction

The first phase of the corpus-based study was carried out in a private school in Greece and applied to two groups of students. This chapter formulates two research questions, describes the learners' attitudes and response to DDL, based on the feedback from questionnaires and the observation of two case studies, and analyses performances in the tests. These observations serve as the backbone for the design of the main study conducted the following year.

## 5.2 Subjects and Research questions

The 21 participants, aged 13 to 14, were 12 male and 9 female students and attended an English course at B1 level (see also section 4.3.1). They were divided into two groups of 10 and 11 students respectively according to order of enrolment and schedule preferences. They were mostly Greek with the exception of three Albanian learners (see section 4.2.1 on multiculturalism in Greece). Their objective was to take the official B1 English examination at the end of the academic year, which required a fairly high degree of language skills and lexicogrammatical knowledge of the target language. Their extrinsic motivation was to obtain as many certificates as possible which are necessary prerequisite for vocational purposes in Greece (see also section 4.2.4). Taking these parameters into consideration, two research questions were raised before the beginning of this study:

1. Are the students more motivated to study grammar when involved in DDL?
2. Does DDL have a greater impact on the teaching and learning of grammar?

### 5.2.1 Materials Format

The students attended two fifty-minute lessons three times a week. Apart from the main textbook, which was taught in three academic hours per week accompanied by the workbook and companion, other components were also included in the weekly schedule which focused on individual skills, such as a one-hour focus on English grammar. During the grammar lesson, a conventional grammar book was used in combination with concordance-based grammar activities following the same sequencing of grammatical features. The grammar book was considered necessary for consultation in the first part of DDL units to ease their way through the new approach and materials. The DDL session lasted approximately 25 minutes and the materials were based on the written grammar also presented in their traditional book, but also on a few basic features of spoken grammar introduced through corpus data. More emphasis on spoken lexico-grammatical features was thought to disorient from the initial learning objective and the strict framework of the official B1 examination.

Eleven units of concordance-based tasks were designed in printout form (see Appendix 2). The language focus was on tense and time aspects, conditionals, passive voice and reported speech. The remaining grammar items and patterns, which were to be processed according to the regulations of the syllabus, such as infinitive and gerund, were taught through the conventional book. The first part of the DDL units consists of an introductory lesson and seven units on tense and time aspects, which were applied in the first term during eight sessions. The second part includes four units based on the remaining grammatical features and presented at the beginning of the second term (see Table 5.1). All tense-aspect combinations are identified with the familiar term ‘tenses’ for the sake of the students’ better understanding.

**Table 5.1: Summary of grammar focus of the 11 DDL units**

| TEACHING UNITS | GRAMMATICAL FEATURES |
|---|---|
| **UNIT 1** *Splang* you like bananas? | **Simple Present** |
| **UNIT 2** Do you think she is seeing another man? | **Stative Verbs** |
| **UNIT 3** I used to get up early in the morning! | **Simple Past – used to** |
| **UNIT 4** What were you thinking of when you answered the door? | **Past Progressive** |
| **UNIT 5** Have you ever been to England? | **Simple Present Perfect** |
| **UNIT 6** I had had the money but… no luck! | **Past Perfect** |
| **UNIT 7** Will you have a look at this? | **Future Aspects** |
| **UNIT 8** If I won the Lottery… | **Conditionals** |
| **UNIT 9** Call the police! The Smiths’ house has been broken into! | **Passive Voice** |
| **UNIT 10** I thought you asked me to come, didn’t you? Oops! | **Reported Speech 1** |
| **UNIT 11** He offered to give me a lift but I should have walked instead! | **Reported Speech 2** |

Most units consist of sets of concordance lines, which focus on a keyword or key pattern and invite students to observe them carefully and perform tasks leading to grammatical insights. Translation of certain grammatical forms is required at some points, as in unit 3, involving learners in contrastive analysis and urging them to perceive differences and similarities between their mother tongue and the target language (see Figure 5.1).

**Figure 5.1: Extract from DDL Unit 3 of the Pilot Study**

**LOOK AT THE FOLLOWING EXAMPLES .WHAT IS THE MEANING OF ‘USED TO’?**

```
Hamilton suggested I use Lemmer. He used to work for Hamilton. I never met
   screams. I believe Dennison even used to hold dinner parties upstairs
 It's showtime.' That's what mother used to always tell both of us whenever
his mind ticking over, I suppose. I used to take the accounts to him up at
what it had.[p] Teams like Coventry used to come to Plough Lane and tremble
 at the peak of his career.  [p] We used to go on these runs organised by
```

**DO YOU SEE ANY DIFFERENCE IN THE APPLICATION OF ‘USED TO’ BETWEEN THESE TWO GROUPS OF CONCORDANCES? CAN YOU TRANSLATE IT?**

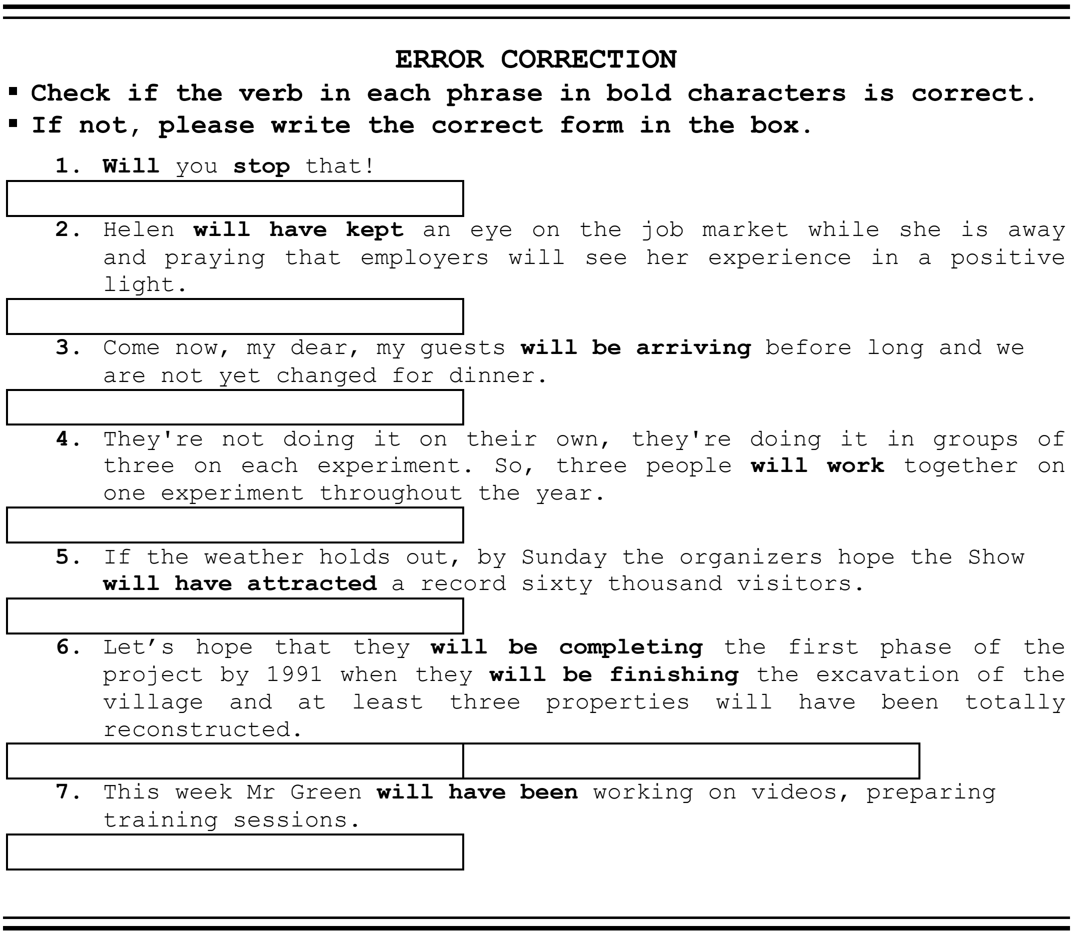
```
      [/h] AS a regular club cyclist I am used to going out on the Sunday club
  would have to follow what they do.  I am used to it now, switching off between
believe I had no other recourse.  I am not used to being treated this way,
  `house--to reach the smell. But now I am used to it. The only thing I can
thought of driving that car,which I am not used to, down this appalling
  She is quite bossy with Damon, but he is used to it, having been surrounded
```

Students are invited to observe and compare these two sets of concordance lines, in order to realise the difference between the two structures of *used to* in terms of time reference. Following the consciousness-raising approach, they are prompted to observe deviations from the equivalent patterns in their mother tongue. As mentioned in 3.2.1, learners may approach the target language more effectively based on the acquired knowledge of their mother tongue (familiar), but they should be willing to accept at the same time any deviation from the familiar linguistic context (unfamiliar).

There are, however, objections to the translation of grammatical patterns in L1 as the main intention is to be able to process input in L2. However, since the expression *used to* exists in their mother tongue in a similar way, translation could only facilitate rather than confuse. Greek is a highly inflectional language so the identical suffix of *used to* in both English structures is more easily perceived when compared with the two distinctive suffixes or alternative lexical choices in Greek which convey explicit references to past or present time. The major objection to allowing students to translate common features from L2 to L1 is that they are prevented from 'thinking' in the foreign language and that they are denied an active role in the classroom. Borg (1998: 277) challenges this view quoting an extract from the classroom practice of a teacher of English to adult learners from different European countries. He argues that comparing grammatical structures in English to those in the students' own language is an 'eye-opener'; it is useful in the understanding and assimilation of certain lexicogrammatical items and does not stop them from thinking in the target language. It is believed that through grammar-translation, which was the dominant methodology until the 1960's, students lack an active role in the classroom, often correcting their own work and strictly following the textbook. However, sometimes it may be a good idea to compare L1 and L2 and combine different approaches to create a more flexible and conducive methodology (see sections 3.2.1 and 3.4.2).

Different types of activities are also employed in the DDL units and offer students opportunities for further observation and practice. Multiple choice, gap-fill, matching up and reordering, error correction and transformation are the main tasks applied not only in the concordance-based materials but in their textbooks and official examinations as well. An example of error correction based on concordance data is shown in Figure 5.2.

**Figure 5.2: Extract from DDL Unit 7 of the Pilot Study**



**ERROR CORRECTION**

- **Check if the verb in each phrase in bold characters is correct.**
- **If not, please write the correct form in the box.**

1. **Will** you **stop** that!
2. Helen **will have kept** an eye on the job market while she is away and praying that employers will see her experience in a positive light.
3. Come now, my dear, my guests **will be arriving** before long and we are not yet changed for dinner.
4. They're not doing it on their own, they're doing it in groups of three on each experiment. So, three people **will work** together on one experiment throughout the year.
5. If the weather holds out, by Sunday the organizers hope the Show **will have attracted** a record sixty thousand visitors.
6. Let's hope that they **will be completing** the first phase of the project by 1991 when they **will be finishing** the excavation of the village and at least three properties will have been totally reconstructed.
7. This week Mr Green **will have been** working on videos, preparing training sessions.

This activity offers practice on different future forms. It is worth noting that not only are the notions of tense and time aspect modified, as mentioned earlier, but also forms of *will* are categorised as different ‘Future Tenses’. Therefore, there is no such labelling as *will* form or *be to* form, but rather as four distinctive tenses; Future Simple, Future Progressive, Future Perfect Simple and Future Perfect Progressive. The last form is rarely used but it is included in standard grammar books and therefore could not be excluded from the syllabus or the DDL materials. As mentioned earlier, it is easier for EFL students in Greece to divide tenses into three main groups, Present, Past and Future, reflecting the conventions of L1. This categorisation derives from ancient Greek and is part of the modern Greek grammar as well, and is consequently indispensable to the teaching of L2. Any other categorisation of tenses would most likely be an obstacle in the comprehension and assimilation of tense and time aspects, especially with such young learners.

## 5.3 Evaluation of the DDL pilot study

This section examines the students’ reaction to the DDL materials and their performance in the tests. The feedback from the novel approach to grammar learning and its impact on the participants is important for the materials design of the main study.

### 5.3.1 Attitudes towards DDL

According to classroom observation and whole-class discussions there were contradictory reactions to concordance-based activities during the first grammar lessons. Some students grew fond of concordances and were motivated to make guesses in relation to the missing context. Others could not get used to the KWIC format and the incomplete utterances and were reluctant to explore them further. Some students had difficulty in abandoning the common way of reading and in realising that each concordance line is not connected to the next or the previous one and tended to read them as a continuous text. Unknown vocabulary also made their task more difficult.

As mentioned earlier, a combination of a traditional grammar book and concordance-based tasks was considered necessary in the first term, so as to help all types of learners (see section 3.6.1) to feel more comfortable, while introducing them to DDL. While examining concordance lines from different corpora, students seemed to be surprised by deviations from the ‘proper’ rules already acquired. The expression *I had also wanted to see you, sir*, for example, (see Appendix 2 Unit 4) would be inappropriate if they were to produce it themselves. According to their textbooks and grammar books, the appropriate choice would be Simple Past or Simple Present depending on the time reference. More instances of spoken grammar input were included at different points in the DDL materials, as in unit 8 (see Figure 5.3).

**Figure 5.3: Extract from DDL Unit 8 of the Pilot Study**

**Now look at the following examples.**
**In what way do they deviate from the previous types?**
**Are they examples of written discourse or spoken discourse?**

If the answer is `;Yes'; the exit from the box is vertically downwards.
Go and ask them if there's any news.
Hi. I just called to see if you had a good time last night.
If children stop breaking their toys what should they be doing instead?
I remember wondering if I were going to be as good a mother.

In the second term the learners were confronted with corpus data without consulting their grammar book during the lesson, and were asked to explore concordance input related to conditionals, passive voice and reported speech. The students did not appear as reluctant as in the first term and were often more cooperative and willing to engage in discussions and activities. They seemed to enjoy particularly the section focusing on reported speech and they became competitive in guessing the common verb for each set of concordance lines (see Appendix 2 Unit 11). This 'one item, multiple contexts' task (Johns 2000: 110) stimulates hypothesis-testing on the part of the learners, who were expected to come up with the verbs *offered*, *promised* and *refused* in the following sets of concordance lines (see Figure 5.4).

**Figure 5.4: Extract from DDL Unit 11 of the Pilot Study**

**Can you guess the missing word in each set of concordance lines?**

I would be greatly offended if a guest _________ to pay for anything. It was
I was so thrilled at myself I _________ to pay in advance. A huge meal,
I think I've given my best and I _________ to take less money [p] Meanwhile,

think it would happen. [p] Nadine _________ to share her prize with her
I think. Before they went, they _________ to come back soon. [o] One could
party system. The president _________ to hold a meeting on the issue

he was forced to slow down but still _________ to stop. At the same time,
She found another instructor - but _________ to pay him more than a pound;
his head and burst into tears. He _________ to believe that his father was

The learners needed time to adjust to the new method and become more familiar with the new materials and, despite the opposite views at the beginning of the year, they often managed to overcome the difficulties mostly caused by the complex KWIC format of concordances.

## 5.4 The tests

The participants were asked to take both DDL and non-DDL tests, in order to examine their ability to cope with the corpus input and to recall the grammar items and patterns processed during the two terms. In the final term test of the previous year they were examined on tense and time aspects in a multiple choice task, passive voice, conditionals and reported speech in key word transformation, and infinitive and gerund in a gap-fill activity (see Appendix 3). Therefore, this test can be considered as the initial test, prior to the concordance-based units and, as shown in the following table, their overall performance was satisfactory: 72.02 out of 100 points (see Table 5.2). The highest scores were 92.5 and 85 and the lowest were 52.5 and 55, while 14 out of 21 students achieved a mark equal to or higher than 70 points (see Appendix 8).

**Table 5.2: Students' performance in the initial test**

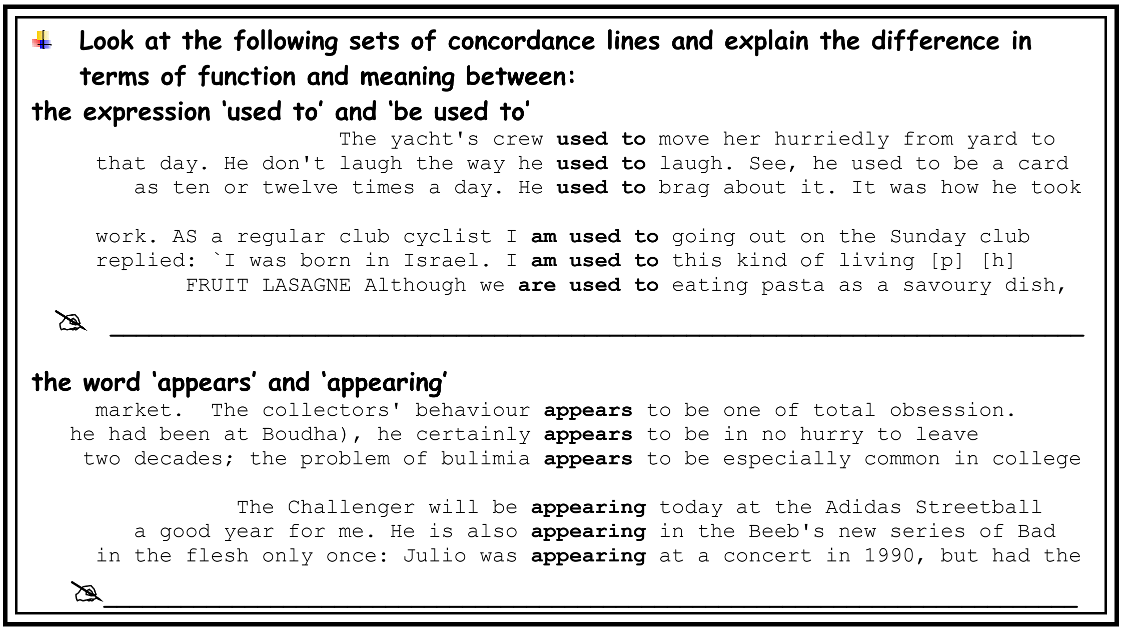
| | INITIAL TEST |
|---|---|
| **MEAN** | 72.02 |
| **SD** | 11.41 |

### 5.4.1 DDL and non-DDL test 1

The first seven concordance-based units were completed by the end of the first term and the learners were then asked to take a DDL test on tense and time aspects and a non-DDL test on time aspects as well, but also on additional grammar aspects taught in the textbook (see Appendix 4 and 5). The former includes two concordance-based tasks, a multiple choice activity, involving also identification of the time aspect in question, and an interpretation of the function of two grammatical features, *used to* and the stative verb *appear*, presented in four sets of concordances (see Appendix 4). The latter is a conventional type of test consisting of two vocabulary gap-fill activities on prepositional phrases and derivatives, and a key word transformation based on tense and time aspects (see

Appendix 5). The students' performance was satisfactory in the first task of DDL test 1, but the instructions for the second task were misinterpreted, as a few students thought that they were asked to write the difference between the grammar patterns in terms of structure. Therefore, rephrasing of instructions was required, asking them to explain the differences in terms of function and meaning (see Figure 5.5).

**Figure 5.5: Extract from DDL test 1**



- **Look at the following sets of concordance lines and explain the difference in terms of function and meaning between:**

**the expression 'used to' and 'be used to'**

```
                     The yacht's crew used to move her hurriedly from yard to
     that day. He don't laugh the way he used to laugh. See, he used to be a card
        as ten or twelve times a day. He used to brag about it. It was how he took

     work. AS a regular club cyclist I am used to going out on the Sunday club
     replied: `I was born in Israel. I am used to this kind of living [p] [h]
            FRUIT LASAGNE Although we are used to eating pasta as a savoury dish,
```

✍ ____________________________________________

**the word 'appears' and 'appearing'**

```
     market.  The collectors' behaviour appears to be one of total obsession.
   he had been at Boudha), he certainly appears to be in no hurry to leave
    two decades; the problem of bulimia appears to be especially common in college

                The Challenger will be appearing today at the Adidas Streetball
        a good year for me. He is also appearing in the Beeb's new series of Bad
     in the flesh only once: Julio was appearing at a concert in 1990, but had the
```

✍ ____________________________________________

The sets of concordance lines for the keywords *appears* and *appearing* were 'borrowed' from the lead-in task of DDL unit 3, as a sample of familiar data in the students' first experience of individual corpus exploration and as an indication of how well they could cope with already observed data (see Figure 5.1; Appendix 2 Units 3 and 4). The learners produced insightful comments, which are presented as written without any correction of grammatical or lexical infelicities (see Figures 5.6 and 5.7).

Figure 5.6: Sample observations of the grammatical structure 'used to'

**Statement 1**: *'used to' is for the past and 'be used to' for the present*

**Statement 2**: *'used to' means that I used to do sth in the past and 'be used to' means that I'm used to do something now*

**Statement 3**: *we use 'used to' when we want to express the way that somebody did something and 'be used to' when we want to say that somebody does something all the time or on Mondays.*

Figure 5.7: Sample observations of the verb pattern 'appear'

**Statement 1:** *The difference is that 'appears' means something we can see and 'appearing' that someone takes part in something.*

**Statement 2:** *The difference between 'appears' and 'appearing' is that 'appears' means 'it looks like' and 'appearing' means 'showing up'.*

**Statement 3:** *The word 'appears' means that something is possible to be in the future and the word 'appearing' means that something will certainly happen in the future.*

Some other learners quoted directly from the concordances, whereas others overcame their difficulties by switching into their mother tongue, which was expected, as they had difficulty expressing such notions in English. The above samples of interpretations may appear brief and oversimplified, but they are an indication that the students had started to become familiar with corpus input.

### 5.4.2 DDL and non-DDL test 2

The second set of tests was designed to test learners mainly on conditionals, passive voice and reported speech in numerous tasks (see Appendix 6 and 7). The DDL test includes four tasks; a transformation and identification of types of conditionals, a multiple choice on passive voice, a gap-fill on introductory verbs of reported speech and an identification of all three grammar items in a common activity (see Appendix 6). The non-DDL test consists of two transformation activities examining passive voice and reported speech, a gap-fill on conditional clauses and a combination of the same grammar features in a key word transformation. A selection of two items on infinitive and gerund and a word formation task, based on the input presented in the textbook, were also included (see Appendix 7).

The majority of learners reached a high score in the non-DDL test and the overall performance was satisfactory (see Appendix 8 for detailed results of individual students). In the DDL test most students did not seem to have difficulty with conditional clauses and passive voice, but errors were observed mainly in the third activity on reported speech, as they were involved in the interpretation of the meaning of each concordance line, which can be complicated (see Figure 5.8).

**Figure 5.8: Extract from DDL test 2**

**advised begged refused offered warned ordered invited promised**

the doctor had made us a promise. He ___________ to give his professional opinion
think it would happen. Nadine ___________ to share her prize with her
was fired from the EDS because he had ___________ to pay the fine; 9,000. She'd
values in drink.`Be sincere," he ___________ George, `and always pay your tax
The Meteorological Office has ___________ that severe storms are likely to
Readers are ___________ to express their views in these
` England town of Salisbury have ___________ nearly four-hundred soldiers to
her mouth hanging open. No," she ___________. `Miguel, no" She took it out as

The whole-class discussion, that followed, suggested that the learners' difficulty was mainly attributed to the KWIC format of the concordances and the ambiguous meanings at some points, and not so much to unknown vocabulary. The brief contexts were interpreted in different ways, which indicates that the students did not examine all the concordances carefully before they proceeded with their choices. The second line, for example, could possibly take *refused*, *offered* or *promised* for an answer, as Nadine's intention is not specified. However, the keyword *promised* is suitable for the first line, due to the noun *promise* already used in the previous phrase, and the node *refused* is appropriate for the third concordance line, since somebody would be fired only in case of breaking rules, such as refusing to pay a fine.

Students performed better in the rest of the activities of the DDL test, which were based on full concordances. They consequently appeared to be confused with the only activity that included concordances in KWIC format. A possible explanation can also be drawn from the fact that they had not developed analytical skills to a great extent yet or/and from their impulsiveness and limited attention span, which are two characteristic features of adolescents (see 3.6.2).

### 5.4.3 Overall performance in tests

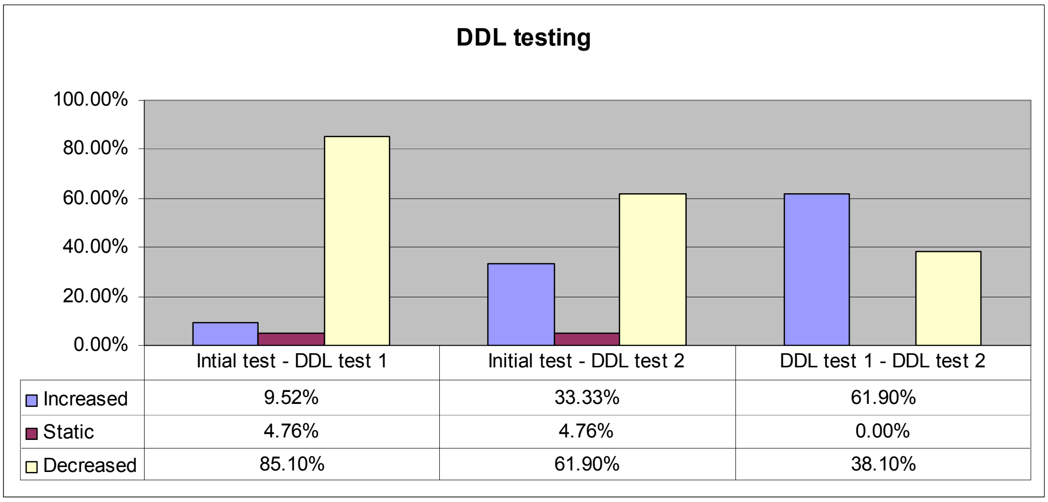
Despite the students' contradictory attitudes towards the new methodology (see section 5.3.1), their overall performance is satisfactory in the tests (see Table 5.3 and Appendix 8 for detailed results on tests).

**Table 5.3: Students' overall performance in tests**

| | **INITIAL TEST** | **DDL TEST 1** | **NON-DDL TEST 1** | **DDL TEST 2** | **NON-DDL TEST 2** |
|---|---|---|---|---|---|
| **MEAN** | 72.02 | 61.36 | 68.27 | 65.57 | 73.45 |
| **SD** | 11.41 | 17.42 | 12.01 | 15.31 | 13.88 |

The mean of both groups at the beginning of the year based on the initial test was 72.02 on the scale of 100 points. The decrease in their performance in DDL test 1 was expected considering the difficulties in the beginning. Despite the fact that the mean of both DDL tests did not reach the initial test average, there is an upward trend in DDL test 2 and particularly when comparing test 1 with test 2 (see Figure 5.9).

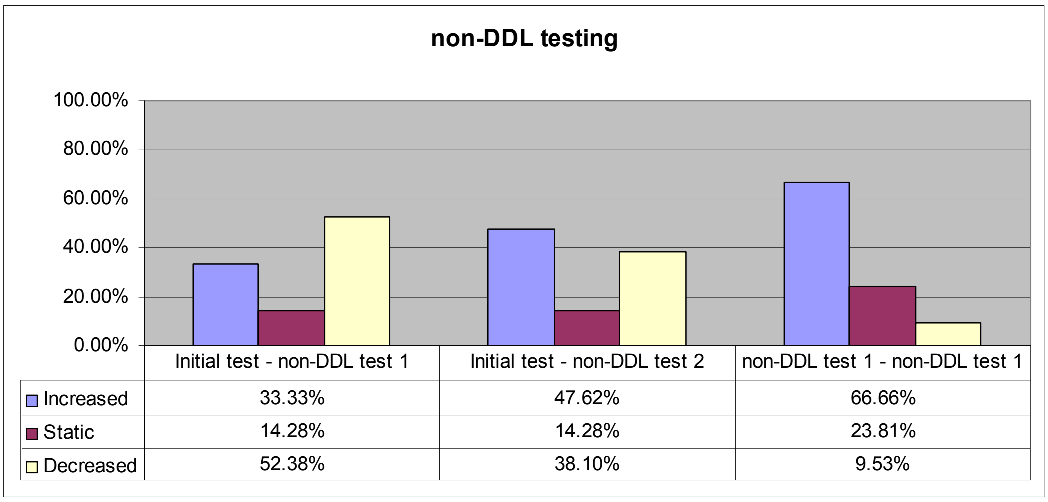
**Figure 5.9: Students' performance in DDL tests**



| | Intial test - DDL test 1 | Initial test - DDL test 2 | DDL test 1 - DDL test 2 |
|---|---|---|---|
| ■ Increased | 9.52% | 33.33% | 61.90% |
| ■ Static | 4.76% | 4.76% | 0.00% |
| □ Decreased | 85.10% | 61.90% | 38.10% |

The higher scores in DDL test 2 may suggest that the participants were more comfortable with the new materials despite the fact that the conventional grammar book was not consulted during the lesson (see Figure 5.9). Similarly, the students' overall performance was decreased from the initial test to non-DDL test 1, but an upward trend is observed when comparing the test results from the initial to test 2 and from test 1 to test 2 (see Figure 5.10).

**Figure 5.10: Students' performance in non-DDL tests**



| | Initial test - non-DDL test 1 | Initial test - non-DDL test 2 | non-DDL test 1 - non-DDL test 1 |
|---|---|---|---|
| ■ Increased | 33.33% | 47.62% | 66.66% |
| ■ Static | 14.28% | 14.28% | 23.81% |
| □ Decreased | 52.38% | 38.10% | 9.53% |

A marked upward trend is observed when comparing non-DDL tests 1 and 2, although this final test was taken approximately one month after the end of the DDL grammar sessions, when specific chapters of their textbooks were completed. The grammar lesson had been replaced with preparation for the forthcoming official examinations and practice with past papers. Therefore, the students were concentrated on a different objective and yet their overall performance was rewarding.

The feedback from questionnaires and the analysis of the two case studies will offer more insight into the impact of the DDL programme on the two groups of learners.

## 5.5 The questionnaire

At the end of the study, the students were asked to complete an informal questionnaire of fourteen questions, which was used primarily as prompts for eliciting feedback from the students which can be divided into four parts according to subject type (see Appendix 9 and 4.3.3, 6.10 for questionnaire design criteria). It can be divided into four parts according to subject type. Some questions require extended answers and others a choice of a five-rank Likert scale, according to which 5 stands for total agreement, 4 for agreement to some extent, 3 for neither agreement nor disagreement, 2 for disagreement to some extent and 1 for total disagreement (see Appendix 10 for a list of students' choices in questionnaires).

The first part consists of three questions, which are related to the students' knowledge of computers and the study of grammar in general. The following set of four questions (4 to 7) elicits the students' evaluation of concordances and their contribution to the learning of grammar, as well as difficulties that might have arisen throughout the course, as with the concordance format. Questions 8 and 9 of the third part focus on the application of the inductive approach, asking students whether they were able to explore the grammar rules on their own, based on corpus input, and examine to what extent the teacher's guidance was required. The remaining set of questions (10-14) elicit general opinions on further study with corpora, evaluating students' understanding and evaluation of DDL and asking them to define the age and level of proficiency suitable for the introduction of concordances.

According to the feedback from the first part of the questionnaire, the students seemed to have limited knowledge of computers due to their age and lack of computer facilities at home. They knew little about word processing, as their experience was restricted to their involvement in a group project at the private English school during the second semester, but they seemed to be more acquainted with internet and email. Their strong point was computer games, which is expected at this age. A significant number of students had a computer lesson at the public school but it was just the first year of this course and they did not have the chance to acquire much knowledge. They were introduced to some basic theoretical notions and the computer language Logo. As for their attitudes towards the study of grammar, the answers were quite discouraging or neutral.

The second set of questions, which seeks to investigate the students' evaluation of corpora, elicited interesting comments. The majority of students agreed that concordances helped them to learn, although fewer students enjoyed grammar more (see questions 4a and 4b), but most of them chose rank 3 as a response to whether they feel motivated to study grammar further (see question 4c). A surprising picture emerges from their ratings with regard to concordance format, as they mostly chose options 3 to 5 (see question 5). Similarly, in questions 6 and 7, which invited them to write about any problems they had to deal with throughout the course and explain what they enjoyed most in concordances, most students did not report any difficulties but concentrated more on the positive elements. Their responses may suggest that young students may find it difficult to articulate obstacles in the learning process, and prefer to give a positive reply instead (see Figure 5.11).

**Figure 5.11: Students' comments in the questionnaire of the pilot study**

**Statement 1:** *They are enjoyable*
**Statement 2:** *They help me learn grammar more quickly*
**Statement 3:** *They help them write in English more correctly*
**Statement 4:** *They help me understand grammar*
**Statement 5:** *My friends and I had fun with them*
**Statement 6:** *It was like a fun quiz*
**Statement 7:** *I liked them because they were easier than the grammar book*

However, in the third part of the questionnaire the students appear to be reluctant when asked whether concordances helped them discover grammatical 'rules' on their own (see question 8). Most of them remained neutral and also admitted that they needed the teacher to explain some unknown words included in KWIC concordances.

The last set of questions elicited their general opinion on the new approach and further access to corpora. Most of them acknowledged that concordances are a good way of approaching grammar and therefore would like to have access to them the following year (see questions 11 and 14 respectively). They mostly agreed that they are not applicable for clever students only, but they did not seem to be able to estimate whether the advanced level is appropriate for DDL or not (see questions 12 and 13). There are also contradictory opinions, as well as a small number of indecisive and disagreed students, with regard to online corpus access at home (see question 10), which reveals their insecurity already expressed in the two previous questions regarding their need for guidance and their difficulty in inducing rules for themselves. Nonetheless, the majority of students expressed their preference for accessing corpora the following year at the private school (see Appendix 10 for a list of students' choices in questionnaires).

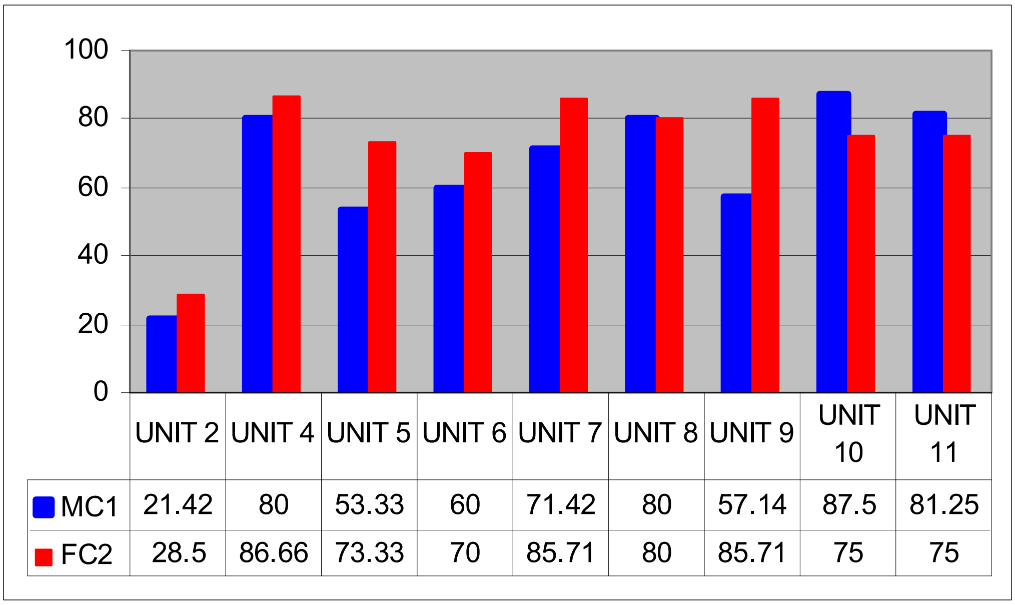
## 5.6 Case Studies

In addition to the feedback from the questionnaires, two students, a male and a female, were interviewed at the end of the course to provide more qualitative case-studies. A number of reasons led to the selection of these two particular students. First, their average level of proficiency was a criterion, as task and test performances were expected to be more distinct rather than those of highly competent students or very weak ones. Second, their age was another important factor, as they were among the youngest students in the two groups, aged 13, while their scepticism towards the new methodology at the beginning of the course was indeed a reason to be selected.

Their scores in the initial test was 75 on the scale of 100 points for the boy (MC1) and 73 for the girl (FC2), which is slightly above average considering the mean of the class, 72.02. During the course they were very consistent and handed in all the activities assigned for homework, which were examined and marked (see

Figure 5.12). Units 1 and 3 are not included as they were completed in class (all units are presented in Appendix 2).

**Figure 5.12: Performance of two case studies in DDL Units**



| | UNIT 2 | UNIT 4 | UNIT 5 | UNIT 6 | UNIT 7 | UNIT 8 | UNIT 9 | UNIT 10 | UNIT 11 |
|---|---|---|---|---|---|---|---|---|---|
| 🟦 MC1 | 21.42 | 80 | 53.33 | 60 | 71.42 | 80 | 57.14 | 87.5 | 81.25 |
| 🟥 FC2 | 28.5 | 86.66 | 73.33 | 70 | 85.71 | 80 | 85.71 | 75 | 75 |

The learners' scores in the task of Unit 2 were low, which is an indication that it was rather early to explore concordances in KWIC format on stative verbs with similar meanings. However, their performance in Unit 4 was impressive suggesting that, although based on incomplete concordances, the gap-fill activity was not complicated. Their performance in the rest of the units was not consistent. MC1's scores dropped in unit 5 but started rising gradually until Unit 8, whereas the scores of FC2 gradually decreased until unit 7. The only point they achieved the same mark is Unit 8, which is related to conditionals (see Appendix 2 Units 5 to 8). The brief activity invited them to identify the type of conditional, convert it and comment on the mode of discourse.

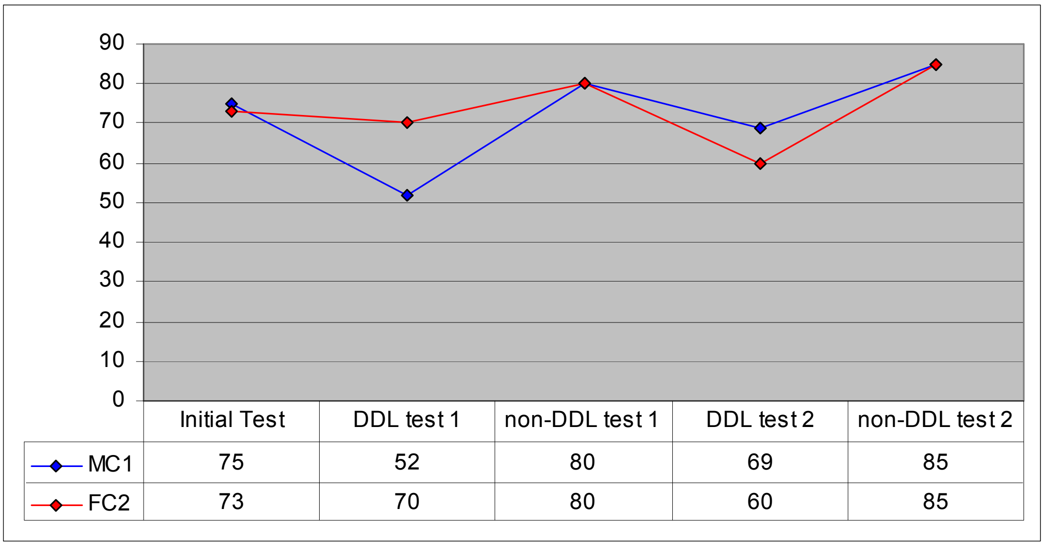
Although their progress was not even, the overall picture of their performance was encouraging, as they managed to reach a satisfactory level at the end of the first set of DDL units (1 to 7). MC1 did not seem to favour multiple choice tasks but he proved to be more effective in observing concordances closely and explaining certain grammatical patterns. FC2 may have appeared to be weak in analytical skills and exploration of data but she performed well in multiple choice and multiple matching.

Their scores in the activity of unit 9, based on passive voice, verify the observation that FC2 outperformed MC1 in multiple choice tasks (see Appendix 2 Unit 9). The results of the last two units were reversed, as MC1 scored higher than FC2 in Unit 10 and 11, which involved a transformation activity and an identification of structures of different introductory verbs used in Reported Speech. Therefore, FC2 outperformed MC1 in five units but her performance tended to be more unstable. However, despite the fluctuation of scoring, a marked progress was observed for both learners from the beginning of the DDL course.

A similar upward trend is observed in their performance in the non-DDL tests (see Figure 5.13). Both students raised their scores and achieved the same marks in test 2 and test 3, 80 and 85 out of 100 respectively. However their performance in DDL tests was not parallel. MC1's score in the first test was quite low, 52. As mentioned earlier, DDL test 1 includes three tasks: a multiple choice, an identification of the time aspect and an interpretation of the function of similar forms (see Appendix 4). MC1 had difficulty coping with the multiple choice task and grouping of tense and time aspects, but he presented good reasoning and explanation in the analysis of concordances in the third part. In DDL test 2 there was an upward trend in his performance; he scored 69 and he completed all types of activities satisfactorily.

On the other hand, a downward trend is observed in FC2's performance. Although she performed better than MC1 in DDL test 1, her scores in the second test dropped 10 points. Apart from a few errors in conditionals and passive voice, she had difficulty interpreting the concordances based on reported speech. MC1's performance in the same last activity was satisfactory, but it still revealed his weakness in coping with incomplete concordance lines.

**Figure 5.13: Test performances of two case studies**



| | Initial Test | DDL test 1 | non-DDL test 1 | DDL test 2 | non-DDL test 2 |
|---|---|---|---|---|---|
| MC1 | 75 | 52 | 80 | 69 | 85 |
| FC2 | 73 | 70 | 80 | 60 | 85 |

Both students challenged the new approach initially and experienced difficulties when observing concordances but they made an effort to perform the tasks and make inferences with the teacher's help. However, it seemed to be of benefit to them given the common high scores in the non-DDL tests and particularly in the second one, which was based mostly on the grammatical features being processed through the DDL materials.

At the end of the course both students completed the questionnaire outlined in 5.5 and were also interviewed. Some of their responses were identical. They both had some basic knowledge of computers from the public and private school as they were peers and attended the same school. They admitted that grammar was not their favourite subject in the EFL course, although they enjoyed learning English. They acknowledged, though, that the concordances helped them to approach grammar in a rather enjoyable way, but were still not keen on studying it further.

They found concordances complicated, especially at the beginning, and their main problems were the KWIC format of concordances and the unknown vocabulary. FC2 admitted that she managed to draw conclusions concerning grammatical patterns and items in a few units, but she felt insecure with the unfamiliar words and depended on the teacher's further explanation and guidance. MC1 said that he had already been taught ways to cope with the unknown words, but the incomplete concordances sometimes did not provide him with enough context to work out their meaning. However, he mentioned that he had difficulty in finding rules on his own and that he needed the teacher to explain the instructions of the tasks and give examples, particularly at the beginning.

Although they both agreed in the end that concordances are a good way of learning a language and that they are not applicable only for intelligent students of advanced level, MC1 was not willing to explore them online at home, even if he had the chance to, as he believed that it would take him a lot of time to explore them on his own. FC2 seemed to be more positive but she did refer to her limited free time. Nevertheless, they both expressed their preference for online corpus access at the private school the following year, which was somewhat contradictory to their earlier attitude. FC2 also suggested accompanying DDL with a traditional book, which is another indication of lack of familiarity with the innovative approach.

## 5.7 Conclusion

The pilot study was a significant source for the design of the main study. The students' reactions suggested that the students could handle innovative ways of learning to a certain extent, but needed to be introduced to them gradually. Despite their encouraging preferences and statements in the questionnaire with regard to the contribution of corpora to the learning of grammar, the students were not particularly motivated to study it further, as most students chose rank 3 and remained neutral. They also stated that although concordances helped them at some points to acquire strategies for the interpretation of data and unfamiliar words to a certain extent, they were not yet comfortable to explore them and discover grammar rules on their own. They seemed to be insecure with this new methodology and depended on the teacher's help and guidance. They were reluctant to take initiative, perhaps because they were not given such freedom before. Furthermore, eleven DDL units were not considered sufficient practice for such a complicated and innovative approach, but they served as a trial for the materials design of the main study. Therefore, the second phase of the study was designed in a different way in an attempt to provide more evidence for the research questions (see chapter 6). It aimed at offering varied opportunities for experimentation with corpora, without following a routine-like format, in order to make students feel more comfortable with the new materials and method.

# 6 THE MAIN STUDY

## 6.1 Introduction

The educational system in Greece (see section 4.2), the background knowledge of the participants (see sections 4.2.2 and 4.2.3) and the difficultiees observed during the first phase of the study shaped the construction of the DDL materials of the main experiment. This chapter presents a rationale for the data design and for the chosen methods of materials evaluation.

## 6.2 Research Questions

The introduction of the DDL approach to EFL teaching to date has targeted students particularly at tertiary education (see section 3.6.1). The empirical studies carried out at lower levels investigating the role of DDL on aspects of language learning are limited. The present research study involved adolescent students in a corpus-based grammar approach in an attempt to shed some lights on the two research questions, which were common to both phases of the study: (see Figure 6.1)

**Figure 6.1: Research questions of the Main Study**

**1.** Are the students more motivated to study grammar when involved in DDL?

**2.** Does DDL have a greater impact on the teaching and learning of grammar?

## 6.3 Subjects

The main part of the empirical research study was carried out in a private language school in Sindos, Greece, from October to March of the academic year 2003-2004 (see also section 4.2.2). The participants, aged between 13 and 15, were 28 in number and were mostly Greek (including a student from the former Soviet Union) with the exception of five students of the following mixed nationalities: three Albanian, one Armenian and one Georgian (see discussion on multiculturalism in Greece in section 4.2.1). They were divided into two classes of 14 students respectively, comprising a control and an experimental group. The former consisted of 6 male and 8 female students and the latter was composed of 7 male and 7 female students. The division into two groups was based on the order of enrolment and their preference for the schedule, and consequently both classes consisted of mixed ability students who attended mostly the second year of compulsory secondary school, with the exception of one student who was in the first year and another two students who attended the first year of post-compulsory school. They were all in the sixth year of EFL learning, B1 level, the exact same level as the two groups of the pilot study. Their extrinsic motivation as well as their main short-term learning objective was to obtain a B1 certificate in English at the end of the academic year (see sections 4.2.3 and 4.2.4). To this end, they attended six 50-minute sessions per week at the private school in the late afternoons including a grammar session of one academic hour for each group.

## 6.4 Feedback from the pilot study

The conditions under which the main study was carried out shared many common characteristics with those of the pilot study. The age and nationality of the target group, the level of proficiency, their background knowledge and the syllabus were similar and therefore the pilot study offered insights into the way the materials and the approach could be adjusted and improved.

According to the preferences expressed in the questionnaires of the first phase of the study, most students acknowledged the contribution of corpus-based materials in their learning of grammar, particularly in the second semester, and approximately half of them acknowledged that they had enjoyed studying grammar more through the concordances, but were not particularly motivated to study grammar further. However, they did not report any problems in the open-ended questions, which may suggest the students' difficulty in articulating obstacles in the learning progress in the target language, but their choices in the rest of the questions and the whole-class discussion that followed the DDL tests revealed that the KWIC format of concordances was their main difficulty and the unknown vocabulary was secondary. The close observation of the performance of the two case studies and the one-to-one discussions with them at the end of the study offered important feedback and underlined the influence of individual learning styles. The male student, MC1, seemed to be more field-dependent, as he favoured tasks that involved observation and inferencing, but he underlined the need for more context in the case of KWIC concordances. On the other hand, the female student, FC2, tended to be a field-independent type of learner, as she favoured activities that did not require detailed exploration of data, such as multiple choice and multiple matching, but she experienced difficulty dealing with unknown vocabulary.

Taking all these observations into consideration, I attempted to design a more complete version of DDL units for the second phase of the study, so as to meet the needs of most students, ease their way through the new approach, and elicit more feedback from the qualitative analysis of data. To this end, I made a number of alterations and additions. First, I included varied tasks using more full concordances and I expanded as well as added more units, reaching a total of twenty, in line with the framework of the syllabus. Having designed a complete set of DDL grammar units, I divided students into a control and an experimental group and I chose not to use a grammar book with the latter in order to evaluate the impact of the DDL programme per se. Finally, additional ways of collecting qualitative data were employed, apart from the questionnaires which were also enriched with statements and questions. One-to-one discussions with all participants of both groups followed the completion of the study in order to elicit more feedback on their corpus-based grammar learning experience and to clear up possible misinterpretations of any parts of the questionnaires. Transcripts were used for classroom observation of students' interactional competence and degree of engagement in the grammar sessions, as well as analysis of teacher talk and involvement. They were consequently an important source for the examination of the actual application of corpora in the EFL class apart from individual students' evaluation and accounts. The qualitative data was complemented with tests which offered an objective report of inter-group and intra-group performances.

An in-depth analysis of the materials and approaches applied in the main study is presented in the following sections.

## 6.5 Overview of DDL materials

As mentioned in the previous section, the grammar items and patterns examined during the sessions were approached in two different ways; the control group received a conventional instruction using a grammar textbook and the experimental group navigated through the corpus-based prepared printouts. The order of the grammatical features followed the sequence of the DDL units (see Table 6.1) and therefore both groups explored the same grammatical feature every week. However, the multiple meanings of each grammar pattern matched the meanings presented in the traditional grammar book and not the statistical information based on frequency counts. Mindt (2000), for example, identifies four meanings of the present perfect aspect: the indefinite past, resultative and non-resultative, which accounts for almost 80% of all occurrences of the present perfect, past continuing into present, 5%, the recent past and a use indicating that an action is completed at an unspecified time, although both comparatively rare (see also Riznar 2009). This is in conflict with the distribution of meanings of this particular time aspect in the grammar book, which would most certainly cause confusion to the control group who already had to flip back and forth searching for each grammar pattern.

The DDL materials of the second phase of the study were designed based on the empirical evidence drawn from the pilot study. The students' attitudes towards DDL and their test performances in tests (see section 5.3) offered important feedback for the construction of the second set of DDL units. Some parts of the materials remained the same and others were improved or eliminated. Some new units were also added covering more grammatical features.

Data which derived from the BNC corpus was considered a more appropriate introduction to corpora and was thus employed during the first few lessons whenever possible. Its full concordances are easier to cope with than the KWIC concordance format of COBUILD (see section 4.3.2). However, there were instances of input with KWIC format at an early stage of the DDL introduction, such as in unit 1. The first task of the DDL units was meant to create a pleasant atmosphere in class, as in the pilot study, and to this end, having substituted the auxiliary verb *do* with a non-existent word aligned in the centre of a set of concordance lines, learners are engaged in a playful activity of guessing the mystery word. More concordances from CANCODE as well as extracts from conversations were also employed in order to introduce students to spoken discourse and its features, but only to a limited extent due to the strict framework created by the official exams.

Data from authentic sources, such as journals, pamphlets and brochures were included as a familiar 'break' from the new context, presenting topics that would hopefully arouse adolescents' interest.

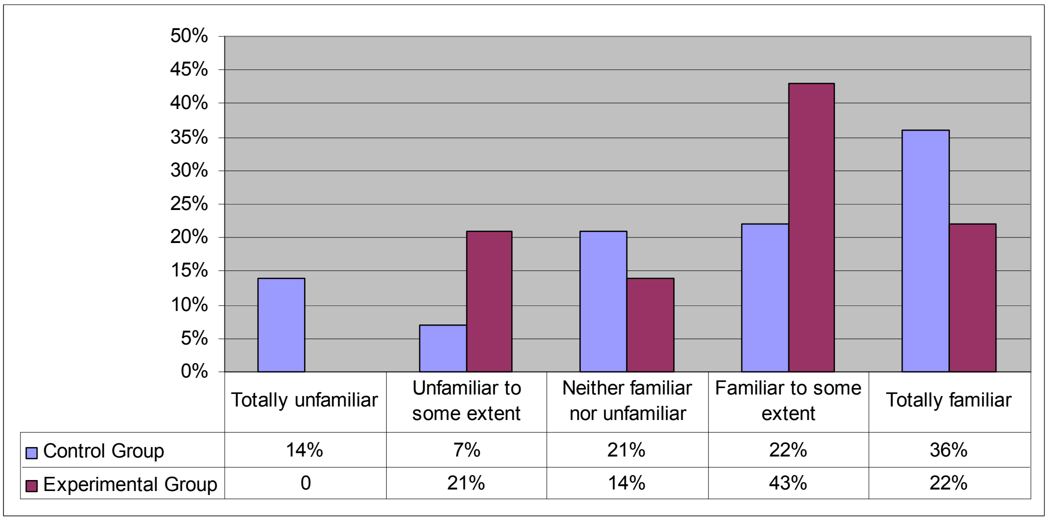
Two reading and writing sections were added aiming at the engagement of students in reading comprehension and the revision of certain grammatical features already processed in previous units. In an attempt to satisfy both relational and analytic learners (see section 3.6.1), the first section involves students in gap-fill and true-false activities and in answering one comprehension question, and the second section invites them to locate instances of certain grammatical patterns in the text and answer more detailed questions. The topics of both texts were selected as relevant to the teenage students' everyday reality:

body art and teaching job vacancies in European countries (see Appendix 1 Reading and Writing sections).

Five common topics of past B1 exams were also included as follow-up writing activities in the materials (see Appendix 1 Units 1, 4, 5, 12 and 13). These activities, shaped in the form of short essays or letters, were designed based on the grammatical pattern analysed in the current unit, so as to enhance awareness and offer chances of reproduction. The first topic focused on Simple Present, the following two on Present Perfect Simple and past reference, the fourth on Future forms and the last on Conditionals and forms of unreal past. The first three topics were introduced during the first term, whereas the second set of units included only one essay. The reason for such a disproportion is the fact that units 13 to 20 offered students numerous chances to develop analytical and observation skills by asking them to report the outcomes of their research in written form and give extensive answers. Moreover, it is worth considering the fact that one academic hour per week already focused on writing skills and it would have been unwise to overload the students with further essays and assignments.

Direct corpus access was offered in two units in order to test the students' research skills and readiness for raw data access, but also to give them a complete picture of the sources which their DDL grammar materials derived from, regardless of the outcome of individual 'hands-on' performance. As mentioned in section 4.3.3, a brief questionnaire was administered prior to the study so as to detect students' familiarity with computer technology. This was initially thought to determine the number of lessons involving direct corpus access. The feedback showed that the students were quite familiar with computers, as opposed to the participants of the pilot study, and particularly with internet access (see Figure 6.2), and that they all had a one-hour computer technology lesson per week at the state school involving word processing, spreadsheets and internet access. However, it was assumed that more frequent direct approach to online corpora would be a hasty judgement and the complex format of concordances would most likely deter students. Only two trial sessions were consequently considered to be appropriate for this age group, as internet access may facilitate corpus access but does not ensure effective corpus exploration.

**Figure 6.2: Questionnaire feedback on familiarity with internet access**



| | Totally unfamiliar | Unfamiliar to some extent | Neither familiar nor unfamiliar | Familiar to some extent | Totally familiar |
|---|---|---|---|---|---|
| ■ Control Group | 14% | 7% | 21% | 22% | 36% |
| ■ Experimental Group | 0 | 21% | 14% | 43% | 22% |

At the end of each part of units, 1-12 and 13-20, there is a revision section giving students the opportunity to prepare for the tests (see appendix 1 Revision sections). Extracts from conversations were selected from CANCODE so as not only to revise and practise grammatical patterns already acquired, but to offer them more input to identify and accept deviations from standard ‘rules’. In order to simplify such innovative tasks, the genre of speech selected was mainly intimate conversation, as it was more familiar to adolescent learners. However, since complex features of speech are common, when people are involved in such types of relaxed conversations, and verbatim transcripts can often appear to be rather messy and bewildering, a few parts of the data were remodelled to facilitate understanding without destroying the distinctive characteristics of speech (see 3.5.1 and 4.3.3).

## 6.6 Format structure of materials

The DDL units designed for the main study are twenty in number. The main focus of the first part, units 1 to 12, is on tense and time aspects, retaining many elements presented in the first seven units of the pilot study. As already discussed in section 5.2.1, the conventional grammar book used with the control group adopts a system of twelve 'tenses' in line with the ELT materials and textbooks employed in Greece. All tense-aspect combinations were consequently thought to be better identified with the familiar term 'tenses', including the tense-aspect combinations expressing futurity, for both groups during the study, for the sake of the students' better understanding (see Gabrielatos 2004; Riznar 2009). The contents of the second section, units 13 to 16, share common features with those of units 8 to 11 of the first phase of the study, which included conditionals, passive voice and reported speech, whereas the remaining units, 17 to 20, introduce some other basic grammatical phenomena: gerund and infinitive, *would rather* and *had better*, causative form and modal verbs. A breakdown of the contents is given in table 6.1.

**Table 6.1: Summary of grammar focus of the 20 DDL units**

| DDL UNITS | GRAMMATICAL FOCUS |
|---|---|
| **INTRODUCTION** | **DDL notions** |
| **UNIT 1** *Splang* you like bananas? | **Simple Present** |
| **UNIT 2** He is constantly talking on the phone! | **Present Progressive** |
| **UNIT 3** Do you think she is seeing another man? | **Stative Verbs** |
| **UNIT 4** Did you know he lost all his property? | **Simple Past** |
| **UNIT 5** Have you ever been to England? | **Present Perfect** |
| **UNIT 6** I have been crying for help for over an hour but in vain | **Present Perfect Progressive** |
| **READING AND WRITING** | **Tenses and Aspects** |
| **UNIT 7** I used to get up early in the morning! | **Simple Past - Used to** |
| **UNIT 8** What were you thinking of when you answered the door? | **Past Progressive** |
| **UNIT 9** This is the last warning! Stay here till she comes back. | **Adverbial Clauses of time** |
| **UNIT 10** I had had the money but… no luck! | **Past Perfect** |
| **UNIT 11** I had been struggling to learn Thai for 6 years but I eventually gave up | **Past Perfect Progressive** |
| **UNIT 12** Will you have a look at this? | **Simple Future** |
| **REVISION** | **Units 1-12** |
| **UNIT 13** If I won the Lottery… | **Conditionals** |
| **UNIT 14** Call the police! The Smiths' house has been broken into! | **Passive Voice** |
| **UNIT 15** He offered to give me a lift but I should have walked Instead! | **Reported Speech** |
| **READING AND WRITING** | **Conditionals, Passive Voice, Reported Speech** |
| **UNIT 16** I miss having everything done for me! | **Gerund** |
| **UNIT 17** My job is to answer the telephone inquiries and your duty is to fill in the forms. | **Infinitive** |
| **UNIT 18** Ready…Set… Go! | **would rather-had better** |
| **UNIT 19** I'll have my hair cut exactly like David Beckam's | **Causative Form** |
| **UNIT 20** I should have known better than to invite her to my party. | **Modal Verbs** |
| **REVISION** | **Units 13 – 20** |

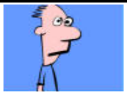
Each unit carries a main title which reveals the structure of the grammar item to be analysed in a playful manner, without revealing directly its grammatical term. This gives students some sense of organisation in the materials, and particularly those who tend to analyse input holistically (see section 3.6.1). A cartoon picture placed at the beginning of each activity precedes the written instructions and depicts the nature of task that the students are asked to perform. These small cartoon images attract attention and add a humorous tone. As already mentioned in section 3.6.1, the use of images is related to cognitive styles and multiple intelligences (Gardner 1993a, 1993b, 1999), and the combination of image and text (instructions) appeals both to imagers and verbalisers and facilitates the processing of information. No images are repeated apart from those that stand for the same type of activity, so as to remind learners of the same process when needed.

The DDL units were not designed based on a strict linear format but each unit presents a variety of tasks. The nature of the data is also varied, as there are instances of full concordances, KWIC format concordances and other authentic texts. Nonetheless, there is one common activity that appears at the beginning of the first part of units and invites students to observe data, so as to allow them to draw their conclusions concerning the structure and function of each grammatical item or pattern (see Figure 6.3). At some other units learners are asked to pay closer attention to some words in bold, which are the key elements for the formation of a grammar pattern, or compare sets of input, or brainstorm, promoting the inductive approach. The remaining activities in the follow-up stage of each unit are varied but mostly conventional, in line with the format of the official exams, and recycle the item introduced through the first DDL task (s).

### 6.6.1 DDL Units 1-12

The first part of the DDL materials focuses on tense and time aspects. The length of each unit ranges from one to two pages in an attempt to provide more consistent and manageable input to adolescent learners, given the limited attention span that characterises this age group (see section 3.6.2). Besides, the participants were not familiar with the DDL approach and overloading them with excessive amounts of input and activities was considered to be counterproductive. As mentioned earlier, the lead-in task of each unit aims at inducing the function of each time aspect through close observation of one or more sets of concordance lines or conversational extracts and filling in the profile with its specific characteristics (see Figure 6.3).

**Figure 6.3: Repeated type of activity from Units 1-12 of the Main Study**



**The Profile of the tense:**

**Name:**________________________________________________

**Formation:**____________________________________________

**Adverbs or time expressions:**

____________________________________________________

____________________________________________________

**Use:**_________________________________________________

____________________________________________________

The profile activity was designed to initiate a discussion in class and concentrate all main features of a tense or time aspect in a considerably small space. It was thought to be an effective way to observe, learn and revise.

### 6.6.2 DDL Units 13-20

The second part of the units includes a wider variety of activities with no repeated patterns and the length of each unit ranges from two to three pages. Learners are asked to study concordances, to concentrate on the structure and the right context of the key word, to fill in tables with grammatical structures, to interpret the meaning of similar grammar items and to think of the equivalent Greek expressions. In other words, Units 13 to 20 engage learners in more demanding tasks and test their observation skills and critical thinking.

## 6.7 Nature of data

The main priority when designing the materials for the study was to introduce the DDL approach gradually and to try to modify the appearance of the data. A variety of sources were employed in order to ease their way in exploring grammar, such as the use of miscellaneous authentic texts.

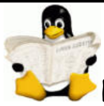
### 6.7.1 Authentic texts

Throughout the units some tasks are based on authentic but non-corpora materials so as to motivate learners to work on familiar context. The topics were carefully selected in an attempt to meet the interests of this particular age group.

#### 6.7.1.1 Units 1-12

In the very first unit, after introducing Simple Present in a playful manner, asking students to guess the mystery word, an extract from a Longman pamphlet advertises student readers in a pleasant and direct way, retaining the playful atmosphere (see Figure 6.4).

**Figure 6.4: Extract from Unit 1 of the Main Study**



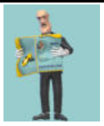
Read the following extract from a pamphlet and underline the verbs in Simple Present

What does a penguin, the Greek sun and a student have in common?
The Penguin Readers Summer offer!
Our offer includes special prices for selected titles of Penguin Young Readers (levels Junior A to Senior B) and Penguin Readers (levels Senior A to Proficiency).
How do I order?
Complete the Order Form attached and send it to us by fax or post.

In Unit 2 a set of nine stretches of authentic language introduces Present Progressive and asks students to complete the profile of the tense observing its different functions. Then, an authentic text on mobile phones and text messages invites them to fill in the blanks with the appropriate verb in Present Simple or Present Progressive (see Appendix 1 Unit 2).

Grammar patterns with future meaning took more time to plan and present in a task, on account of the multiple forms and functions. The samples are a combination of sources deriving from the BNC corpus and different journals. Learners are invited to observe the input and complete the profile of the ‘multiple personality’ of the future aspect (see Figure 6.5 and Appendix 1 Unit 12)).

Figure 6.5: Extract from Unit 12 of the Main Study



Identify the different forms with future reference and interpret them.

1. The changes in the exams will be available in June 15.
2. By the time you receive this issue you will probably be enjoying your long summer vacation.
3. Students wishing to start preparation for the ECCE examination the following May will have completed five to six years of instruction.
4. Today it was Jane Asher but I am going to show off this week.
5. Now I am looking forward to the Tour!
6. The national express leaves at 4:37.
7. When I'm fifteen I'll have been learning English for six years.
8. McGeechan will have been working on videos, preparing training sessions.
9. Certainly for the future Peru is going to need substantial investments.

### 6.7.1.2 Units 13-20

Authentic materials are used at four points in the second part of the units. They are not employed in the introductory task of any unit but as further input and elicit more deviations from common use and functions of already introduced grammar items.

In Unit 14, after introducing the main forms of Passive Voice, an extract from the 2002 Brighton festival brochure is employed in order to locate the verbal patterns and identify the subjects and time aspects and finally elicit the different function of personal and impersonal structure of Passive Voice (see Figure 6.6).

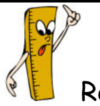
**Figure 6.6: Extract from Unit 14 of the Main Study**

Read the following paragraph taken from a festival booklet and underline the patterns in Passive Voice.

Farrenc's Piano Quintet was written in 1840, and was relatively unknown until the Schubert Ensemble's recording became Classic FM's Discovery of the Month in October 2002. It is followed by the world premiere of Hellawell's *The Weaver of Grass*. The unusual programme ends with a quintet by one of the 19th century's most renowned chamber composers – Brahms.

Similarly in unit 15, having discussed the role of the introductory verb in Reported Speech and the way it affects the time aspect of the subordinate clause when placed in past as opposed to present and future form, an extract from a monthly magazine on C2 examinations and candidates in Greece draws attention to the introductory verbs and the clauses that follow them (see Figure 6.7). The point of the task is to observe various introductory verbs in simple past form apart from the common ones, such as *said, told, asked*, and notice that not all subordinate clauses use past verbal forms. This activity urges students to give their own interpretations about this deviation.

**Figure 6.7: Extract from Unit 15 of the Main Study**



Read this extract from a monthly magazine, and underline the instances of Reported speech (the introductory verbs and the subordinate clauses)

She pointed out that the CPE revision process took several years to finalise after extensive research and consultation. One of the main priorities of the Cambridge ESOL team was to make sure that the revised exam had the same level of difficulty with the old one. She stressed that Greece is lagging behind the rest of the world due to the time Greek CPE candidates devote to exam preparation. She reminded that at CPE level learners are approaching the linguistic competence of a native speaker and advised teachers to focus on the expansion of candidates' vocabulary. She concluded by wishing the introduction of the CPE Entry Test would greatly help weak candidates.

Do you see any more deviations from the traditional forms?

Units 13 and 20 do not include any such tasks demanding close observation and interpretation of newly introduced forms but offer authentic materials for recycling already decoded grammar input and for analysing content and source of reference. So the former includes just two instances of Conditionals in order to identify the types and provide information regarding the source, nature and intentions of the writer (see Appendix 1 Unit 13). The latter is based on an extract from a piece of fiction by Jean Rhys, *Wide Sargasso Sea*, and initiates both individual work and whole-class discussion as well, raising questions about racism and urging students to give personal meaning to the intense incidents narrated (see Appendix 1 Unit 20). Learners are invited to make assumptions about the cause of the characters' actions and utterances applying modality, a grammar phenomenon presented earlier in the unit, taking a step further from analysing grammar forms and focusing on content.

As mentioned earlier, there are two reading sections offering practice on already acquired grammar items (see section 6.4). The first appears after the sixth unit and is based on tense and time aspects. It includes an extract from a magazine on the European Union and is a gap-fill activity followed by True – False statements giving emphasis on content (see Appendix 1 Reading and Writing section 1). The second reading section, which follows unit 15, recycles passive voice, conditionals and reported speech through a text on body art and piercing. Learners are asked to locate instances of these grammar patterns and answer comprehensive questions or form their personal views (see Appendix 1 Reading and Writing section 2).

The common point among all these units with authentic materials is that they present various topics that would most likely interest adolescents. Subjects such as text messages, music festivals or examinations are likely to motivate them to share their opinion using grammar forms rather unintentionally, particularly in the second part of the units. Furthermore, the inclusion of non-corpora input in the DDL materials was thought to be a 'safety net' for learners offering a familiar type of context.

### 6.7.2 Full Concordances

The BNC corpus is mainly employed in the first part of the units as its full concordances are more manageable for adolescent learners, who are not so experienced in context analysis. The CANCODE corpus appears in both KWIC format and complete conversations. Its second form with emphasis on everyday speech is employed in both parts of the units, so learners can become familiar with spoken discourse as well.

#### 6.7.2.1 The BNC Corpus

Data from the BNC mostly appears in exam-like activities and not as lead-in tasks, as its full concordances were more appropriate for multiple choice activities, error correction and transformation. COBUILD, on the other hand, can be exploited for more advanced ways of data analysis as its output is available in KWIC concordance format but requires close observation and inference skills.

An example of error correction adapted from the DDL Unit 7 of the pilot study (see Figure 5.2) is included in DDL unit 12 of the main study and invites students to examine seven citations deriving from the BNC. Another type of conventional activity preparing students for the official exams is transformation, as shown in a follow-up activity of unit 15 on Reported Speech. After examining different introductory verbs and observing the instances that require change of the initial time aspect, nine concordance lines from the BNC offer practice on converting direct to reported speech (see Appendix 1 Unit 15).

There are just three instances of BNC data employed in the introductory task of Simple Past, Conditional clauses and Reported Speech and it is combined with concordances from COBUILD (see Appendix 1 Units 4, 13 and 15). The following figure presents applications of Simple Past from the two corpora in order to help participants to complete its profile (see Figure 6.8).

**Figure 6.8: Extract from Unit 4 of the Main Study**

These concordance lines derive from different corpora. Read them carefully and circle the verbs in Past tense.

1. Matthew returned to Nanaimo last year and came home with us, but Ed continued on to Ohio for a longer stay.
2. That afternoon, Ed Cody and I drove up to Galerie Semaan
3. this morning when I went up and had a word with her
4. I really thought you had really good cards then.
5. When he turned his head he kept his eyes closed, let out his breath, opened his eyes, looked and heard himself give a little whimpering sigh.
6. I saw a lot of both her and John in those days as I saw my parents most weekends and they often went round on Sundays as well.
7. How long ago did this happen?
8. How long is it since you last had some good, old-fashioned fun?
9. The last time we worked together was in Prague, late Spring of `;68 just before the Czechoslovakian balloon went up.

#### 6.7.2.2 The CANCODE Corpus

CANCODE is employed in many DDL units. Its two-fold output format, as KWIC concordances and whole conversations, was fully exploited to design lead-in and consciousness-raising tasks, as well as more conventional consolidation and follow-up activities for further elaboration and practice. It also serves as input for the revision sections. The lead-in tasks of units 5, 7 and 8 include extracts from casual discussions, so learners can identify the time aspect of specific verbal patterns and interpret its function (see Appendix 1). Unit 7, for example, includes a task with two different sets of CANCODE conversations. Students are involved in a pair-work comparison activity of two structures of *used to* and contrastive analysis of the same grammar pattern in L1 and L2 raising language awareness (see Appendix 1 Unit 7). A similar activity is presented in the materials analysis of the pilot study, which served as the backdrop for further elaboration and design of Unit 7 of the main study, and examines the same structures using KWIC concordance input from COBUILD (see Figure 5.1).

More opportunities to work on conversational extracts are available in the DDL materials, as in unit 10, with a gap-fill activity requiring past tense and time aspects and completing a dialogue between two adults at a dinner party (see Appendix 1 Unit 10). In the same unit, there are instances of CANCODE input in KWIC concordance format used in the lead-in task. It induces the form and function of Past Perfect Simple and the following activity arouses imagination and critical thinking with a short set of five concordances giving some clues and expecting learners to come up with the missing context (see Figure 6.9). It is good practice, although more demanding, to become familiar with such input.

**Figure 6.9: Extract from Unit 10 of the Main Study**

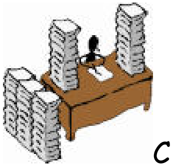
Guess the missing context. Read the concordances and complete them

Chris **had** just **thrown** them all in the bin because……………………………………...
…………………………………………………………………………………………
The farm **had survived** thanks to Paul who did all the……………………………………
…………………………………………………………………………………………
after a party when everybody **had drifted** off………………………………..................
…………………………………………………………………………………………
So it was like they **had** just walked into a s……………………………………………...
…………………………………………………………………………………………
nothing **had** happened today he said and while she was………………………………...
…………………………………………………………………………………………

### 6.7.2.3 The COBUILD Corpus

As was mentioned earlier, full concordances seemed to be a more appropriate context for the design of the first units, but unit 3 is an exception due to the nature of its tasks (as well as unit 1; see section 6.5). It is actually the first time that data taken from COBUILD is exploited for both the introductory and the following task. It is rather challenging to present input in KWIC format so early, which was also suggested in the pilot study, as learners have not yet familiarised themselves with the outward reading of concordances, but it was thought to be an effective way to compare similar forms. This consciousness-raising task was initially designed for the first phase of the study and was later included in the second phase with small alterations, in order to elicit the difference between the simple and progressive use of stative verbs (see Appendix 2 Unit 2). To this end, two small sets of KWIC concordance format for each key verb in bold and aligned in the centre draws attention to the right and left context and allows learners to observe the two sets interchangeably. The second multiple choice activity is also composed based on COBUILD, as managing the newly presented notions in the same type of context was considered more preferable (see Figure 6.10).

**Figure 6.10: Extract from Unit 3 of the Main Study**



Choose the correct answer and write the meaning of each key verb in the space provided below.

everbody else's," he gushes. `She __________ very young and fresh'
a. thinks b. is appearing c. appears d. expects

Really? So you __________ the boy is alive? But the main
a. think b. are expecting c. appear d. are thinking

be passed today. Most politicians __________ the president to announce his
a. appear b. think c. expect d. see

he said they were so good. I __________ it is the red hair which attracts
a. think b. am appearing c. appear d. am thinking

to my horror found out that she __________ a lady psychoanalyst. As we were
a. is seeing b. sees c. is expecting d. expects

spelling-bees. `It's not too much to __________ that everyone should have a good sense of
a. think b. expect c. see d. appear

he rode the train to Leeds. `I am __________ of placing the screenplay I sent
a. expecting b. appearing c. thinking d. seeing

demands, or her fears that he was__________ other women, and on her
a. seeing b. thinking c. expecting d. appearing

actually having to stop and go and __________ somebody on the counter or deal with them
a. appear b. expect c. think d. see

Britain's leading artists will be __________ at the London Metropole Hotel,
a. appearing b. see c. expecting d. think

The application of the COBUILD corpus becomes more intense from unit 6 and onwards and KWIC concordances appear in almost every unit. They are not employed in lead-in tasks exclusively, but also in extension activities and sections for practice and elaboration. From unit 10 towards the end, though, incomplete concordances do appear at the beginning of each unit and learners are invited to observe and interpret different functions of grammar patterns (see Appendix 1).

### 6.7.3 Online access to raw data

Jensen (2005) highlights the significance of experiential learning and hands-on activities (see section 3.6.2). In the case of concordances, though, hands-on corpora can be a difficult experience. As already discussed in 6.5, learners were given the opportunity to access corpora online on two occasions throughout the study due to their young age.

Taking all these limitations into consideration, two sections were designed in order to approach the role and function of time conjunctions and the two grammar patterns *would rather* and *had better*. The former, Unit 9, invites pairs or groups of three to access COBUILD online and offers detailed guidance of the steps they are to follow and the research questions they need to test and answer (see Figure 6.11).

**Figure 6.11: Extract form Unit 9 of the Main Study**

**TASK A:**

- **In the field 'Type in your query' write** *when+PPS+VERB* **and press the button 'Show Concs' and you should get up to 40 sample concordances.**
- **Follow the same procedure for the nodes** *while, until, before***.**

**TASK B:**

- **Comment on the placement of these keywords in the phrases.**

**1.** What is their role in the phrase? ______________________________________

______________________________________________________________________

**2.** What tense follows them? ____________________________________________

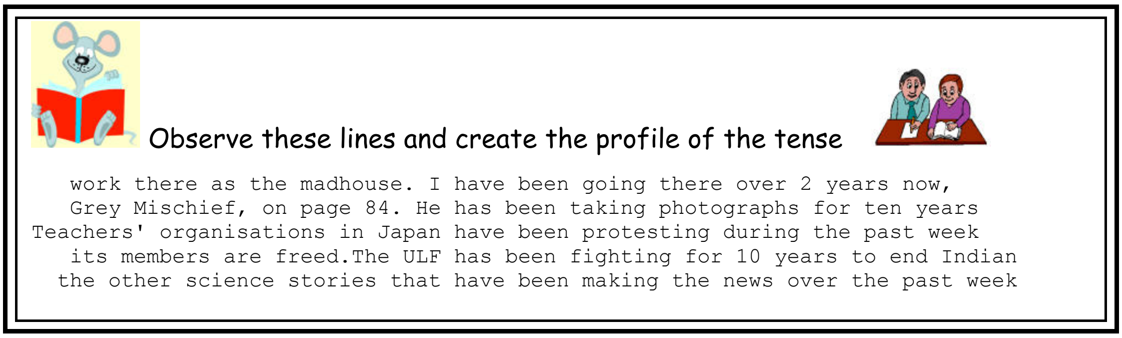
______________________________________________________________________

The second section suggests online access to the BNC, approaching the multiple function of *would rather* and the less complicated structure *had better*. Learners are guided in their research not only in terms of procedure but also in terms of grammar. Their task is narrowed down to time reference and subjectivity giving them clues about what they need to look for exactly. After observing particularly the right context of the keywords and selecting the necessary material, learners are invited to report to class and discuss the outcome of their research (see Appendix 1 Unit 18).

## 6.8 Pair and group work

As already discussed in section 4.3.3, the role of group work is a key element of effective language learning. DDL units provide many opportunities for students to cooperate and perform a task in pairs or small groups. The first attempt appears in the introductory activity of unit 6 with a cartoon image signifying pair-work. Learners need to work in pairs and observe a set of concordance lines deriving from COBUILD in order to create the profile of the tense. This is a familiar procedure, having attempted a similar task in the previous five units individually or as a whole class, and thus students are likely to be prepared to brainstorm and share ideas with their partners (see Figure 6.12).

**Figure 6.12: Extract from Unit 6 of the Main Study**



Observe these lines and create the profile of the tense

```
   work there as the madhouse. I have been going there over 2 years now,
   Grey Mischief, on page 84. He has been taking photographs for ten years
Teachers' organisations in Japan have been protesting during the past week
   its members are freed.The ULF has been fighting for 10 years to end Indian
  the other science stories that have been making the news over the past week
```

The first opportunity to be merged in a group is offered in unit 9 with online access to the COBUILD corpus and then in unit 13 with a corresponding cartoon picture. Students are asked to carry out a rather difficult task of estimating the mode of discourse, spoken or written (see Appendix 1 Unit 13). The cartoon images indicate the type of collaboration required for task completion and their appearance in the units remind learners of the nature of the task in a humorous sense.

## 6.9 Revision sections

As mentioned in 6.5, there are four revision units. In fact, only two appear as revision in the table of contents and the remaining two are ‘in the guise of’ *Reading and Writing* sections. However, all four of them recycle already acquired knowledge and they appear when approximately one quarter of the units is completed.

The two reading and writing sections aim to offer students additional practice on grammar items and to set them thinking about certain issues (see section 6.5). The former consolidates tense and time aspects and the latter a combination of conditionals, passive voice and reported speech based on authentic texts and followed by reading comprehension and open-ended questions. Learners are invited to brainstorm and produce from short answers based on the authentic texts to longer stretches of language, thus appealing to both field-dependent and field-independent type of learners (see 3.6.1).

The two revision sections, on the other hand, present longer samples of conversations deriving from CANCODE (see Appendix 1). The first consists of two conversational extracts and offers practice on all tense and time aspects with a gap-fill activity. The second examines a number of grammar items, such as modals, conditionals, tense and time aspects, and also tests reading comprehension and students’ inference skills. Attention is drawn to spoken grammar and functions of everyday speech, such as topic shift based on shared knowledge. Personal opinion and critical thinking are raised in a series of open ended questions (see Figure 6.13).

**Figure 6.13: Extract from Unit 20 of the Main Study**

1. What surprises the first speaker at the beginning of the conversation?
2. What does the second speaker suggest?
3. What is the second topic of their conversation and what signals the end of the first one?
4. Why should the third speaker switch his/her priorities?
5. Why are they all laughing at the end?
6. In your opinion what is the relationship of these three speakers?
7. If you took part in this conversation, would you agree with all the points they've made?
8. Do you enjoy participating in friendly conversations? Why?
9. Would you like to enter any kind of competition? Which kind?
10. Is laughter considered to be an appropriate reaction in any type of conversations?

## 6.10 Triangulation

As pointed out in 6.4, a combination of different methods of data collection was thought to give a more rounded picture of the participants' attitudes and evaluation of the materials, as well as of the impact of DDL on learning and performance. To this end, classroom observation data (see chapter 8 for analysis of transcripts) was complemented with questionnaires, in order to investigate the students' perceptions of the new method with statements, using an agreement scale, as well as with closed and open-ended questions. As mentioned in 4.3.3, these questionnaires were not scientifically designed in the normal sense, as that would have been somewhat unfair in that they would have placed too much of a burden on participants of this young age group, but were used primarily as prompts for eliciting feedback from the students. Therefore, these informal questionnaires were designed to get students thinking and responding in relation to the new learning experience, rather than providing a statistically reliable set of responses.

The integration of interviews was also considered necessary in order to clarify any possible inaccurate or incomplete responses due to lower proficiency interference, as the questionnaires were completed in the target language, or to elicit attitudes that may not be directly observable through classroom observation or questionnaires. According to Adams et al (2005: 82) ‘some speakers are less at ease in writing and are more likely to feel comfortable answering questions and providing informative details in a conversational setting. Also, speaking to an interviewer is a more authentic L2 task - learners speak to teachers and other proficient speakers regularly, so the interview context, while not a natural conversational setting, may not be as artificial as written questionnaires’. Furthermore, questionnaires and interviews complement one another but also appeal to different types of learners, who may prefer the extra time, privacy and low pressure of the former, or the interactional context and directness of the latter.

The qualitative research was also complemented with quantitative data drawn from the tests, which were not scientifically designed or matched following closely the guidelines of the EFL course and the syllabus, but were meant to produce supportive evidence of the extent to which the students had learnt to understand and use the new, as well as the recycled, input during the experimental period (see 7.4). Therefore, the combination of different sources of data, classroom observation, questionnaires, interviews and tests, was thought to be a good basis for generating insights with regard to the research questions and the ways the method and the materials could be improved.

### 6.10.1 Questionnaires and Interviews

The brief questionnaire that was distributed to the participants prior to the study was analysed focusing on their familiarity with technology (see sections 4.3.3 and 6.5; Appendix 11). Towards the end of the study two more questionnaires were designed, one for each group, in order to evaluate the impact of the materials and method applied.

#### 6.10.1.1 Questionnaire 1

The first questionnaire (see Appendix 12) distributed to the control group consists of 11 statements and questions which can be divided into two broad sections. The first one is based on a Likert scale and includes two parts, and the second one consists of open-ended questions. Part A of section one elicits the learners' attitudes towards studying grammar and preferences for the inductive and/or the deductive approach. Part B aims to explore students' evaluation of the traditional grammar book.

The second section of the questionnaire consists of three open-ended questions inviting learners to comment in detail on the grammatical units and specify their most and least favourite units justifying their answers, while the third question aims to elicit the way they needed their teacher's help throughout the year. The final question suggests the option of approaching grammar through the computer the following year and gives learners the opportunity to choose between the conventional grammar book or computer access, evaluating the effectiveness of the former during the study.

#### 6.10.1.2 Questionnaire 2

The second questionnaire (see Appendix 13) was addressed to the experimental group and elicited the participants' comments on the DDL method and materials. This questionnaire consists of 18 statements and questions and is divided into two sections as well, while the first section also includes two parts. Part A is the same as the corresponding part of the first questionnaire, seeking to identify students' attitudes to grammar and preference for inductive and deductive learning styles. Part B asks students to rate the impact of concordances in the learning process on an agreement scale. The first five statements investigate the participants' experience of concordance-based learning with regard to motivation, inductive approach and overall impression, while the next two seek to evaluate the appropriacy of concordances for certain skilled group of students. The final question suggests accessing online corpora at home in addition to the one hour session per week. The second section (see questions 2, 3 and 4) surveys learners' evaluations of specific DDL units identifying problems, preferences and level of difficulty, whereas the fifth question asks them to evaluate the teacher's contribution. The remaining two questions (see questions 6 and 7) invite them directly to make a choice between DDL and the conventional method and voice their agreement or disagreement with corpus-based learning the following year.

#### 6.10.1.3 One-to-one discussions

Towards the completion of the study, interviews were conducted with all students of both the experimental and control group. After the questionnaires were distributed and completed in class, each student was invited to a one-to-one discussion with the teacher. The interview questions followed the order of questions presented in the questionnaire, aiming at eliciting more feedback from the participants (see section 7.2).

### 6.10.2 The tests

As already mentioned in 4.2.3, the participants were already aware of most of the grammatical patterns and items processed during the year of the study but they were introduced to supplementary grammatical information and exceptions to rules they had already encountered or been taught. Therefore, three tests were designed to examine the degree to which the students had learnt the recycled as well as the new input during the experimental period and to evaluate the impact of the DDL materials and the conventional grammar book on the participants' performance on each individual test. They were not matched tests in the experimental sense as the teaching context meant that they had to be designed based on the demands of the course, according to which each test examines the input processed during the academic term(s), and consequently each test represents a gradual increase of level of difficulty and a cumulative content. One test preceded the empirical study and two tests were taken after the completion of the first and second term, respectively. The tests were common to both groups so that the results were comparable and the types of activities were in line with the framework of the official examinations. So gap-fill and key word transformation were two of the commonest tasks that students were invited to complete, which are analysed in the following sections. The degree to which the nature and delivery of the tests were aligned to the students' curriculum and normal testing procedures was crucial, in so much as a typical empirical setup of pre- and post-test would have created a further layer of testing which would probably have been unproductive and would certainly have been a little unfair in the case of these already pressured adolescent students.

#### 6.10.2.1 The format of the tests

Since all participants had been studying in the same school of English for five years, the final test of the previous year was considered as a general benchmark before the initiation of the DDL study and a good indication of the participants' existing level of proficiency (see Appendix 14). The idea of initiating the study with a test of any kind, such as measuring learning styles or the level of grammatical competence and language ability, was abandoned as it was thought to add undue pressure to the already stressful programme of the participants (see section 4.3.3). Therefore, as a final test of A2 level, the test used summarised all grammar items that were taught throughout the year. It included different types of activities and examined different grammar features separately: multiple choice on tense and time aspects, two exercises of key word transformation on passive voice and conditionals, simple transformation on reported speech, and gap-fill on infinitive and gerund.

The second test, which was taken in December of 2003, is more demanding and includes some additional grammar features which were introduced during the first term. It examines tense and time aspects in three different types of activities, a gap-fill, a choice between two forms and a key word transformation (see Appendix 15). In the gap-fill activity the students were invited to complete the sentences by putting the verbs in brackets into the appropriate form. Two gaps are presented in four out of eight instances, which require a more complicated train of thought in order to reconstruct the context and work out the answer (see activity A number 1, 2, 3, and 5). The Past Perfect Progressive aspect is incorporated into the first two activities, which also appears in the initial test but only as a distractor and not as the appropriate choice (activity A number 4). There are further additions and more attention to advanced functions in the second test, such as the use of Simple Past for repeated past actions and the use of Present Progressive to express undesirability (see activity B number 4, 6, and 10). Furthermore, the three similar structures, *I haven't…*, *The last time…* and *It's (been)… since*, which express 'absence of action' as is presented in the Greek grammar books, were introduced in the first term of B1 level and are therefore included in the test (see activity C number 5 and 6). The participants were expected to rephrase the initial sentence without upsetting its meaning by using the given key word of one of the synonymous expressions in two to five words. Adverbial clauses of result with *so*, *such*, *too* and *enough* were introduced in the coursebook and are therefore presented in the grammar section of the test (see activity C number 2, 3 and 4).

At the end of the second term the participants took the third test on most of the grammatical items which were processed throughout the two terms (see Appendix 16). The first activity is a gap-fill which again recycles tense and aspect, including two instances with two gaps (see activity A number 2 and 4). The second one is a key word transformation which was based on passive voice, reported speech, conditionals and causative form. The students were expected to rephrase items accordingly within the word limit using the provided key word. Therefore, this activity requires not only good knowledge of the patterns examined but also good judgement of which pattern was examined in each sentence, whereas in the first test each grammatical item is examined separately.

Causative form is added to this test, as it is not presented until B1 level due to its absence from the Greek grammar (see Activity B number 7 and 10). An example of conditional clause introduced with *if only* also requires recall of its reference to an unreal condition and its structure with future-in-the-past reference or ‘unreal past’, a term used in the Greek grammar books (see Activity B number 4). Completing the second conditional sentence with the subjunctive form *were* used in formal contexts is also included (see Activity B number 9). The participants were also tested on reporting a yes/no question using *whether* with a declarative clause structure instead of the common *if* and needed to recall that they can both be used with no change in meaning (see Activity B number 8). The last activity is an example of error correction examining time aspects and conditionals and also includes an example of the expression *if only* and the temporal conjunction *as soon as* (see Activity B number 5 and 7).

All the tests are relatively brief but concise, as a vocabulary section is also included in the examination based on the content of the main coursebook. The learners were to complete all three pages of both sections in one hour and a half and overloading them with a large number of activities was thought to be stressful and consequently counterproductive. However, the grammar section of the first test is relatively long as it examines each grammar aspect separately and includes five activities instead of three, which is the case in the following tests. No attempt is made to combine different grammatical features in one activity before B1 level, as learners are not experienced enough. However, at B1 level students are expected to ‘take off’ in their learning and are involved in more advanced input and more complex activities.

## 6.11 Conclusion

This chapter has given a detailed description of the DDL materials and the parameters that were taken into consideration while designing them. The nature of the data and tasks was varied in order to maintain the participants' motivation, satisfy the needs of different types of learners and ease their way through the new materials. To this end, authentic non-concordance-based texts were used at some points, while full concordances were the input of most activities in the first units moving gradually to KWIC concordance format. Conversational extracts from CANCODE also offered insights into spoken discourse and grammar.

In the process of data collection, the triangulation of data was considered necessary, through questionnaires, interviews, tests, as well as classroom observation, in order to ensure a more rounded evaluation of the materials and method. The next chapter sets out the participants' attitudes to DDL and performances in tests.

# 7 Materials Evaluation and Test results

## 7.1 Introduction

The qualitative data drawn from questionnaires and interviews supplemented with the analysis of test performances of both groups are presented and compared in this chapter. The triangulation of data offers an insight into the question of DDL effectiveness in relation to the teaching and learning of the new and recycled grammar input processed during the study and the degree of motivation to learn grammar when involved in DDL. The accounts, reports and performances of the participants of both groups are compared in order to estimate the impact of both the traditional and innovative methods.

## 7.2 Evaluating materials

As mentioned in section 6.10.1, two types of informal questionnaires were distributed to both groups towards the end of the experiment followed by one-to-one interviews (see Appendices 12, 13 and 17, 18). The following two sections present the participants' opinions and preferences selected from the questionnaires and transcribed from the interviews in an attempt to estimate the effectiveness of the materials. During the interviews the teacher-interviewer elaborates on the students' choices and written answers provided in the questionnaires in order to elicit more feedback.

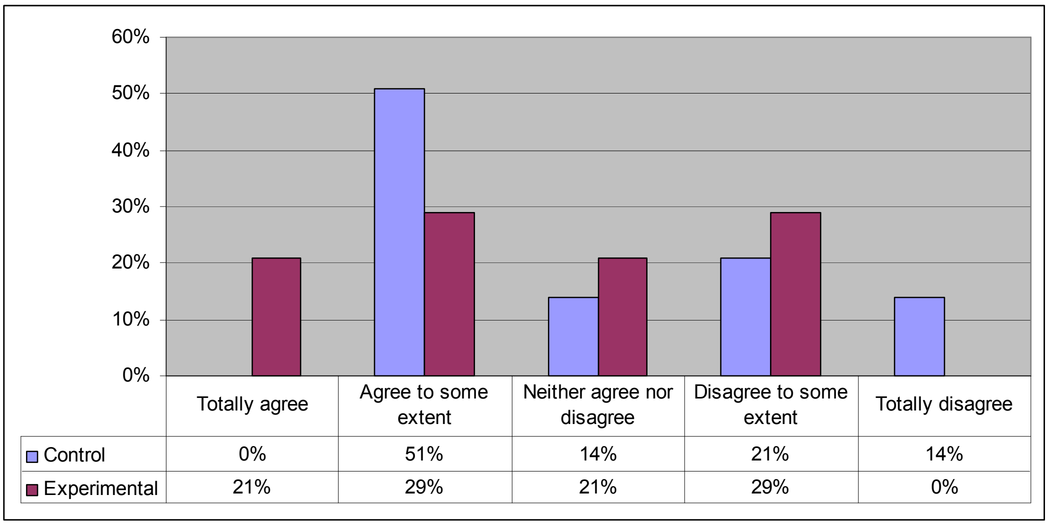
The students' evaluation of materials and methods are presented in segments following the structure of the questionnaire and interchangeably between the control and experimental groups, with the exception of the first section which is common to both groups. Their preferences are displayed in graphs followed by written quotes from the questionnaires or/and extracts from the interviews. The following abbreviations are used: CG stands for control group and EG for experimental group; H stands for High scorer (who achieve from 70 points out of 100 and above), M for Medium (who achieve between 50 and 69 points) and L for Low (who achieve from 49 points and below), while S represents each student with a unique identifier number, which is assigned alphabetically according to the initial of their last name. The extracts are as spoken without any correction of grammatical or lexical infelicities (see Appendices 19 and 20 for further transcription conventions).

### 7.2.1 Attitudes towards grammar and preferred methods of learning

Both questionnaires are divided into two sections and consist of statements using a 5-point Likert scale as well as open-ended questions. The first section includes two parts eliciting opinions. Part A is common to both groups and investigates students' attitudes towards grammar and their preference for an inductive or/and a deductive approach (see Figures 7.1 to 7.4). Part B invites each group separately to assess their learning experience (see sections 7.2.2 and 7.2.3).

The first statement of Part A of both questionnaires asks students to rate their attitude towards grammar seeking to investigate the degree of motivation for learning grammar after the completion of the study (see Figure 7.1). The distribution of ratings is shown in percentages.

**Figure 7.1: Statement 1:** ***I enjoy studying grammar***



| | Totally agree | Agree to some extent | Neither agree nor disagree | Disagree to some extent | Totally disagree |
|---|---|---|---|---|---|
| ▨ Control | 0% | 51% | 14% | 21% | 14% |
| ■ Experimental | 21% | 29% | 21% | 29% | 0% |

The dispersion of ratings shown in the figure suggests that some participants found studying grammar enjoyable, while others were not fond of it. Closer observation of the choices of the experimental group shows that there was no complete rejection of grammar but only to some extent, while a few students of the experimental group totally agreed with the statement. The majority of the participants of the control group agreed to a certain degree, while approximately one third of the class disagreed either totally or to some extent. The students of the control group that chose mostly rank 1 and 2 (totally disagree and disagree to some extent) simply admitted during the interview that grammar is complicated and difficult and most of the time they cannot comprehend it. The rest of the students made some interesting observations, when asked during the interview why they enjoy studying grammar (see Extracts 7.1 to 7.4).

**Extract 7.1**

MS1 CG: It help me to understand tenses to do my homework better

**Extract 7.2**

HS6 CG: Because I can learn the language very analytically.

**Extract 7.3**

HS8 CG: I believe that grammar is part of a language but a little bit more important is the vocabulary.

**Extract 7.4**

HS11 CG: When I have the time I study grammar so that I can solve exercises you give.

S1 and S11, a medium and a high scorer respectively, believed that knowledge of grammar helped them complete their homework, while S6 and S8, who happened to fall in the high scorers' category, seemed to have realized the contribution of grammar in the study of the target language, although the latter gave priority to vocabulary. Similarly, four students of the experimental group expressed either their approval or disapproval of studying grammar, justifying their choice on the agreement scale of the questionnaire (see Extracts 7.5 to 7.8).

**Extract 7.5**

MS2 EG: I don't know why…but I don't like it very much.
T: Is it difficult?
MS2 EG: A little.

**Extract 7.6**

HS8 EG: Because…it help to…learn English very much.

**Extract 7.7**

T: Why don't you like grammar?
LS9 EG: It is very difficult.
T: Is it interesting at all?
LS9 EG: Yes…ehm…but sometimes it's boring

**Extract 7.8**

MS14 EG: Because I I'd never stay to learn it…
T: You mean you don't try?
MS14 EG: I try but I don't take it seriously

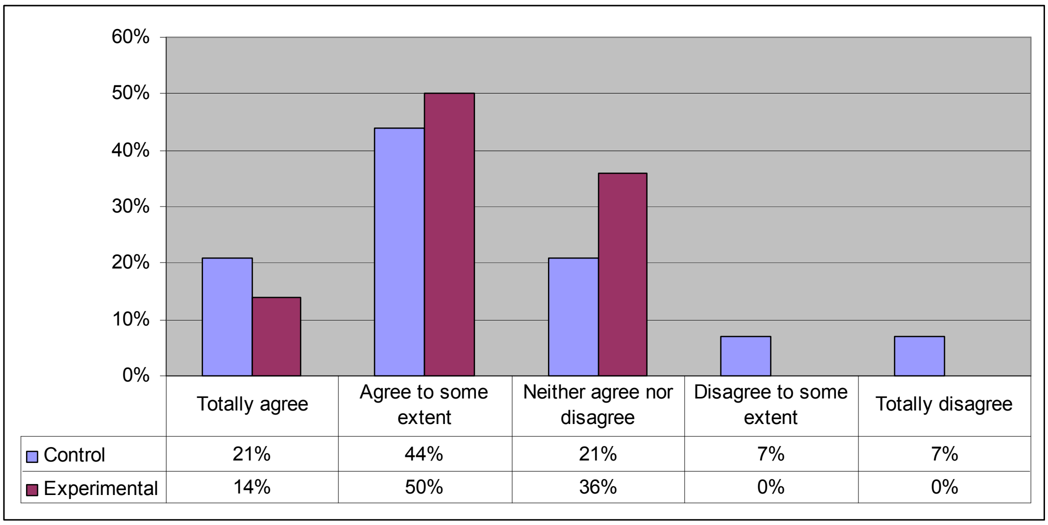
The replies of the students came as a surprise mainly because their performance on grammar was satisfactory. With the exception of student 8, who valued the effectiveness of grammar acquisition in the process of language learning, the rest of the learners simply rejected it. Student 2, prompted by the interviewer's question, agreed that grammar is a little difficult, although he could not support his opinion initially. Student 9, a low scorer, found it very difficult as well as boring, while student 14 stated directly that he never believed studying grammar was a serious matter and lacked interest. Furthermore, some of the learners that selected rank 2 or 3 (disagree to some extent and neither agree nor disagree) pointed out that grammar is very difficult, while some others were reduced to a smile expressing their disagreement or embarrassment, as shown in the following extract (see Extract 7.9):

**Extract 7.9**

T: So do you enjoy studying grammar?
MS11: ehm <chuckles> so and so

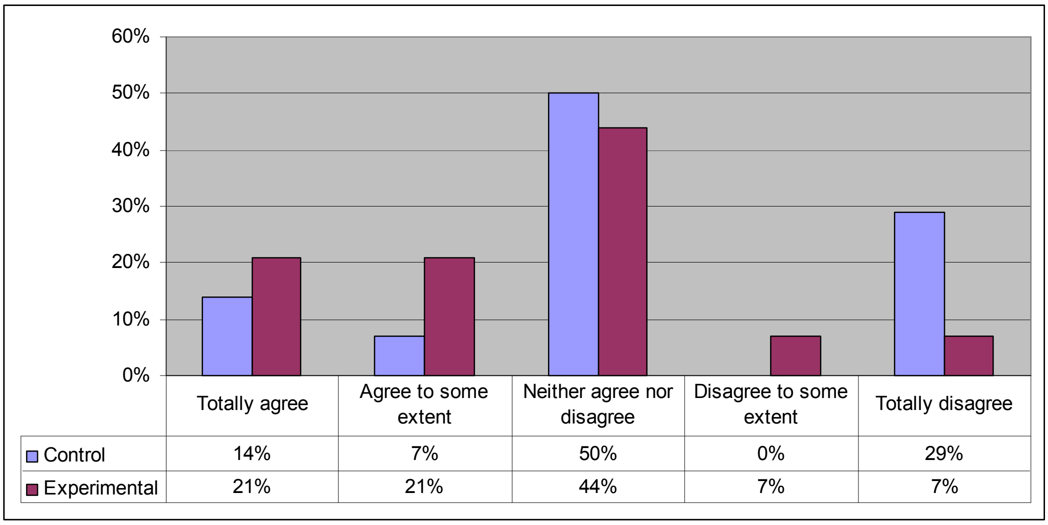
In addition, the participants of both groups felt more comfortable with the deductive approach rather than the inductive method (see Figures 7.2 and 7.3), although the majority of the students expressed their preference for the combination of the two (see Figure 7.4).

**Figure 7.2: Statement 2:** ***The teacher should provide the grammar rules***



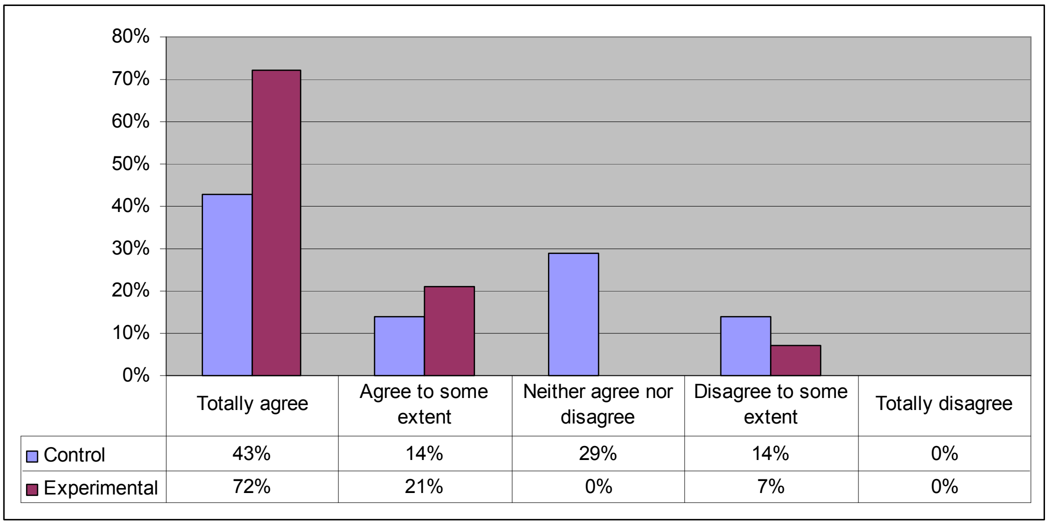
| | Totally agree | Agree to some extent | Neither agree nor disagree | Disagree to some extent | Totally disagree |
|---|---|---|---|---|---|
| ▫ Control | 21% | 44% | 21% | 7% | 7% |
| ▪ Experimental | 14% | 50% | 36% | 0% | 0% |

**Figure 7.3: Statement 3*****: The students can discover the rules from examples on their own***



| | Totally agree | Agree to some extent | Neither agree nor disagree | Disagree to some extent | Totally disagree |
|---|---|---|---|---|---|
| ▫ Control | 14% | 7% | 50% | 0% | 29% |
| ▪ Experimental | 21% | 21% | 44% | 7% | 7% |

**Figure 7.4: Statement 4:** ***The students can discover the rules from examples with their teacher's help***



| | Totally agree | Agree to some extent | Neither agree nor disagree | Disagree to some extent | Totally disagree |
|---|---|---|---|---|---|
| ▫ Control | 43% | 14% | 29% | 14% | 0% |
| ▪ Experimental | 72% | 21% | 0% | 7% | 0% |

A logical explanation for their preference of the combination of the two approaches is that they were adolescent learners who lacked the experience and confidence to explore the complicated paths of grammar on their own and thus needed the teacher's guidance. It could also have to do with their general educational experience, which brings them up to expect that teachers teach them things rather than them learning independently. In addition, the following three extracts of one-to-one discussions with students of the control group (Extracts 7.10, 7.11 and 7.12) voice some of the reasons that led to preference for the deductive approach; the remaining two (Extracts 7.13 and 7.14) explain the reasons in favour of the combination of the two methods.

**Extract 7.10**

T: You think that the teacher should provide the rules and ehm not find the rules on your own. Why?
HS9 CG: Because maybe sometimes I don't understand some words and I think that's…ehm it's better…
T: to have the teacher explain these words?
HS9 CG: Yes

**Extract 7.11**

HS11 CG: …because the teacher could explain with more words…

**Extract 7.12**

MS12 CG: Teachers…must tell us…the rules…and at home we should study them.

Although student 9 and 11 are high scorers, the sense of insecurity is obvious. The former admits having difficulty in dealing with unknown words on her own, when approaching grammar, and the latter stresses the importance of teacher's guidance and the need for further explanation. Medium scorer student 12 seems to have fixed ideas about the method of learning grammar. On the other hand, the two following extracts include the learners' preference for a blended methodology; in other words, having the teacher figure as a 'supplement' to the traditional grammar book (see Extracts 7.13 and 7.14).

**Extract 7.13**

HS1 CG: No they must work together so that the students may understand better

**Extract 7.14**

HS8 CG: I think that the teacher and the students can have a good relationship between of them.
T: Right…when I for example write examples on the board and I tell you just to be careful with this part of the sentence so you can concentrate on that and work out the rules on your own…was that better?
HS8 CG: <pause>
T: Rather than just giving you the rules?
HS8 CG: I think that it's better because they are not examples from the book and we have the chance to see another one.

The experimental group provided similar answers and made an effort to explain the advantages of combining both the inductive and deductive approach, which can be seen in the following extracts (see Extracts 7.15 to 7.18):

**Extract 7.15**

HS3 EG: ehm…I think we can find them (*refers to grammar rules*) but I think…you must help us a little.

**Extract 7.16**

HS5 EG: I think…the teacher must say the rules…and…ehm…the students must find them on their own
T: ah so both of them.
HS5 EG: No sometimes…

**Extract 7.17**

HS6 EG: Both of them because I think that the teacher should tell them to find them on their own and then to to tell them…
T: And then to discuss the rules at the end
HS6 EG: Yes

**Extract 7.18**

MS14 EG: I want to work together because if we work together I'll remember it.

The students' ratings and qualitative comments corroborate the rigid and teacher-fronted character of the Greek educational system on the one hand and bring forward the issue of age restriction on the other. Furthermore, given the limited time frame of the study, it could be too much to expect learners to change their learning habits so drastically and become completely autonomous. And yet, the students' preference for a combination of the deductive and inductive approach can possibly be regarded as a step closer to the intended result, given the prominent deductive nature of their previous learning experience. The learners, and particularly the participants of the experimental group who experienced more opportunities of induction throughout the study, may have enjoyed seizing the initiative at some points but were understandably not ready to take full control of their learning yet.

### 7.2.2 Evaluating the grammar book

In the second part of the questionnaire, the participants of the control group were asked to rate the effectiveness of the grammar book in three brief statements (see Figures 7.5, 7.6 and 7.7)

**Figure 7.5: Questionnaire 1 Part B Statement 1:** ***The grammar book helped me to learn the rules***

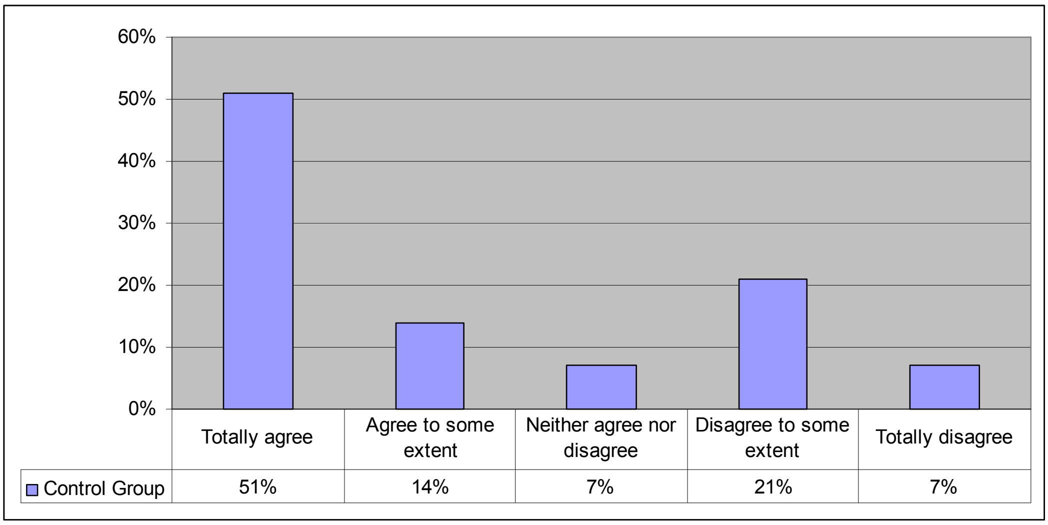


**Figure 7.6: Questionnaire 1 Part B Statement 2:** ***The grammar book is a good way of learning a language***

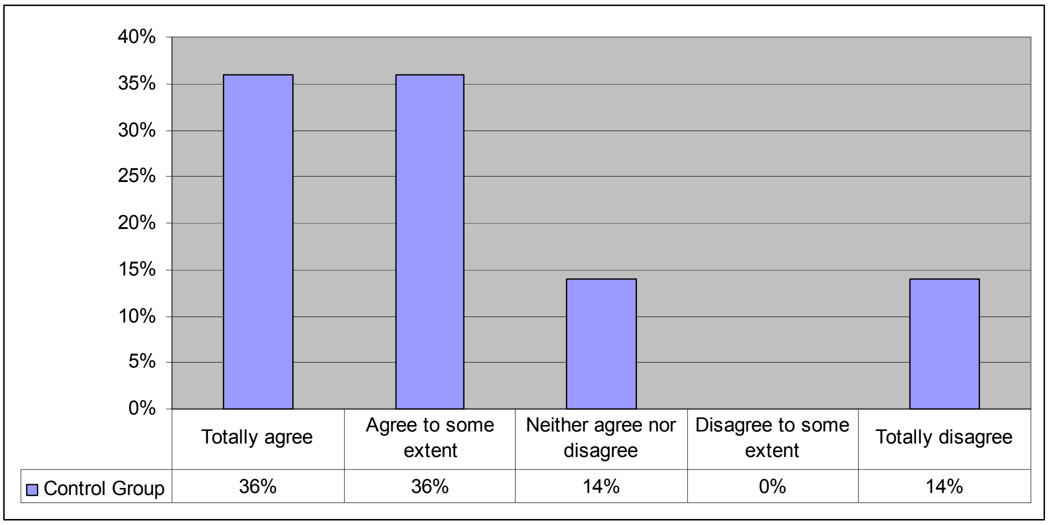
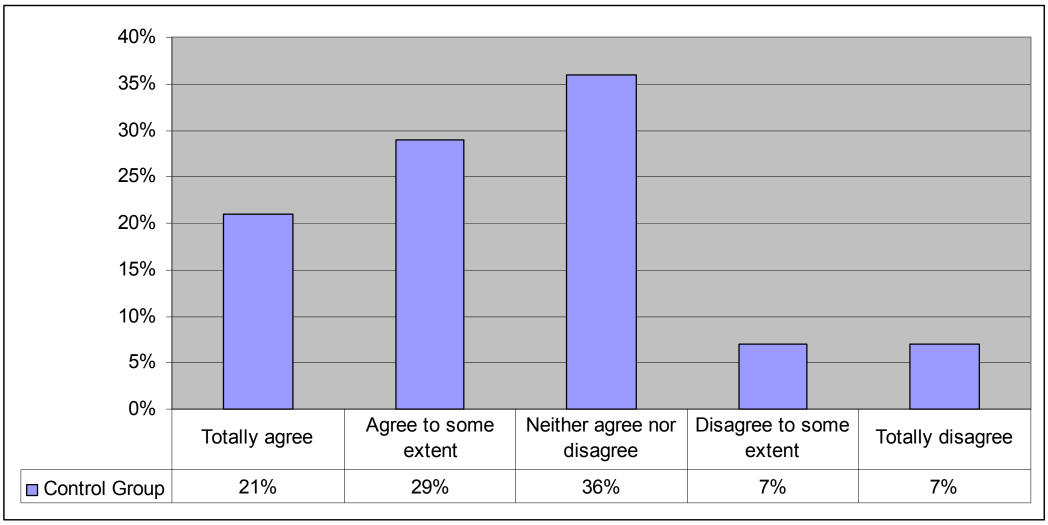


**Figure 7.7: Questionnaire 1 Part B Statement 3:** ***I enjoyed the exercises provided in the book***



The facts suggest that the majority of learners believed in learning grammar through a traditional book (see statement 1) and that it is a good method of learning (see statement 2), although fewer students totally agreed with the latter, as well as with the statement that the exercises were interesting and enjoyable (see statement 3). A possible explanation for this discrepancy may be that since the only available way of approaching L2 grammar was through a conventional book, learners naturally identified its usefulness, despite the fact that they were not all particularly fond of the types of activities, a fact that became more explicit during the interviews (see Extracts 7.19, 7.20, 7.21, 7.22).

**Extract 7.19**

T: So the grammar book helped you learn the rules and it is a good way to learn a language…ehm ehm… in what way did it help you learn?
MS1 CG: ehm the rules are everything…
T: The rules are provided. Do you go back and read the rules again?
MS1 CG: Yes I revise them…
T: mm-hmm
MS1 CG: So…I can remember them
T: mm-hmm but sometimes you didn't enjoy all the exercises did you?
MS1 CG: No
T: Which ones don't you like?
MS1 CG: I don't like error correction

T: You don't like error correction?
MS1 CG: No
T: Do you like key word transformation?
MS1 CG: Yes very much.
T: It's like a game to you?
MS1 CG: Yes
T: What about these isolated sentences?
MS1 CG: They are not difficult they are easy.
T: So do you find them interesting or boring?
MS1 CG: Interesting

**Extract 7.20**

T: Ok and the grammar book helped you learn the rules and it's a good way of learning. Do you feel better when you have a book in front of you?
HS6 CG: Yes
T: Why?
HS6 CG: Because I can read them and learn them I don't know I don't want to sometimes my teacher gives me exercises I don't want to…
T: Just do the exercises.
HS6 CG: Yeah
T: You need to study the rules first.
HS6 CG: To understand them+
T: ⌊Do you ever go back?
HS6 CG: +so I can speak, listen and…
T: mm-hmm right do you go back and revise rules?
HS6 CG: Sorry?
T: Do you revise rules? Do you read them again?
HS6 CG: Yes when I have leisure time I do that.
T: **Ah** in your leisure time you study grammar <chuckles>
HS6 CG: Yeah <chuckles>
T: That's nice
HS6 CG: Sometimes sometimes.
T: Right but you don't really like the exercises.
HS6 CG: No
T: What don't you like? Key word transformation? Error correction?
HS6 CG: Yeah I don't like them.
T: Why?
HS6 CG: ehm… general I don't like exercises I like reading

**Extract 7.21**

T: ehm…ok…ehm… did the grammar book help you learn the rules and did you think it's a good way of learning?
HS10 CG: Of course
T: Why?
HS10 CG: Because it has many rules and it gives you the rules very good
T: Yes ehm…did you ever go back and read the rules again?
HS10 CG: Of course
T: So it's good to revise the rules
HS10 CG: Yes

T: Do you think the examples were enough?
HS10 CG: Yeah I think so.
T: Ok but you don't like exercises do you? Which exercises don't you like? The key word transformation?
HS10: No I like this
T: What then the error correction?
HS10: No I don't like it
T: Why?
HS10: It's stupid to find errors

**Extract 7.22**

T: uh-huh <pause> right…ehm…so you like…the grammar has helped you and you think it's a good way of learning but some…you didn't like some exercises in the book.
MS12 CG: Yes
T: Like…
MS12 CG: Key word transformation
T: Why don't you like this one?
MS12 CG: Because we have to complete the sentences with five words
T: I see you don't like the limits.
MS12 CG: Yes teacher it's very difficult.

The learners' fondness of the grammar book is once more emphasized. They acknowledged it as the approved way of learning and revising grammar rules, but each of them challenged different types of exercises due to lack of interest or level of difficulty, while high scorer 6 rejected all kinds of practice and expressed her preference for focusing on theory exclusively. On the other hand, another high scorer approved of the automated exercise of putting fragmentary words in a complete sentence using the correct type of tense and identified its function in a well supported argument (see Extract 7.23).

**Extract 7.23**

HS8 CG: I think that every type of exercise is the same one. Maybe with the mechanical exercises we can learn the rules and when we learn them then we can do something more complicated.

### 7.2.3. Evaluating the DDL materials

Similarly, the participants of the experimental group were invited to rate the effectiveness of the DDL units and use of concordances on an agreement scale, (see Figures 7.8 to 7.12).

**Figure 7.8: Questionnaire 2 Part B Statement 1:** ***The concordances helped me to learn***

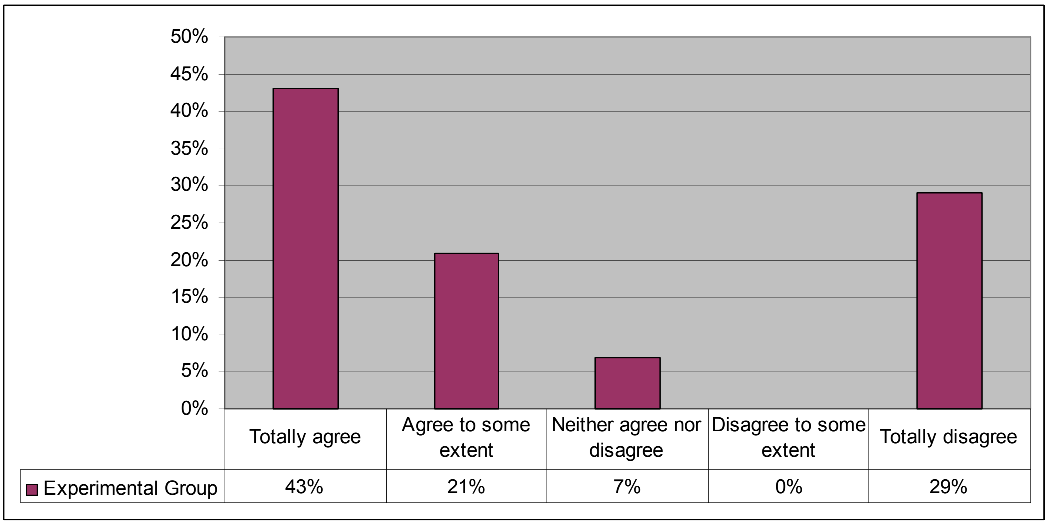


**Figure 7.9: Questionnaire 2 Part B Statement 2:** ***The concordances motivated me to want to do more grammar***

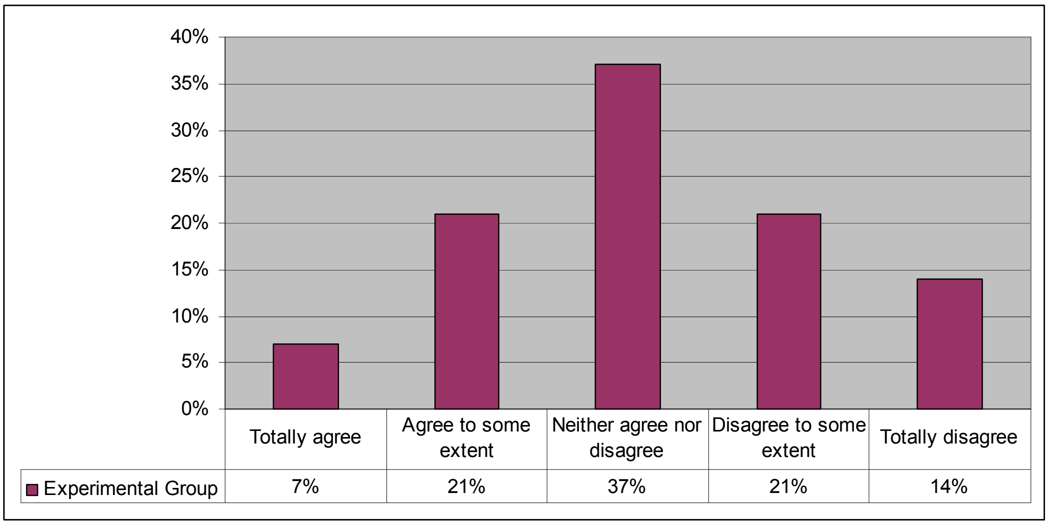


Figure 7.10: Questionnaire 2 Part B Statement 3: *The concordances helped me to find the rules on my own*

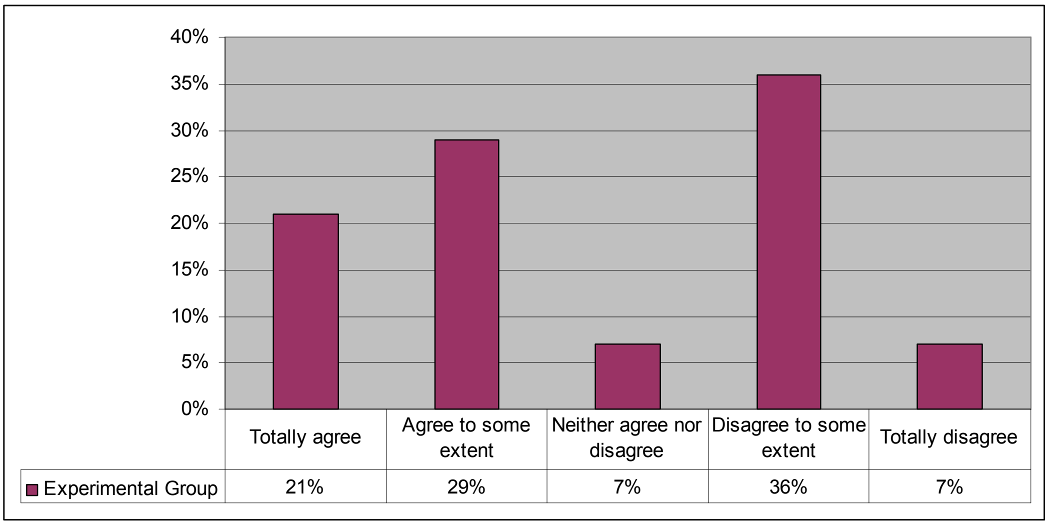


Figure 7.11: Questionnaire 2 Part B Statement 4: *The concordances were easy to learn and understand*

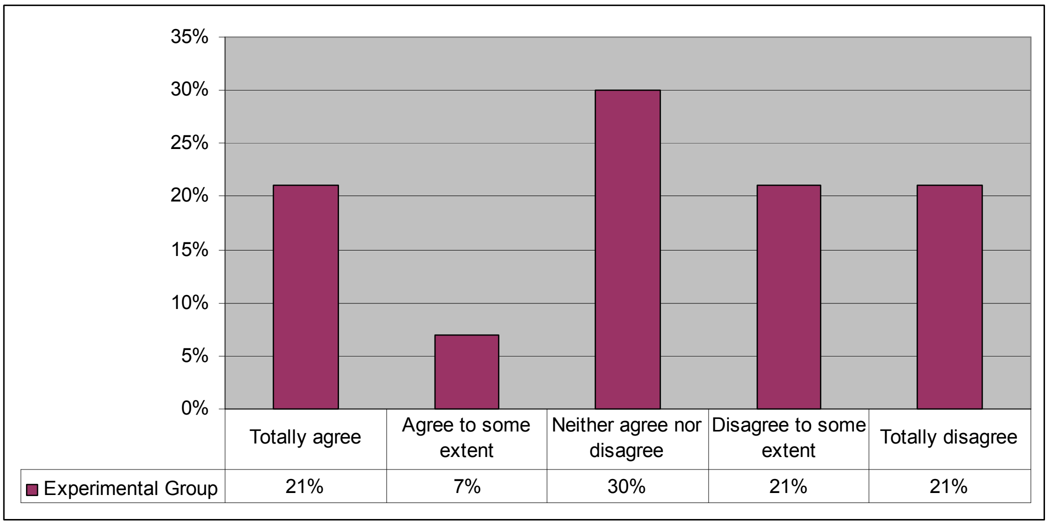
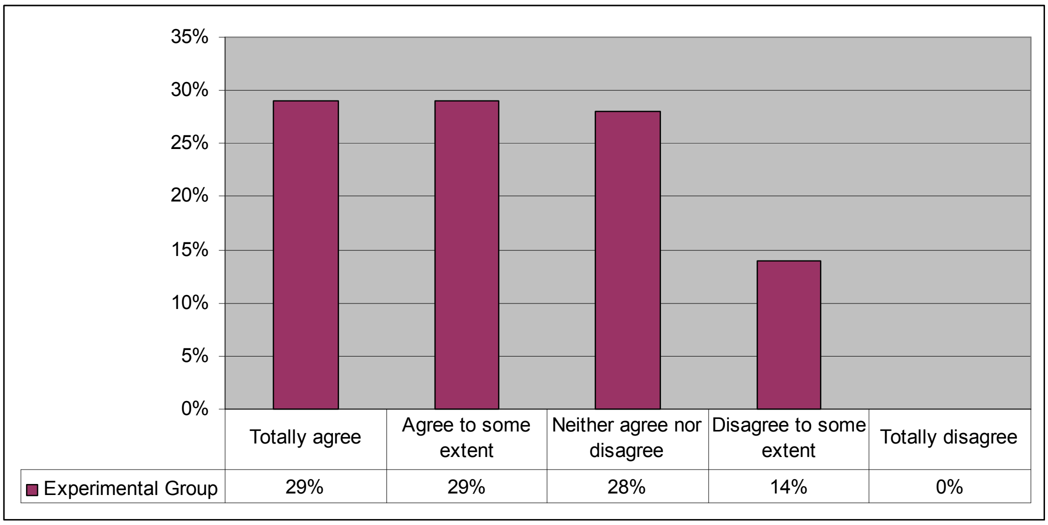


**Figure 7.12: Questionnaire 2 Part B Statement 5:** ***The concordances are a good way of learning a language***



It is obvious that the participants had difficulty in accepting the new methodology but an interesting intra-group discrepancy is observed. Most students acknowledged either totally or to a certain extent the contribution of corpora to the learning process and yet some students totally disagreed (see Figure 7.8). However, fewer participants agreed that DDL units motivated them to study grammar further, while rank 3 received the highest percentage revealing their indecision and uncertainty (see Figure 7.9). Similarly, half of the students admitted that they managed to enhance their inductive skills and yet a considerable number of students had a different opinion (see Figure 7.10). There were also opposing views with regard to the level of difficulty of the format and content of concordances (see Figure 7.11) and their impact on the process of language learning (see Figure 7.12), depending on how well they copied with the new input. The following extracts are taken from the students' written responses to the open-ended question of the second section of the questionnaire regarding the difficulties that arose when dealing with concordances (see Written Extracts 7.1, 7.2 and 7.3).

**Written Extract 7.1**

HS8 EG: The problems were that some sentences are not complete and sometimes I can't understand.

**Written Extract 7.2**

HS5 EG: They were difficult and hard to understand.

**Written Extract 7.3**

HS3 EG: Sometimes I didn't understand what the sentence meant.

The interviews urged the participants to give more details about the problems they had to deal with when observing the new input and the outcome of the one-to-one discussions concerned not only the appearance of concordances but the complexity of vocabulary as well (see Extracts 7.24 to 7.29).

**Extract 7.24**

T: Did you find the activities I gave you difficult?
HS3 EG: Yes some of them.
T: What made them difficult?
HS3 EG: Sometimes I don't understand the sentences
T: Why?
HS3 EG: Because…there were more…unusual words.

**Extract 7.25**

T: Right ok so did you enjoy the way we did it this year?
HS6 EG: Yes I enjoyed it.
T: Did you like it?
HS6 EG: Yes
T: Did you find it difficult?
HS6 EG: ehm…no…sometimes…a little…no
T: So the concordances actually helped you to learn
HS6 EG: Yes
T: And motivated you more ok ehm…they helped you find the rules right. Sometimes they were easy sometimes they were difficult. What was so difficult to understand?
HS6 EG: ehm…I find it difficult because they are…they are…they are not complete.
T: Yes
HS6 EG: And sometimes we do not understand what they mean

**Extract 7.26**

T: What is it so difficult at some points?
LS9 EG: ehm…the words because…
T: Yeah?
LS9 EG: Because they are difficult sometimes and…
T: Unknown words right.

**Extract 7.27**

HS10 EG: If we don't know if I don't know one word I can ask you but if I don't understand what it all means…
T: You mean the context?
HS10 EG: Yes
T: <pause> although I may give you the meaning of the unknown words you still have difficulty
HS10 EG: Yes sometimes
T: So do you prefer to have a grammar book?
HS10 EG: Yes
T: Why is that?
HS10 EG: Because…ehm…it…it shows us the rules…and sometimes it has got translation…so we can…
T: Understand it better
HS10 EG: Understand it better and ehm…it is difficult+
T: ⌊To find your way on your own⌋
HS10 EG: +and it is difficult without… ehm…examples

**Extract 7.28**

T: Did you find the exercises I gave you difficult?
MS11 EG: Yes because sometimes I didn't understand…
T: You didn't understand what?
MS11 EG: The sentences
T: So you didn't like half sentences you prefer complete sentences.
MS11 EG: Yes and I didn't unders I didn't… I have many unknown words.

**Extract 7.29**

T: Did you find the exercises I gave you difficult?
HS13 EG: ahm…some of them
T: What made them so difficult?
HS13 EG: Some words that…we didn't know them.
T: If I give you the meanings of the words could you do the exercise?
HS13 EG: Yes I think I can do it.
T: But can't you ignore these unknown words?
HS13 EG: No
T: You cannot understand the sentence you need to know the meaning of the
HS13 EG: ⌊Because if I don't know the words I cannot understand the meaning⌋
T: What about the context?
HS13 EG: **ah**…sometimes
T: It depends on the sentence
HS13 EG: Yes

All the extracts above reveal the learners' weakness with coping with unfamiliar vocabulary and incomplete context. The latter is naturally a great obstacle that can be overcome with long exposure to the particular type of data. The former requires experience too and although the six years of language study would have been considered as an adequate stretch of time, yet the participants probably lacked the cognitive maturity to decode the meaning of the concordances from the context. An interesting comment is made by student 10 who, although a high scorer, admitted her preference for the grammar book as it includes examples and provides rules often translated in her mother tongue.

One further interesting picture emerges from the students' ratings for the appropriate target group for concordance use. Despite the difficulties that the participants had, they mostly believed that concordances are not for exceptional students and are accessible to everyone independently of their competence (see Figures 7.13 and 7.14). They nonetheless did not appear to be particularly willing to explore concordances at home on the Internet, if they had the opportunity (see Figure 7.15).

**Figure 7.13: Questionnaire 2 Part B Statement 6:** ***The concordances are appropriate for clever students only***

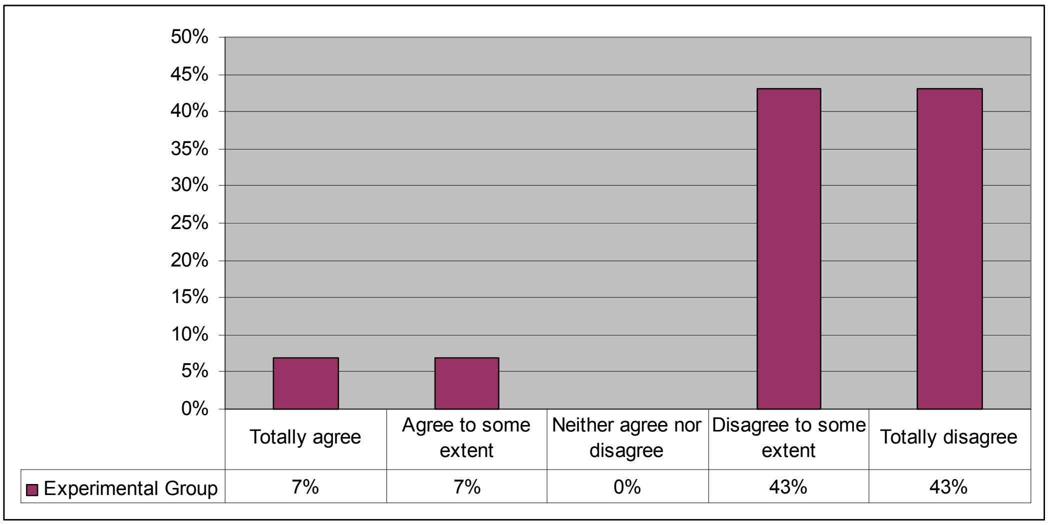


**Figure 7.14: Questionnaire 2 Part B Statement 7:** ***The concordances are appropriate for advanced level only***

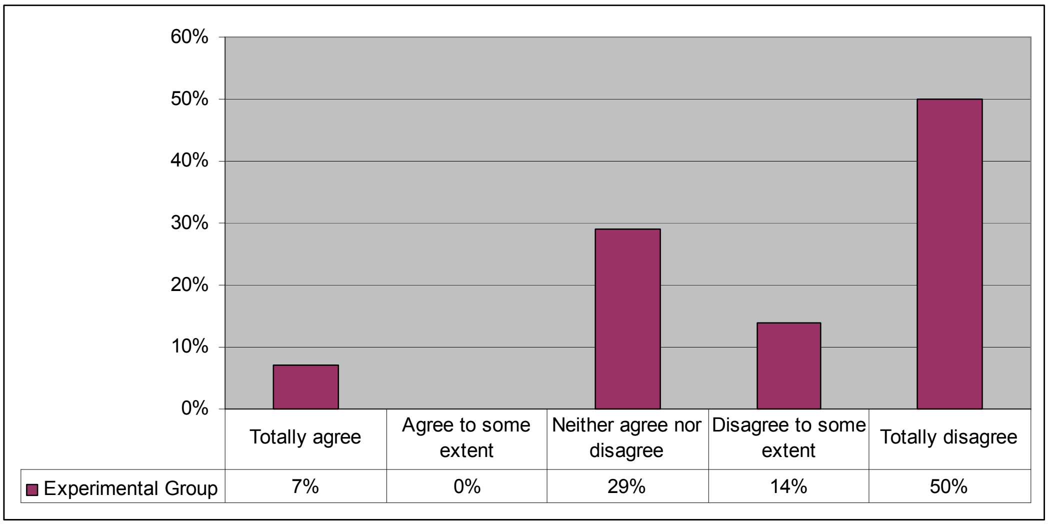
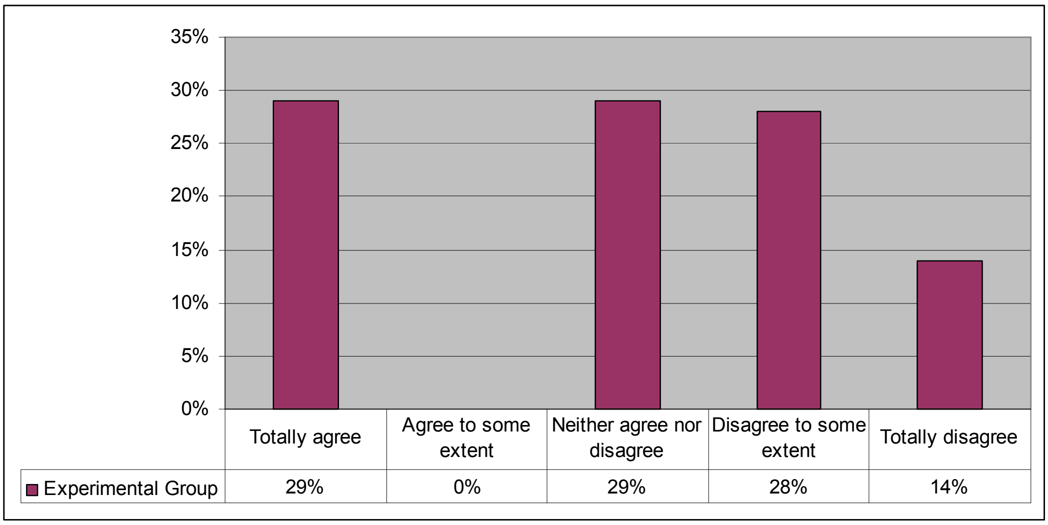


**Figure 7.15: Questionnaire 2 Part B Statement 8:** ***I would like to explore concordances at home on the Internet***



The students' ratings and comments in part B of the questionnaire suggest that the learning habits did not change radically with the new corpus-based experience, but rather that students started getting a 'feel' for the new learning methodology and its potential as well as its difficulties. The intra-group discrepancy in the dispersion of ratings may also carry an implication for different levels of language ability as well as different learning styles and the way they affected the students' response to the new method, though this cannot be proven definitively. The analysis of their extended answers in the questionnaire will throw more light on their opinion of DDL (see 7.2.5).

### 7.2.4 Close observation of grammatical units

The second section of both questionnaires involved mainly open-ended questions eliciting more detailed evaluation of materials. The participants of the control group were asked to specify the units that they found interesting as well as those that were difficult (see Appendix 12 questions 2 and 3). The students made a distinction among the grammar items but, as a satisfactory level of reasoning behind their choices was often lacking, they were prompted with more questions during the one-to-one discussions. The following extracts are a combination of their written answers and additional comments, shown in italics, which were recorded during the interviews (see Written Statements and Interview Extracts 7.1 to 7.7).

**Written statement and Interview Extract 7.1**

Grammatical unit which I enjoy mostly is Passive Voice

*MS1 CG: I don't know. I think it's easy…*

Grammatical unit I find difficult: causative form

*MS1 CG: It is very difficult. I couldn't understand it from the beginning*
*T: Why do you think this is? Why don't you understand it?*
*MS1 CG: ehm…I don't know because…*
*T: Maybe*
*MS1 CG: ⌊ I can't remember what which+ ⌋*
*T: ⌊which goes ⌋*
*MS1 CG: + which goes first and after.*

**Written statement and Interview Extract 7.2**

Tenses, because they are easy

*LS4 CG: …ehm…I…sometimes it's difficult but this year I understand them…*
*T: better?*
*LS4 CG: Yeah*
*T: What about some common time expressions that they have? Is this confusing?*
*LS4 CG: Yes this is confusing. But after doing them every year…*

Causative form because it's too difficult.
*LS4 CG: Because…the…verb have*

**Written statement and Interview Extract 7.3**

I enjoyed the causative form and the modals because I like them very much from all other. Also these are more easier

*HS9 CG: And because I didn't confuse it with the Greek*

Passive Voice. I don't know this I find very difficult from the beginning.

*HS9 CG: I confuse it very much and I don't remember the tenses*

### Written statement and Interview Extract 7.4

I enjoyed conditionals and verb units because they are too easy for me to understand.

*T: So you find tenses easy? Don't you confuse them?*
*HS6 CG: ehm…a bit with the future tenses.*
*T: Future tenses.*
*HS6 CG: Yes because they have the same…*
*T: Expressions?*
*HS6 CG: Yes time expressions*
*T: mm so they are confusing*
*HS6 CG: But I like them. I like the quizzes*
*T: The quiz that includes all tenses?*
*HS6 CG: Yes*

I find difficult reported speech and causative form because sometimes I don't understand.

*T: Why didn't you understand reported speech? It was difficult?*
*HS6 CG: I don't understand them because I have never read them…so if you haven't read them I don't know how…*
*T: So you didn't have enough time to read about reported speech*
*HS6 CG: And I was bored sometimes*

### Written statement and Interview Extract 7.5

I most liked 16th unit because I like studying modals

*HS11 CG: ehm…I like first of all the rules they have and…the exercises…the exercises and…that each modal verb has a lot of meanings*

I found difficult Causative form unit because I couldn't understand it.

*HS11 CG: Because it doesn't exist in the Greek language so it is a bit difficult*

### Written statement and Interview Extract 7.6

I really enjoy the units of Reported Speech and Conditionals.

*HS8 CG: Because personally I think that tenses are very easy. When you learn it once…um then you can remember them maybe um…years later*
*T: You are talking about tenses or reported speech? Sorry*
*HS8 CG: Reported Speech*
*T: Reported Speech right…ok and conditionals?*
*HS8 CG: You learn the three types and that's it*

I sometimes find difficult the unit of Passive Voice

*HS8 CG: Because I think it's difficult*
*T: You can't learn the table of verb be?*
*HS8 CG:* ***No no not*** *that but it's confusing sometimes and I didn't know what to do*
*T: The change of the subject and the object and things like that and the questions*
*HS8 CG: Not almost (means not only) that especially personal and impersonal structures the question words…*

**Written statement and Interview Extract 7.7**

The grammatical units I mostly enjoy are conditionals, Passive Voice, Reported Speech. I like them because they are very easy.

*T: Did you find all the rules easy?*
*MS12 CG: A little reported speech it was difficult*
*T: Because of the change of tenses?*
*MS12 CG: And questions*

The grammatical units I find difficult are causative form, infinitive, gerund because I don't like them.

*T: Why not causative form?*
*MS12 CG: Because you have to put the verb have in the right tense*
*T: mm and you had to look at the given sentence all the time right…infinitive and gerund?*
*MS12 CG: Because some verbs…there are only some verbs…you have to use with…*
*T: Infinitive or gerund*
*MS12 CG: Yes*
*T: So you have to learn these verbs by heart uh huh…*

According to the above extracts, although student 1, who happened to be a medium scorer, had trouble supporting her choices, the rest of the participants made an effort to justify their answers with different arguments. Students 4 and 9, a low and high scorer, respectively, provided contradictory answers. The former was in favour of time aspects after studying them continuously for so many years but found the newly presented grammar item of causative form difficult. The latter, on the other hand, considered passive voice and tenses highly confusing, but she enjoyed causative form as there was no mother tongue interference. In fact, she was the only exception, as the rest of the students that chose causative form as the most difficult unit agreed that its absence in L1 grammar prevented them from grasping its function. High scoring students 6, 11 and 8 provided slightly more analytical answers. The first two were interestingly challenged by the complexity of specific grammar items; student 6 was in favour of the gap-fill type of exercise including all cases of time aspects, which was the main reason that most students rejected the units. Similarly, student 11 was fond of modal verbs due to their multiple functions and interpretations, while no one else mentioned them as their most enjoyable section. However both students provided very brief and explicit reasons for the units that they chose as the most difficult ones. Not having attempted to study and understand some grammar items or the lack of an equivalent pattern in L1 were very common answers. Students 8 and 12, a high scorer and a medium scorer respectively, were more practical as they seemed to be more concerned about what was easier to remember or not.

In addition to the above extracts, the majority of students of the control group chose tense and time aspects, conditionals and passive voice as the most enjoyable units, while the dominant unit, with regard to level of difficulty, was causative form. The main criterion for both questions was the degree of complexity, so in the one-to-one discussions they were encouraged to provide further explanation. However, the learners’ responses tended to be fairly simplistic, which was expected, as it is a complicated affair to reflect on and be aware of one’s preferred learning styles and mental processes, known as the stage of metacognition, and to be able to articulate it (see 3.6.1).

### 7.2.5 Close observation of DDL units

The participants of the experimental group also evaluated the DDL units and divided them into the most enjoyable and most difficult ones (see Appendix 13 questions 3 and 4). Most of the students considered the units that introduced tense and time aspects complicated, as opposed to the participants of the control group, and only two students believed that causative form was a challenge, while Passive Voice and Conditionals were among their favourite units. Some of the students' answers to the two open-ended questions and their further qualitative comments during the interviews will offer an insight into the learners' preferences (see written statements and interview extracts 7.8 to 7.13).

**Written statement and Interview Extract 7.8**

I like very much the *If I won the Lottery* because it is the conditionals

*T: Why did you enjoy the conditionals?*
*MS1 EG: Because it's easy to find it+*
*T: ⌊uh-huh⌋*
*MS1 EG:+and I like it very much*

I don't like I'll have my hair cut exactly like David Beckam's because it was difficult

*T: Why is it difficult?*
*MS1 EG: Because…we have to change the tenses*

**Written statement and Interview Extract 7.9**

I don't remember

*T: You don't remember what you enjoyed more. Passive voice conditional reported speech gerund and infinitive, causative form?*
*MS2 EG:…from all these I enjoyed more passive voice*
*T: Why?*
*MS2 EG: Because…last year I learnt it I think very well but this year+*
*T: ⌊Not very much⌋*
*MS2 EG: +not very well*
*T: So you… that book we filled in in class with this material didn't help you.*
*MS2 EG: Yes…I…it helped me…I…I studied only once the material so…*

I find the tenses difficult

*MS2 EG: Because I think I didn't study very hard on it*

**Written statement and Interview Extract 7.10**

The conditionals because they were easy.

The tenses because there are some little details between tenses.
*T: You like conditionals but what you found difficult were the tenses why don't you like the tenses?*
*HS3 EG: Because there are some little details between them and sometimes I cannot find the right answers.*
*T: So they are confusing right*

**Written statement and Interview Extract 7.11**

I enjoyed the unit with Passive Voice because it is another way to say or write something or when we want to give some emphasis to the tense.

*T: You enjoyed...passive voice a lot*
*HS6 EG: Yes I liked that very much.*
*T: Why is that?*
*HS6 EG: <pause>*
*T: Because it's a different way of saying something?*
*HS6 EG: If you want to use some emphasis for something.*

I used to find a little difficult the Passive Voice, but I have recently understood it and a little more the Conditionals and the Reported Speech on the words that they're changing when we do the change from Direct to Reported.

*T: At the beginning though you found causative form difficult*
*HS6 EG: Yes…in the first time but now I'm…an expert*
*T: <chuckles> you are an expert and...you found conditionals and reported speech difficult a little bit especially reported speech that*
*HS6 EG:* ⌊*Yes ehm… the words… I …were a little complicated but no…*⌋
*T: It's better*
*HS6 EG: Yes*

**Written statement and Interview Extract 7.12**

The units that I like are Units 13, 14, 15, 16, 17, 18, 19, 20. I found them enjoyable because they are more easy than tenses.

*HS13 EG: They are not easy to confuse them like the tenses.*

The units that I don't like are units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. I found them difficult because the tenses are for me difficult.

*HS13 EG:I found them difficult because some tenses have the same expressions*

**Written statement and Interview Extract 7.13**

I didn't enjoy grammatical units a lot

I liked Passive Voice

*T: Now th the exercises that I had given you like this exercise ehm…did they actually help you learn…like all these sheets that I have given you*
*MS14 EG: Yes they helped me a lot and especially passive voice*
*T: Passive voice. How did they help you?*
*MS14 EG: Because it says about…tenses…it says simple present am is are plus PP (means Past Participle)*
*T: But* ***you*** *actually wrote the table.*
*MS14 EG: Yes that's why I remember it.*

*T: Ok…ehm…you like passive voice as you said but you find you find passive voice difficult?*
*MS14 EG: I didn't say that I liked passive voice. I find…I find it difficult firstly but when you gave us the book I got it*

The two high scorers 3 and 13 and student 2, a medium scorer, found the tenses difficult because of the common time expressions, while the latter admitted that he had not studied them hard enough. Actually, students 2 and 14 did not initially make any distinction among the units that they mostly enjoyed but according to further comments elicited during the private discussions, student 2 blamed himself for not trying hard enough and not reading through the new materials he was provided with. Student 14 admitted that the data and the inductive approach helped him understand the function of passive voice but he made no reference to the rest of the units. On the other hand, student 1, a medium scorer, chose conditionals as the most enjoyable unit since it was easy to handle, as well as student 13, who preferred the second part of the units (conditionals, passive voice, reported speech…) as they did not seem as confusing as tenses. Student 6, though, provided more in-depth answers both in the questionnaire and the interview as she seemed to have fully realised the function of passive voice and causative form, yet she still had a problem with the change of certain words and expressions from direct to indirect speech.

After evaluating both the DDL and non-DDL materials, the remaining questions invited both groups to express their preferred way of approaching grammar the following year, having been exposed to either conventional or innovative means and methods during the experiment.

### 7.2.6 Future prospects for grammar

The last open-ended questions aimed at defining the teacher's role and determining the plan for the following year. In other words, the first question invited students to refer to the ways that they were in need of the teacher's guidance and the remaining ones were adjusted to each group. The questionnaire of the control group ended by surveying the participants' preference for studying grammar through the computer or the traditional grammar book (see Appendix 12 questions 4 and 5), whereas the experimental group were asked to elaborate on two further and very crucial questions: whether they would rather study grammar through concordances or a grammar book and if they preferred to have access to corpora the following year (see Appendix 13 questions 6 and 7).

Firstly, the open-ended question common to both questionnaires did not receive similar answers from the two groups. The control group seemed to be concerned with the rules and the types of exercises and consequently most learners needed the teacher to explain further with more examples than those provided in the book (see Written extracts 7.4 to 7.11).

**Written extract 7.4**

HS9 CG: My teacher help me a lot to understand the grammar. Her way to give to students to understand something I think is very good.

**Written extract 7.5**

MS1 CG: Our teacher explain us the rules and explain us the exercises.

**Written extract 7.6**

HS6 CG: I want my teacher to explain me the grammar rules with examples.

**Written extract 7.7**

MS12 CG: I like my teacher explain the grammatical rule with examples.

**Written extract 7.8**

LS4 CG: I will like to learn English from examples with my teacher's help.

**Written extract 7.9**

HS10 CG: I think that she could explain the rules to us with examples.

**Written extract 7.10**

LS3 CG: By giving us more examples.

**Written extract 7.11**

LS7 CG: My teacher helped me understand but grammar is difficult.

The participants of the experimental group appeared to be even more dependent on the teacher owing to the complicated nature of concordances. In fact, as was quite expected, their answers were similar to those they gave in the first open-ended question concerning any potential problems they had when dealing with concordances. Therefore, the unknown words, the context and the nature of tasks were among their greatest concerns which often required their teacher's contribution (see Extracts 7.12 to 7.17).

**Written extract 7.12**

HS5 EG: I asked her how to do the exercises about the concordances.

**Written extract 7.13**

HS6 EG: Well, I need my teacher but not a lot. It isn't so difficult to find the rules but in some ways it is.

**Written extract 7.14**

MS11 EG: I believe that this way of teaching is the most difficult from all and I believe that my teacher can't help me.

**Written extract 7.15**

LS12 EG: I believe that was difficult and needed my teacher for understand concordances.

**Written extract 7.16**

HS3 EG: I would need the teacher to explain it with more English words.

**Written extract 7.17**

MS1 EG: I like to explain it more times than twice.

Written extracts 7.13 and 7.14 are of considerable interest as the former comment, which derives from a high scorer, reveals that she could be an independent explorer of concordances but yet it seemed as if she was having second thoughts and admitted there were times that she needed the teacher. The latter, a medium scorer, simply rejected the whole method and appeared to have given up any effort to cope with the new data either on his own or with the teacher's guidance. Furthermore, the rest of the extracts are illuminating in terms of materials evaluation, since student 3 (see written extract 7.16) implied with her statement that the KWIC format of concordances was incomprehensible and needed the teacher to enrich the context, while students 1 and 12 (see written extracts 7.17 and 7.15), a medium and low scorer respectively, stressed the complicated nature of concordances and admitted that they needed further explanation and more attention.

The following open-ended question (see Appendix 12 and 13 questions 5 and 6 respectively) invites both groups to make a choice between the traditional grammar book and another, innovative approach to grammar. The control group, in particular, were asked whether they would like to approach grammar through the computer or the traditional grammar book and the experimental group whether they preferred the conventional way of grammar learning or the concordance-based tasks (see Figure 7.16 and 7.17).

**Figure 7.16: Questionnaire 1 Open-ended question 5:** ***Would you rather learn grammar through the computer or the grammar book?***

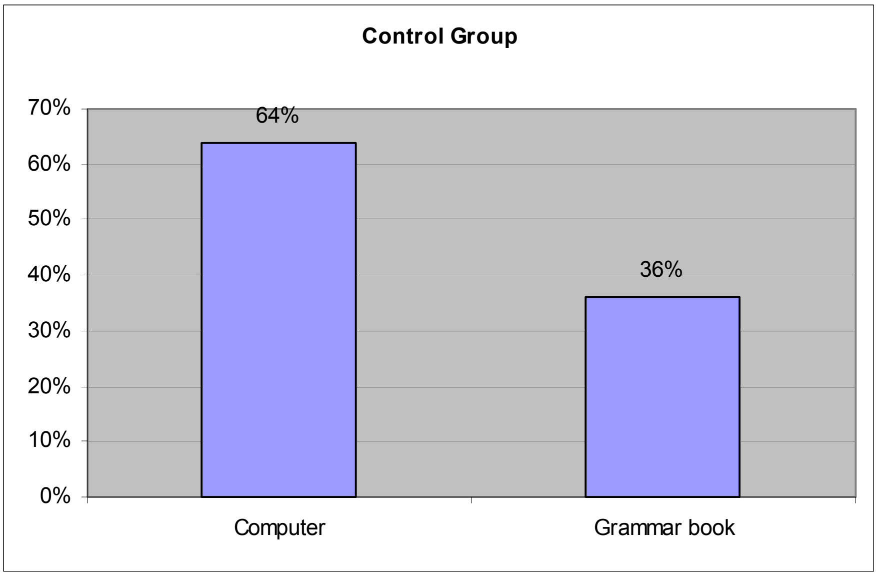
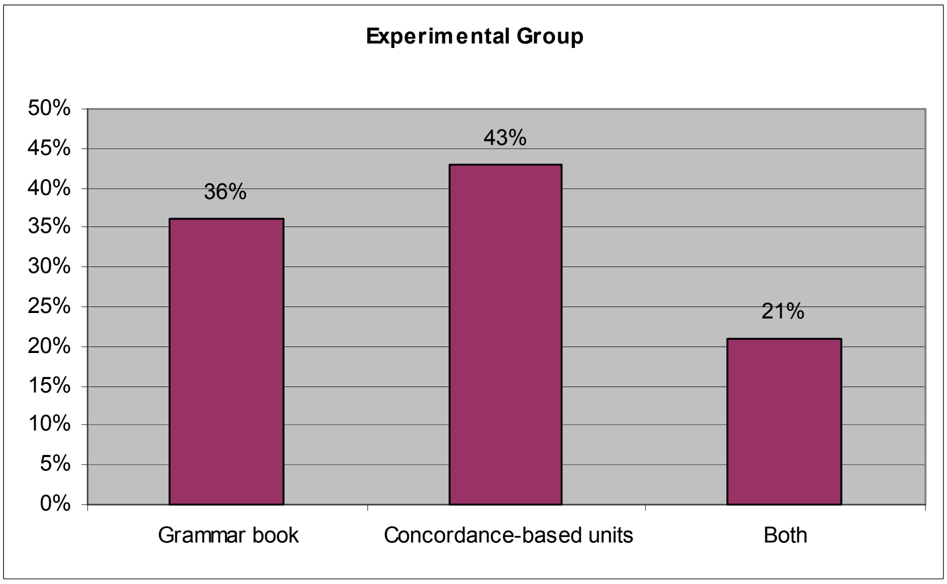


**Figure 7.17: Questionnaire 2 Open-ended question 6:** ***Do you prefer the grammar book or the concordance-based units?***



Most students of the control group chose the computer as the preferred method of learning grammar, while five students did not wish any changes because of the two following reasons: they mostly feared technology and also believed that the grammar book is easily accessible at home. As shown in Figure 7.17, corpora were ranked marginally higher, but some participants of the experimental group suggested combining the concordance-based units with the grammar book, although it was not an option in the initial question, expressing their wish to include their previous conventional grammar learning experience in the corpus-based method. The following written extracts are a brief indication of the learners' self-awareness (see Written Extracts 7.18, 7.19, 7.20).

**Written extract 7.18**

HS5 EG: I prefer the concordance units because they have all the exercises we need to do for our level. The grammar book has a lot of easy exercises and we don't do them so it's better to do exercises you give us, the most important exercises.

**Written extract 7.19**

HS13 EG: I like the grammar book because it give us examples to understand. And I like the concordance too because it help us with the spoken language and is different from the lessons we do at class.

**Written extract 7.20**

MS11 EG: I prefer the grammar book because I understand the units there more and because the concordances are more difficult

These extracts represent the three prevailing responses which are depicted in Figure 7.17. Students 5 and 13 were both high scorers and seemed to have appreciated the effectiveness of a corpus-based approach to grammar. In particular, the former considered the traditional grammar book and its mainly mechanical exercises simple, as opposed to the corpus-based activities which were appropriate for their level. The latter believed that the grammar book and the corpora can supplement one another, as the book provides thorough explanation, whereas the concordances are an innovative way of being introduced to spoken language. Student 11, on the other hand, made a straightforward comment and expressed his preference for the grammar book as a more understandable and less complicated approach to grammar.

The last question invited the participants of the experimental group to state whether they wished to access corpora the following year or not and, among the 14 participants, 10 of them chose to try it again and four rejected the opportunity. This is a rather interesting proportion considering the difficulties they experienced while being exposed to corpus-based activities for the first time.

### 7.2.7 Discussion

The students' preferences and evaluation of the DDL materials and method reported in the questionnaires and interviews can be summarized as follows: Some students were motivated to study grammar after the completion of the study and some others not, but most students remained neutral. The majority of the participants had acknowledged to a certain extent the contribution and potential of corpora but also pointed out the difficulties when involved in DDL, such as the KWIC format of concordances and unknown vocabulary. Most students chose to have access to corpora the following year and also expressed their preference for DDL tasks, but the need for teacher guidance and the combination of the traditional grammar book with the DDL tasks were also underlined.

The students' observations, including the difficulties reported, are valuable feedback as they offer insights into the way the materials can be improved and the methods adjusted. No stark differences in learning habits were expected in such a limited time frame but the tendencies observed were important gains. Some students felt more comfortable with the new input and the inductive approach than others, which was not surprising given the influence of different learning styles and preferred ways of learning on the processing of information. Although learning styles were not measured, an attempt was made to meet the needs of different types of learners when designing the DDL units.

Based on the evidence drawn from the qualitative data, further adjustments to corpus -based materials are considered necessary. The use of full concordances in the lead-in tasks, at least in the first part of the units, would be preferable in order to eliminate the difficulty experienced with the KWIC format of concordances and to introduce students more smoothly to the concordance-based activities and the inductive method. In addition, more opportunities for practice with the induced grammar patterns with not only DDL materials but also with conventional input drawn from traditional grammar books would possibly build up students' confidence, when involved with a familiar type of input.

The limited experience with direct access to corpora and the performance in tests presented in the two following sections will offer further insight into the students' concordance-based grammar learning experience.

## 7.3 Hands-on concordances

The feedback from the direct corpus access experience by participants of the experimental group complements the students' evaluation of DDL materials. As already discussed in sections 6.5 and 6.7.3, there were two DDL units urging students to access the COBUILD and BNC corpus online, given the age and inexperience of the participants (see Appendix 1 Unit 9 and Unit 18). Unit 9 examines the function and structures of the time words, *when*, *while*, *until*, *before* and invites students to search COBUILD using the given wild cards. However, this session, which was intended to be carried out in the computer room, was canceled as, after close observation of students' coping with the previous DDL units, it was thought that direct corpus access and particularly in KWIC format would add pressure on them, putting the rest of the study at stake in the event of failure of task completion and discouragement. Therefore, the section on adverbial clauses of time was processed in class.

Unit 18 was carried out, albeit without roaring success. On the one hand, many students chose not to attend the lesson. The explanation for such absence is two-fold: the session was scheduled on a separate day from their weekly language lessons and the learners claimed that it was not convenient given their already heavy programme, or they were not so enthusiastic about the corpus data, although not voiced and contradicted by their own preferences shown in Figure 7.17, and chose not to come. On the other hand, the few students that showed up found the new experience rather complicated. For example, when they searched the BNC in unit 18 to find out the grammar patterns of the expressions *would rather* and *had better* and the concordance lines appeared on the screen, the students chose to write down the ones whose content was more comprehensible to them in the space provided in the DDL units. Only after collecting the concordance lines on paper did they start observing the structure of the expressions. This indicates not necessarily their lack of familiarity with the concordance format but their difficulty in reading texts on the computer screen and/or the habit of examining concordances in printout form up to that point. However, they needed their teacher's guidance to get started, and then her clues and encouragement to carry on and complete the task, and finally her revision and confirmation of their observations. The teacher elicited more observations on structures and helped them organize their presentation to report back to class and share their search inferences with their absent classmates.

The hands-on approach, although carried out only once, offers another insight into the evaluation of the DDL impact. As is asserted many times throughout this thesis, it would be over-ambitious to expect learners in such a limited time frame to be self-exploring raw corpus data. The teacher's mediation is shown to be necessary for task completion at this training stage and at this young age.

## 7.4 Test results

As mentioned in section 6.10.2, three tests were designed to examine whether the students were able to recall and reproduce the new input as well as the recycled grammar features, which were processed during the two terms of the study. All tests were non-DDL and common to both groups. The final test of the previous academic year was considered as test 1, while test 2 was taken in December at the end of the first term and test 3 in March when the second term was completed. The level of difficulty of each test increases in relation to the grammar features examined, newly processed grammar items and patterns were added to tests 2 and 3, and to the way they are examined in the activities, either combined or separately, while test 3 also required students to revise almost all the materials being processed throughout the study (see section 6.10). The tests therefore represented a natural part of the learning and assessment experience for these young learners, who were accustomed to doing progressive tests during the ongoing terms.

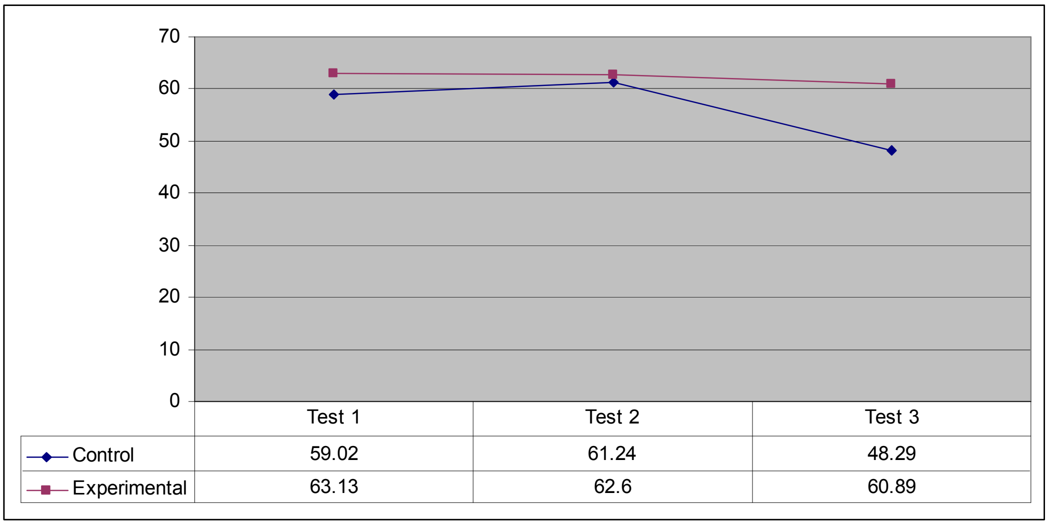
The participants' test performances can also be considered as an additional indication of the impact of both the conventional and innovative method applied to the two groups (see Table 7.1). Therefore, the quantitative data serves as secondary, supplementary evidence to the qualitative data drawn from the questionnaires, interviews and classroom observation.

**Table 7.1: Test results**

| | **CONTROL GROUP**<br>**MEAN (± SD)** | **EXPERIMENTAL GROUP**<br>**MEAN (± SD)** |
|---|---|---|
| **TEST 1** | 59.02 (± 28.41) | 63.13 (± 27) |
| **TEST 2** | 61.24 (± 21.70) | 62.6 (± 23.38) |
| **TEST 3** | 48.29 (± 29.59) | 60.89 (± 21.74) |

The test results suggest that in test 1 the experimental group outperformed the control group, as the mean for the former was 63.13 out of 100 points as opposed to the latter, which reached 59.02. At the end of the first term the control group scored 61.24, while the mean of the experimental group was 62.6, and yet the experimental group performed slightly better than the control group. An unexpected picture emerges when comparing the results in test 3, as the control group achieved 48.29 crossing the borderline of low scoring, while the experimental group scored 60.89. The two groups performance is more clearly illustrated in the following figure (see Figure 7.18).

**Figure 7.18: Students' performance in tests of the Main study**



| | Test 1 | Test 2 | Test 3 |
|---|---|---|---|
| ◆ Control | 59.02 | 61.24 | 48.29 |
| ■ Experimental | 63.13 | 62.6 | 60.89 |

### 7.4.1 Quantitative analysis of intra-group test performances

A comparison of performances of each group combining two tests at a time can offer possible insights into the extent to which the input processed in each term had been taken up (see Tables 7.2 to 7.7). The symbol **^** indicates the upward trend of performance of individual learners, while there is a separate column presenting the differences in scoring. The abbreviations used are the same as those applied in section 7.2: H stands for High scorer (who achieve from 70 points out of 100 and above), M for Medium (who achieve between 50 and 69 points) and L for Low (who achieve from 49 points and below), while S represents each student with a unique identifier number, which is assigned alphabetically according to the initial of their last name.

**Table 7.2: Performance of the control group in test 1 and test 2**

| Students | Test 1 | Test 2 | Differences | Upward trend |
|---|---|---|---|---|
| MS1 | 63.6 | 66.6 | 3 | ^ |
| LS2 | 45.4 | 47.9 | 2.5 | ^ |
| LS3 | 45.4 | 66.6 | 21.2 | ^ |
| LS4 | 45.4 | 52 | 6.6 | ^ |
| MS5 | 62.5 | 31 | -31.5 | |
| HS6 | 90 | 85.4 | -4.6 | |
| LS7 | 18 | 52 | 34 | ^ |
| HS8 | 100 | 91.5 | -8.5 | |
| HS9 | 71 | 70.8 | -0.2 | |
| HS10 | 85 | 77 | -8 | |
| HS11 | 95 | 87.5 | -7.5 | |
| MS12 | 69 | 62.5 | -6.5 | |
| LS13 | 18 | 14.5 | -3.5 | |
| LS14 | 18 | 52 | 34 | ^ |
| **Sum** | 826.3 | 857.3 | 31 | |
| **Mean** | 59.02 | 61.24 | 2.21 | |
| **Variation** | 806.87 | 470.84 | 308.62 | |
| **Standard Deviation** | 28.41 | 21.70 | 17.57 | |

**Table 7.3: Performance of the experimental group in test 1 and test 2**

| Students | Test 1 | Test 2 | Difference | Upward trend |
|---|---|---|---|---|
| MS1 | 51 | 68.7 | 17.7 | ^ |
| MS2 | 65.4 | 56.2 | -9.2 | |
| HS3 | 94.5 | 95.8 | 1.3 | ^ |
| LS4 | 18 | 18.7 | 0.7 | ^ |
| HS5 | 100 | 83.3 | -16.7 | |
| HS6 | 92 | 77 | -15 | |
| LS7 | 18 | 20.8 | 2.8 | ^ |
| HS8 | 83 | 70.8 | -12.2 | |
| LS9 | 45.4 | 56.2 | 10.8 | ^ |
| HS10 | 78 | 79 | 1 | ^ |
| MS11 | 54.5 | 60.4 | 5.9 | ^ |
| LS12 | 36 | 35.4 | -0.6 | |
| HS13 | 81 | 83.3 | 2.3 | ^ |
| MS14 | 67 | 70.8 | 3.8 | ^ |
| **Sum** | 883.8 | 876.4 | -7.4 | |
| **Mean** | 63.13 | 62.60 | -0.53 | |
| **Variation** | 729.06 | 546.79 | 94.56 | |
| **Standard Deviation** | 27.00 | 23.38 | 9.72 | |

As mentioned earlier, the control group's average was higher in test 2, while the experimental group's was slightly lower. However, close observation of intra-group performances suggests that there is a marked upward trend in the experimental group, while the positive change is less obvious in the control group (see Table 7.2 and 7.3). The increase of the overall performance of the latter is therefore attributed to the greater scoring differences of individual students. What is of considerable interest is that the participants of the control group that raised their scores were mainly low scorers and particularly students 3, 4, 7 and 14 who managed to cross the borderline of medium scorers (see Table 7.2). On the other hand, the results of high competent students slightly decreased, which was expected as their initial marks were quite high, 90, 100, 85 and 95 points, with the exception of high scorer 9 whose initial performance was just above 70 points but managed to remain at about the same level in test 2. Similarly, two of the three medium scorers' marks dropped, and particularly student 5 whose performance was at the level of low scoring with a difference of -31.5 points, and only student 1 raised her score.

In the experimental group, there was no marked change in scoring differences, with the exception of medium scorer 1 with 17.7 points of difference and low scorer 9 with 10.8. In the group of high scorers a small upward trend is observed in three out of six students with the highest of 2.3 points, while the performance of the remaining three, students 5, 6 and 8, decreased with a difference of -16.7, -15 and -12.2. Their results in test 1 were high, 100, 92 and 83, respectively, and equivalent to those of the control group. Overall nine students of different scoring groups raised their scores but with no spectacular change, as opposed to the six students of the control group who scored higher, and three of them with marked change.

However, the scores of the participants of the control group dropped in test 3, with the exception of student 7 with a scoring difference of 27 points (see Table 7.4). This observation becomes more intense when comparing performances in test 2 and test 3 (see Table 7.6). There is an upward trend in two high scorers' performance, whereas students 3 and 14, low scorers, and student 9, a high scorer, performed badly with a scoring difference of -46.6, -39.5 and -25.8 points, respectively.

**Table 7.4: Performance of the control group in test 1 and test 3**

| **Students** | **Test 1** | **Test 3** | **Difference** | **Improved Performance** |
|---|---|---|---|---|
| MS1 | 63.6 | 60 | -3.6 | |
| LS2 | 45.4 | 40 | -5.4 | |
| LS3 | 45.4 | 20 | -25.4 | |
| LS4 | 45.4 | 30 | -15.4 | |
| MS5 | 62.5 | 11 | -51.5 | |
| HS6 | 90 | 85 | -5 | |
| LS7 | 18 | 45 | 27 | ^ |
| HS8 | 100 | 87.5 | -12.5 | |
| HS9 | 71 | 45 | -26 | |
| HS10 | 85 | 82.5 | -2.5 | |
| HS11 | 95 | 90 | -5 | |
| MS12 | 69 | 57.5 | -11.5 | |
| LS13 | 18 | 10 | -8 | |
| LS14 | 18 | 12.5 | -5.5 | |
| **Sum** | 826.3 | 676 | -150.3 | |
| **Mean** | 59.02 | 48.29 | -10.74 | |
| **Variation** | 806.87 | 875.37 | 292.85 | |
| **Standard Deviation** | 28.41 | 29.59 | 17.11 | |

**Table 7.5: Performance of the experimental group in test 1 and test 3**

| Students | Test 1 | Test 2 | Difference | Improved Performance |
|---|---|---|---|---|
| MS1 | 51 | 65 | 14 | ^ |
| MS2 | 65.4 | 60 | -5.4 | |
| HS3 | 94.5 | 85 | -9.5 | |
| LS4 | 18 | 67.5 | 49.5 | ^ |
| HS5 | 100 | 85 | -15 | |
| HS6 | 92 | 87.5 | -4.5 | |
| LS7 | 18 | 25 | 7 | ^ |
| HS8 | 83 | 75 | -8 | |
| LS9 | 45.4 | 20 | -25.4 | |
| HS10 | 78 | 62.5 | -15.5 | |
| MS11 | 54.5 | 40 | -14.5 | |
| LS12 | 36 | 52.5 | 16.5 | ^ |
| HS13 | 81 | 80 | -1 | |
| MS14 | 67 | 47.5 | -19.5 | |
| **Sum** | 883.8 | 852.5 | -31.3 | |
| **Mean** | 63.13 | 60.89 | -2.24 | |
| **Variation** | 729.06 | 472.70 | 369.47 | |
| **Standard Deviation** | 27.00 | 21.74 | 19.22 | |

**Table 7.6: Performance of the control group in test 2 and test 3**

| Students | Test 2 | Test 3 | Difference | Upward trend |
|---|---|---|---|---|
| MS1 | 66.6 | 60 | -6.6 | |
| LS2 | 47.9 | 40 | -7.9 | |
| LS3 | 66.6 | 20 | -46.6 | |
| LS4 | 52 | 30 | -22 | |
| MS5 | 31 | 11 | -20 | |
| HS6 | 85.4 | 85 | -0.4 | |
| LS7 | 52 | 45 | -7 | |
| HS8 | 91.5 | 87.5 | -4 | |
| HS9 | 70.8 | 45 | -25.8 | |
| HS10 | 77 | 82.5 | 5.5 | ^ |
| HS11 | 87.5 | 90 | 2.5 | ^ |
| MS12 | 62.5 | 57.5 | -5 | |
| LS13 | 14.5 | 10 | -4.5 | |
| LS14 | 52 | 12.5 | -39.5 | |
| **Sum** | 857.3 | 676 | -181.3 | |
| **Mean** | 61.24 | 48.29 | -12.95 | |
| **Variation** | 470.84 | 875.37 | 245.12 | |
| **Standard Deviation** | 21.70 | 29.59 | 15.66 | |

**Table 7.7: Performance of the experimental group in test 2 and test 3**

| Students | Test 2 | Test 3 | Difference | Upward trend |
|---|---|---|---|---|
| MS1 | 68.7 | 65 | -3.7 | |
| MS2 | 56.2 | 60 | 3.8 | ^ |
| HS3 | 95.8 | 85 | -10.8 | |
| LS4 | 18.7 | 67.5 | 48.8 | ^ |
| HS5 | 83.3 | 85 | 1.7 | ^ |
| HS6 | 77 | 87.5 | 10.5 | ^ |
| LS7 | 20.8 | 25 | 4.2 | ^ |
| HS8 | 70.8 | 75 | 4.2 | ^ |
| LS9 | 56.2 | 20 | -36.2 | |
| HS10 | 79 | 62.5 | -16.5 | |
| MS11 | 60.4 | 40 | -20.4 | |
| LS12 | 35.4 | 52.5 | 17.1 | ^ |
| HS13 | 83.3 | 80 | -3.3 | |
| MS14 | 70.8 | 47.5 | -23.3 | |
| **Sum** | 876.4 | 852.5 | -23.9 | |
| **Mean** | 62.60 | 60.89 | -1.71 | |
| **Variation** | 546.79 | 472.70 | 421.45 | |
| **Standard Deviation** | 23.38 | 21.74 | 20.53 | |

As discussed in 7.4, the average of the experimental group fell slightly in the last two tests. However, an interesting picture emerges when observing closely the performance of individual participants. There is an upward trend in the performance of nine students from test 1 to test 2, and seven from test 2 to test 3 (see Tables 7.3 and 7.7). When comparing test 1 with test 3, though, a marked decline in the number of participants who raised their scores is observed (see Table 7.5). Only four students managed to score higher, one medium scorer and three low scorers, while student 4 in particular, who was considered a low scorer initially, managed to approach the scale of high scoring. Observing performances from test 2 to test 3 (see Table 7.7), which was designed to examine students in most of the grammatical phenomena encountered throughout the study, the performance of three high scorers, along with one medium and three low scorers of the experimental group increased from test 2, as opposed to the performance of the participants of the control group, according to which only two high scorers raised their marks.

### 7.4.2 Discussion

There is great variance and sudden changes, both upward and downward, observed in individual test results of both groups, which consequently affect the mean greatly since it is a small-scale study. Such performances are not surprising, though, as adolescent learners are characterized by unpredictable behaviour and limited attention span and experience difficulty in recalling information; therefore unpredictable and unstable performances were expected (see section 3.6.2). It is consequently difficult to tell whether the new and revised input had been taken up by students whose performance was greatly unstable, but perhaps it can be assumed that the moderate upward trend of performances of both groups and the scores that remained at about the same level could be a positive indication that some students had started to apprehend the function of some grammar features and benefited from the grammar sessions, given that each test was more demanding than the previous one. It is also worth mentioning again at this point that they were not matched tests in the experimental sense, but were designed to examine the degree to which the students had learnt and were able to recall the new as well as the revised grammar input. Nonetheless, the fact that the overall performance of the experimental group appeared to be steadier than the control group, as they did not present such severe decline and the fluctuations of individual performances were more moderate, is an encouraging observation after the completion of the DDL course.

## 7.5 Conclusion

Not all learners of the experimental group were motivated by the new method and there were lessons that their reaction was obvious as well as justified. Despite the difficulties that the participants of both groups had to deal with throughout the study, such as the KWIC format of concordances and unknown and problematic vocabulary, it is worth mentioning they made an effort to overcome them and proceed with the tasks. They may not have managed to become independent explorers of data but, with the teacher's guidance, they started to 'notice' input and tried to interpret it. The overall performance in the tests showed that the experimental group was steadier than the control group and the former outperformed the latter in all tests despite the small decline of the average. Furthermore, the most important gain drawn from this study is that this group of learners had the chance to be introduced to innovative data, get involved in different activities that appealed to different learning styles and then voice their opinions and evaluate them, which contradicts their previous mostly passive learning experience. Therefore, the students' report and accounts are valuable feedback in relation to ways that the method and materials can be improved.

The next chapter will offer more insight into the participants' classroom interaction and response to the new approach through the analysis of transcripts of grammar sessions.

# 8 Corpus Application and Classroom Interaction

## 8.1 Introduction

This chapter describes the way the participants of both the control and experimental group responded to conventional grammar input and innovative concordance-based materials respectively and examines the extent to which they participated in the classroom discussions. The impact of DDL on the teaching and learning of grammar is also evaluated through extracts of transcribed lessons of the main study.

## 8.2 Limitations for EFL learners in the Greek context

As mentioned in section 4.2.1, studying English as a foreign language begins at the early stages of the Greek primary education system, very often even earlier in private schools, while obtaining a B1 and B2 certificate in the final years of secondary school is commonly expected. Learners need to assimilate grammar items which are sometimes not yet introduced in their mother tongue and consequently they often experience classroom anxiety, especially when they are invited to participate in a whole class interaction.

Even if students reach a satisfactory level of linguistic competence, their inexperience of conversational mechanisms, although mostly equivalent to those in their mother tongue, often prevents them from expressing themselves effectively. This sometimes leads to reticence as well as fear of negative criticism, but it also carries implications about the role of the teacher and the stiffness of the language classroom in the creation of real life conditions. According to Canale (1983: 7), discourse is concerned with ‘cohesion and coherence in the structure of texts and it therefore includes knowledge about the organisation of different speech events and the interpretive rules for relating form to function'. However, it is difficult for most learners to be so strategically competent in communication.

## 8.3 Nature of Classroom Questions

Instructional conversations are essentially 'discussion-based lessons in which linguistic and conceptual understanding of key areas are affected through teacher-led discussion' (Walsh 2006: 36) and the nature of classroom interaction depends to a fairly large extent on the nature of the questions the teacher asks. This pre-established institutional format and normative rules constrain the participants within the boundaries of the question-answer framework in contrast with the casual conversation, according to which the type and order of interactional turns may vary freely (O'Keeffe et al 2007: 233). However, there are different types of questions and questioning strategies, which can affect classroom interaction.

Barnes (1969) distinguishes two categories of questions: 'closed' questions which consist of only one acceptable answer and 'open' questions which require more than one answer. Similarly 'display' or 'pseudo' questions are those that the teacher has an answer to, as opposed to 'referential' or 'genuine' questions (see Banbrook and Skehan 1989; see also section 8.4 for an in depth discussion on the structure of classroom discourse and classroom interaction). Research into classroom questions distinguishes display questions further into two functional subcategories; 'narrow display questions' to which there is only one anticipated response and 'broad display questions' to which there is a range of possible answers already known to the teacher (see Farr 2002). During the grammar sessions, display questions, and mostly narrow display questions, were more frequent than referential ones, due to the nature of the lesson and learners' difficulty in expressing their observations with grammatical terms. Apart from the functional categories of classroom questions, O'Keeffe et al (2007: 237, 238) reflect on teacher questioning strategies, such as alternative and declarative questions, tag questions and echo and checking questions, which certainly affect the classroom interaction and mainly the learning output.

The following transcribed extract from a lesson with the experimental group is an example of the nature of questions the teacher makes when the learners are asked to perform the task of identifying different applications of Past Perfect Simple aspect (see Appendix 1 Unit 10). The teacher tries to elicit an answer, while students either do not seem to remember it or do not clearly understand their teacher's closed question (see Extract 8.1 and particularly the underlined expressions). The utterances in italics are extracts from the instructions of the tasks or concordance input used in tasks (see Appendices 19 and 20 for further transcription conventions). The number of each student is assigned alphabetically according to the initial of their last name and not based on the order of participation in the lesson.

**Transcribed Extract 8.1**

**1.** **T:** The title of today's unit is *I had had the money but... no luck*
**2.** Of course you know that this time aspect is…
**3.** <Pause>
**4.** **T:** *I had had the money*
**5.** **S#5**: ⌊Past Perfect⌋
**6.** **T:** Yes Past Perfect Simple.
**7.** You know that *but in the following concordance lines search the right*
**8.** *context of the keyword*
**9.** Which one is the keyword?
**10.** **S#?**: Had
**11.** **T:** What is the *right context*?

<Pause>
**T:** The words that follow the keyword. Right? *Which tense is used*?
We have already answered this it is Past Perfect.
*Identify the different applications of the tense* right
just check the right context of the keyword. How is past perfect formed?
Look at the concordances… How is Past perfect formed?
**S#6**: We put had and ed next to the verbs
**T:** We write ed next to all verbs?
**S#6**: No we have the third column too
**T:** What do we call the third column of the regular and irregular verbs?
**S#6**: Participle
**T:** Yes past participle
So Past Perfect is formed with the verb had and past participle.
Now *identify the different applications of the tense*
The fact that these lines are not complete does not frighten us.
On the contrary we can read them and imagine different things and give
different interpretations. So when we talk don't we tend to pause in-
between just to give ourselves some time to think don't we say eeeh in
order to gain time don't we repeat our words? This is the way that people
talk in other languages too so the first concordance line begins with er
*er before the War or after it had just started.*
Why has this person applied Past Perfect?
**S#?:** Because this happened before or after the War
**T:** Ok

This is not a typical flow of a DDL lesson, as it is only the third time that the KWIC format of concordances is used as input for the lead-in task of the unit. Therefore, the teacher's lengthy stretch of talk and the learners' controlled discourse seemed necessary as learners appeared not to be ready to take the turn. According to McCarthy and Walsh (2003: 177), 'rather than trying to minimize teacher talking time, teachers need to learn how to adjust their use of language to their teaching aims'. Thus, it was important for learners not to lose their interest at this point of the DDL study owing to the unfamiliarity and complexity of materials.

Although the learners are aware of the formation of Past Perfect Simple, perhaps they feel intimidated by the appearance of concordance lines and appear to be hesitant to respond to their teacher's initial question. When asked about the keyword (see line 9) a student replies correctly, but the learners do not seem comfortable with the notion of the right context, which results in pause (see line 12). Knowing that the students are not exactly ready yet for such types of tasks, the teacher waits for a few seconds for their responses and then proceeds with explaining further and analysing the innovative context and also gives them a clue about conversational mechanisms (see lines 13-17 and 26-31). The standard wait-time in conversations is less than one second but in the L2 classroom it is often suggested to facilitate learners with reformulated questions and to allow them maximum wait-time as ‘silence, in the form of extended wait-time is of great value, giving learners essential processing time and frequently resulting in enhanced responses’ (Walsh 2006: 122).

The initial question *what is the right context* (see line 11), which is actually confusing due to the ambiguity of *right*, is lexically modified in *How is past perfect formed?* (see line 17) drawing learners’ attention to the list of concordance lines. After a brief pause and an echo of the question, the answer is elicited (see line 18), initiating a short discussion on regular and irregular verbs (see lines 19 – 23). The teacher’s lengthy stretch of talk that follows is an attempt to introduce students to a device of discourse, *hesitation*, at the beginning of the utterance in particular, and draw their attention to the same device in their mother tongue. This also serves as a preparation for the incomplete format of concordances trying to place the emphasis on the context rather than form, which proves to be quite effective judging by the student’s reply (see line 34).

In this particular learning environment, the participants are used to being exposed to modified speech on the part of the teacher, who tries to speak slowly and clearly using simple lexicogrammatical structures. The invasion of corpora with their complex format and the introduction of features of English spoken grammar is certainly a quite unfamiliar experience. Nonetheless, Cook (1989: 7) points out that ‘discourse treats the rules of grammar as a resource, conforming to them when it needs to but departing from them when it does not’. Exposure to both formal, written discourse as well as everyday, spoken discourse represents a more complete and realistic approach to the target language. Therefore, the teacher needs to exhibit a high degree of patience and tolerance of mistakes and silence, giving learners time to become gradually competent speakers. According to research on interaction, ‘speakers who are competent conversationalists in one language appear to return to an earlier stage of conversational structure when they are faced with situations in which they are grammatically and lexically incompetent’ (Coulthard 1985: 178). Hilleson (1996) underlines the sense of alienation experienced by someone immersed in a new language environment, which may be increased, because they need to re-learn the language and conventions needed for everyday life. The process of L1 and L2 acquisition share common characteristics and hence learners need time and support to regain the mechanisms they already possess in their mother tongue.

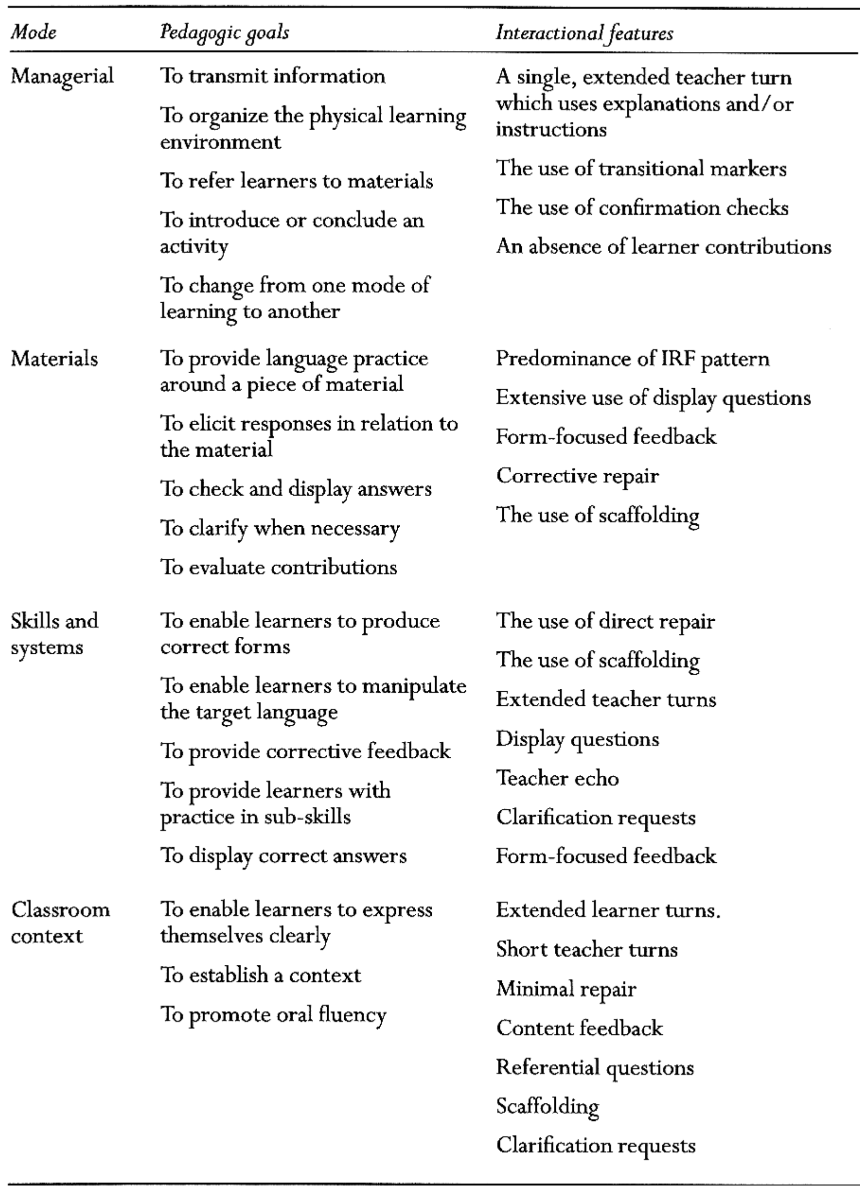
## 8.4 Exchange Structure

According to the research of Sinclair and Coulthard (1975) on the structure of discourse in school classrooms, the most typical exchange between a teacher and a pupil consists of three moves: a question, an answer and a comment (which were later named Initiation, Response and Follow-up). The moves are composed of *acts*, which define the function of utterances made by the teacher and students, and are varied depending on the speaker’s intention. Initiation may be directive

(DIR), informative (INF), eliciting (EL) or a boundary marker, while response includes replying (REP) or reacting (REACT) on the part of the listener and follow-up serves as an accept, but it can also take the form of a reaction, an evaluation or a comment.

Walsh (2006) discusses a framework for analysing classroom interaction and establishes four modes characterized by specific patterns of turn taking: managerial mode, materials mode, skills and systems mode and classroom context mode (see Figure 8.1). Managerial mode occurs more often at the beginning of the lessons or as a link between two stages in a lesson and this shift is usually indicated with discourse markers, which serve as 'punctuation marks in a written text, or intonation patterns in a spoken text' in order to guide learners through classroom discourse (ibid 69). In materials mode, pedagogic goals and language use centre on the materials being used and therefore interaction depends on the nature of the task, while in skills and systems mode the pedagogic goals are related to language practice and accuracy. In classroom context mode and particularly in an EFL setting, 'the interaction is initiated and sustained from the interactional opportunities that emerge from the complex and diverse range of experiences and cultural backgrounds that the learners themselves bring to the classroom' (ibid 79).

**Figure 8.1: L2 classroom modes (derived from Walsh 2006)**



| *Mode* | *Pedagogic goals* | *Interactional features* |
|---|---|---|
| Managerial | To transmit information<br>To organize the physical learning environment<br>To refer learners to materials<br>To introduce or conclude an activity<br>To change from one mode of learning to another | A single, extended teacher turn which uses explanations and/or instructions<br>The use of transitional markers<br>The use of confirmation checks<br>An absence of learner contributions |
| Materials | To provide language practice around a piece of material<br>To elicit responses in relation to the material<br>To check and display answers<br>To clarify when necessary<br>To evaluate contributions | Predominance of IRF pattern<br>Extensive use of display questions<br>Form-focused feedback<br>Corrective repair<br>The use of scaffolding |
| Skills and systems | To enable learners to produce correct forms<br>To enable learners to manipulate the target language<br>To provide corrective feedback<br>To provide learners with practice in sub-skills<br>To display correct answers | The use of direct repair<br>The use of scaffolding<br>Extended teacher turns<br>Display questions<br>Teacher echo<br>Clarification requests<br>Form-focused feedback |
| Classroom context | To enable learners to express themselves clearly<br>To establish a context<br>To promote oral fluency | Extended learner turns.<br>Short teacher turns<br>Minimal repair<br>Content feedback<br>Referential questions<br>Scaffolding<br>Clarification requests |

The following extract is the second part of the lesson already presented in section 8.3 and it is an example of materials mode (see Extract 8.2).

| **Transcribed Extract 8.2** | **MOVE** | **ACT** |
|---|---|---|
| **36. T:** *b...by the time we left it had been there several years* | **Initiation** | |
| **37.** What do you think they are talking about? | | **EL** |
| **38. Ss:** <Pause> | **no Response** | |
| **39.** There is no right or wrong answer. | **re-Initiation** | **INF** |
| **40.** It's just for you to decide. | | |
| **41.** So what could it be? | | **EL** |
| **42. S#13**: A car | **Response** | **REP** |
| **43. T:** Right it could be an old wrecked car which was | **Follow-up/Accept** | |
| **44.** parked outside the building | | **Comment** |
| **45. S#13**: Antique | **Response** | **REP** |
| **46. T:** Yes and we abandoned it and nobody cared about it. | **Follow-up** | **Accept** |
| **47.** So it had been there several years. | | **Comment** |

This extract is a brief example of a student's effort to construct her own context when observing concordances (see section 3.5.1). In an attempt to encourage the learners to participate and to help them overcome their first hesitation (see line 38), the teacher accepts even one-word responses following the IRF model (see lines 42 and 46). In addition to this, the teacher's initial question (see line 37) is modified lexically after a short silent period followed by an additional comment emphasizing the nature of the referential question and urging students to respond according to their intuition (see lines 39 to 41). The reply (see line 42) is verified by the teacher in the follow-up move, providing further imaginary description of the car and extending this way the student's contribution (see lines 43 and 44). The student, urged by the teacher's reaction, adds more information in a successful turn-taking attempt (see line 45), which leads to another follow-up move expanding the initial answer (see lines 46 and 47). There were many opportunities for participants to make inferences not only in terms of grammar but also in relation to context and meaning, such as during whole-class discussions based on corpus input of the lead-in tasks of each unit. It was noticed that the learners started to become more observant and 'notice' input, as in this brief example of the student's contribution.

Nonetheless, there were also moments that the students experienced difficulty in interpreting the grammar input. The following extract offers an insight into the teacher's reaction when the student cannot provide the answer and is not particularly cooperative (see Extract 8.3).

| **Transcribed Extract 8.3** | **MOVE** | **ACT** |
|---|---|---|
| **48. T:** *Because they* ***had*** *had two days of rain before* | **Initiation** | |
| **49.** *we got there.* This is probably an answer as it starts with | | **INF** |
| **50.** the word because. Why is Past Perfect applied here? Stratos? | | **EL/Nom** |
| **51. S#1**: <Pause> | **no Response** | |
| **52. T:** *two days of rain* ***before****… we got there?* | **re-Initiation** | **EL** |
| **53. S#1**: <Pause> | **no Response** | |
| **54. T:** Mm? | **re-Initiation** | **EL** |
| **55. S#1**: <Pause> | **no Response** | |
| **56. T:** It's okay. | | **REACT** |
| **57.** Helen? | **Initiation** | **Nom** |
| **58. S#5**: Because of the word *before* | **Response** | **REP** |
| **59. T:** So which action took place before the other? | **Initiation** | **EL** |
| **60. S#5**: First it started to rain and then we got there. | **Response** | **REP** |
| **61. T:** Exactly so the action that preceded the other one | **Follow-up** | **Evaluate** |
| **62.** is put in Past Perfect. | | **Comment** |

Student 1, Stratos, is not able to reply and does not even request repetition or modification but prefers to remain silent. The teacher, however, tries to elicit the answer by stressing the key expressions of the concordance line (shown in bold) and particularly the word *before* (see line 52), but as the student remains passive, the teacher does not wish to embarrass him further and nominates another student, who provides a response that is accepted by the teacher in the follow-up phase (see line 57-59). In other words, the discourse marker, *so*, signals the correctness of the answer, even though the evaluative act is not explicit, and is linked with the following initiation (see line 59). This leads to another exchange structure consisting of all three moves. The final follow-up stage confirms the student's answer, *exactly*, and finally provides the general 'rule' of Past Perfect based on the inductive approach (see lines 61 and 62).

The teacher may also be responsible for the initial unfortunate exchange and not only the learner's ignorance. Nominating the student without having realised that he was not ready to provide an answer or not offering enough wait-time to process a question and prepare an answer are two possible reasons for the lack of response (see Walsh 2006). Holley and King (1974) point out that if the teacher allowed longer wait-time after she makes a question or even after a learner makes a mistake, the learner would most likely be able to respond correctly. But excessive lengthening of wait-time, on the other hand, exacerbates anxiety among students. The second version may be more probable in the situation with the shy student surrounded by classmates raising their hands and being anxious to provide the correct answer. The teacher gives the student three opportunities to provide an answer including a vocalisation *mm?*, which may indicate the teacher's own need for wait-time before she manages to release the student from embarrassment and initiate a new question-answer sequence. As mentioned earlier, extended wait-time often results in enhanced responses, but perhaps in the case of concordance-based tasks, the teacher needs to be more tolerant due to the complicated nature of the data and respect their wish to remain silent, accepting any possible answer and appreciating any attempt made by students.

In contrast with the lack of the student's response presented in the previous extract, the following extract includes more initiative and participation on the part of the students (see Table 8.1).

**Table 8.1: Transcribed lesson on Passive Voice**

| Speaker | Initiation | Act | Response | Act | Follow -up | Act |
|---|---|---|---|---|---|---|
| T | Now | Boundary Marker | | | | |
| T | Be careful with the next two examples. | DIR | | | | |
| | *Should* and *would* are semi-auxiliary verbs right? | EL<br>Checking | | | | |
| Ss | | | Yes | REP | | |
| T | What follows them? | EL | | | | |
| S#5 | | | Be | REP | | |
| S#6 | | | and past participle | REP | | |
| T | | | | | Exactly.<br>And this structure is the same with all modal auxiliary and semi auxiliary verbs | Accept<br>Comment |
| S#2 | Must too? | EL | | | | |
| T | | | Yes must is a modal verb so it is repeated in passive voice and it is followed by the word be and past participle | REP | | |
| S#2 | | | | | So must is a must | Comment |
| Ss | | | | | (Laugh) | REACT |

There are no pauses and there are two complete exchange patterns. The teacher sets the boundary and initiates the class discussion with the discourse marker *now* in managerial mode and reminds students of the function of two modal verbs, *should* and *would*, while checking their prior knowledge, in order to activate the appropriate schemata. Then, she continues eliciting an answer and the students are so actively involved that two learners provide responses completing each other's utterances. So the teacher verifies the correct answers in the follow-up move and generalises them. The paradox of the last exchange structure is that it is initiated by another student who elicits an answer from the teacher and completes it with an amusing comment in the follow-up move, which is a sign of good listenership, that is the ability to demonstrate that one is engaged in the discourse (see McCarthy and Walsh 2003). This comment results in a whole-class reaction (laughter), which is also a good indication that the message has been fully understood, and a welcome departure from the often rigid IRF pattern of exchanges in adolescent classes.

There is a natural flow of exchanges in this discussion, no matter if the students' replies are brief, as they are guided by the teacher's controlled questions, but there are also spontaneous utterances which are indicative of desirable friendly classroom conditions that put most students at ease.

## 8.5 Turn-taking

Seliger (1983) investigated learners' turn-taking behaviour in SLA environments and distinguished two categories of students; the High Input Generators who initiate and sustain their turns and the Low Input Generators who remain passive and do not take turns unless they are called upon. However, during the grammar study there were not many opportunities for long turns but mainly for brief comments, as a result of the numerous display questions, in an attempt to elicit observations on certain structures (see Extracts 8.4, 8.5 and 8.6).

### Transcribed Extract 8.4

**T:** So when the needles go into the veins people are +
**S#13**: ⌊afraid⌋
**T:** + Yes very sensitive.

### Transcribed Extract 8.5

**T:** Then I write the +
**S#14**: ⌊The hair⌋
**T:** + Yes the object. What do I need to cut?
**S#8**: My hair

### Transcribed Extract 8.6

**T:** Yes *when I went to the hospital it had already started healing*
Why is this verb in Past Perfect?
**Ss**: <Pause>
**T:** Because the action↑…
**S#2**: had already happened
**T:** So my wound had already started healing
**S#6**: ⌊when I went to the hospital⌋
**T:** And which is the word that shows us that one action took place before the other one?
**S#6**: Already
**T:** Ok circle it

In all three extracts a student succeeds in taking the turn by predicting and completing the teacher's words (see McCarthy 1991). The teacher signals the correctness of the response and either asks for repetition to make sure that the rest of the class understood it (Extract 8.5), or paraphrases it in order to expose learners to additional lexis (Extract 8.4) or generates the answer and seeks confirmation (Extract 8.6). In addition, in the last extract the teacher provides part of the answer after brief wait-time. The first student realises that the pitch level of the incomplete utterance indicates the end of the teacher's turn so he completes it, while the second student also completes the teacher's turn by repeating part of the example, showing that she has understood the meaning it conveys.

Sinclair and Coulthard (1975) observed that teacher's and pupils' behaviour were influenced by the *setting*, mainly large classes, the *institutional roles* placing the teacher as controller and the pupils as receptors and respondents, and the *goals* according to which knowledge was acquired mostly through controlled discussion. Therefore, students are not expected to be experts in turn taking, especially in an EFL classroom as they are not confident enough with the target language. However, the ordered and non-overlapping turn-taking is lessened through pair or group work. McCarthy (1991: 128) pinpoints that 'the looser the restrictions on what and when people may speak, the more naturally the turn-taking emerges'. Thus, the same time aspect, Past Perfect Simple, could possibly be analyzed more effectively if learners were engaged in pair work in order to complete a task based on observation. Vygotsky (1978) stressed the importance of social activity and referred to the assistance of a teacher or peer, as on the edge of learning a new concept a child can benefit from the interaction with a teacher or a classmate. Tsui (1996) highlights the significance of peer support as it may prompt learners with low self-esteem, who tend to answer a question in a very soft voice instead of offering the answer to the whole class, or those who do not volunteer to respond unless they are nominated. Having the opportunity to consult their partner and check their answers in a stress-free discussion, they are likely to take the turn more naturally, acquire confidence and thus usually appear to be more cooperative in a whole-class discussion. As mentioned in section 6.8, the participants of the experimental group were asked to work in pairs and perform a completion task in different DDL units, such as the task on introductory verbs used in Indirect Speech (see Appendix 1 Unit 15). After giving the pairs some time to examine the sets of concordances, the teacher invited them to provide their answers and their justification (see Extract 8.7).

### Transcribed Extract 8.7

**1.** **T:** Let's read the first three lines
**2.** *I would be greatly offended if a guest…to pay for anything.*
**3.** Offended?
**4.** **S#?**: (*translates*)
**5.** **T:** Yes insulted.
**6.** *I was so thrilled at myself I…to pay in advance. A huge meal*
**7.** *I think I've given my best and I…to take less money. Meanwhile*
**8.** Which is the missing word here?
**9.** **Ss**: <Pause>
**10.** **T:** What part of speech do we need?
**11.** **S#4**: Verb
**12.** **T:** So which is the word that is common to all three lines?
**13.** Warned? Denied?
**14.** **S#?**: offered
**15.** **T:** Offered. Write it down in all three gaps. Let's move on to the next set.
**16.** *think it would happen. Nadine…to share her prize with her*
**17.** *I think. Before they went they … to come back soon. One could*
**18.** *party system. The president … to hold a meeting on the issue*
**19.** What is the missing word?
**20.** **S#8**: Denied
**21.** **T:** Denied okay it could be used in the first line but in the second *before*
**22.** *they went they* **denied** *to come back soon* I think we need a positive meaning
**23.** **S#6**: Promised
**24.** **T:** Yes write it down. The next
**25.** **S#?**: ⌊refused⌋
**26.** **T:** Exactly
**27.** He refused to stop. He refused to pay more for another instructor and he
**28.** refused to believe that probably something wrong happened to his father.
**29.** The next set now.
**30.** *friends Burned Man and Oracle often…me to be honest with myself and*
**31.** **S#10**: advised
**32.** **T:** advised yes let's check the rest of the lines
**33.** *The doctors* **advised** *me to weigh up the quality of life*
**34.** *he didn't think I needed surgery. He*
**35.** **S#5:** ⌊advised ⌋
**36.** **T:** spelled with an s or a c?
**37.** **S#5:** With an s
**38.** **T:** as it is a verb and not a noun. Let's move on
**39.** *The London Business School…that unemployment would rise to one Before*
**40.** Before I go on any ideas what might the London Business School did? Maria?
**41.** **S#10**: warned
**42.** **T:** Very good.
**43.** *who was also a hypnotherapist but* **warned** *me that it would not be easy* to
**44.** Number 6
**45.** *my time's up. So when a friend…me to join her women's theatre-*
**46.** What did that friend do to
**47.** **S#11**: ⌊ invite ⌋
**48.** **T:** Invit↑…
**49.** **S#11**: ed
**50.** **T:** Invited very good.

This extract is an example of materials mode, as the patterns of interaction are related to practice of reported speech through sets of concordances with a common introductory verb for multiple contexts, and the pedagogic goal is accuracy (see lines 36 and 49). The students are slightly reluctant in the beginning, but from line 14 onwards they are very cooperative and provide all answers effortlessly. After making sure what part of speech is needed in each set of concordances with a reformulation of the initial question (see lines 10 to 13), the teacher elicits the answers for each set separately. Student 8 suggests an introductory verb that is not possible for all three lines (see line 20), so the teacher stresses the need for positive meaning (see lines 21 and 22), but the rest of the learners' replies are correct and come out naturally. Lines 25, 35 and 47 present spontaneous answers, taking the turn successfully from the teacher, and are believed to be the outcome of the effective pair-work.

The teacher's contributions contain interactional features aiming at facilitating learners to produce the newly acquired grammar pattern (for example see lines 27-28, 38; see also 8.6 on interactional features). She 'feeds in' with essential comments and explanations which is indicative of scaffolding, an important mechanism in providing learners with 'cognitive support through dialogue as they engage in tasks that may lie outside their capabilities' (Walsh 2006: 120). According to Vygotsky's zone of proximal development (ZPD) paradigm, scaffolding has an important role when the input is higher than the students' current stage of learning, which is the case with the corpus-based materials (Vygotsky 1978).

The final part of the lesson involves the interpretation of the verb patterns (see Extract 8.8).

**Transcribed Extract 8.8**

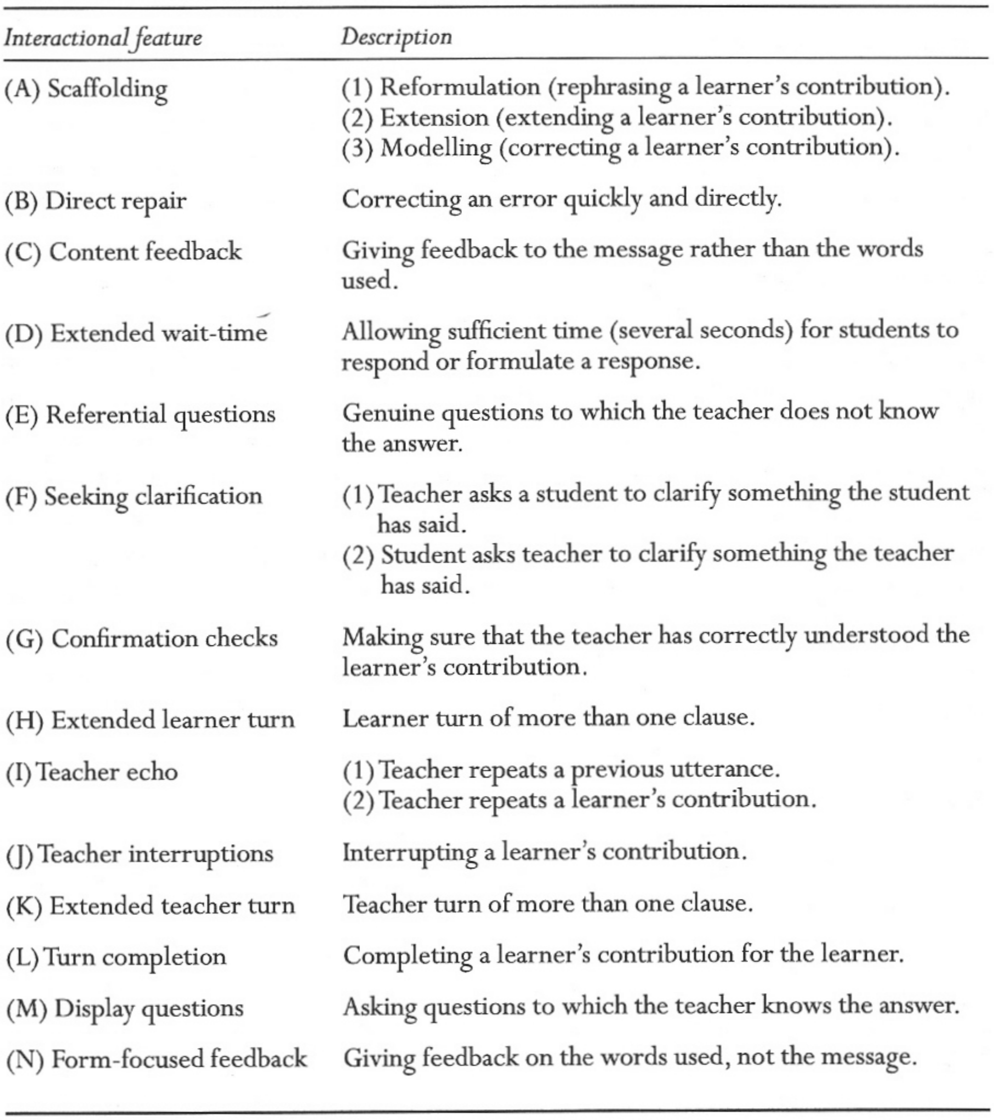
**51. T:** All these words we wrote replace which words we have learned so far?
**52. S#?**: told
**53. T:** Yes…said told asked very very good and what sort of words come
**54.** after the ones we wrote down? What is their structure? Look at them
**55.** vertically. What word follows them?
**56. S#?**: To
**57. T:** Right infinitive
**58. S#?**: Me
**59. T:** Pronoun and what else?
**60. S#?**: Him
**61. T:** Yes another object pronoun. And even the word↑…
**62. Ss:** <Pause>
**63. T:** that. Right.

The learners may have not provided the grammar terms needed but they seem to have realised their function and the deviation from the common introductory verbs (see lines 51 and 52). Therefore, by the time they reached unit 15, they had developed the capacity to cope with incomplete concordances to a certain extent or at least to compromise with their complicated appearance, while being less dependent on the teacher's contribution. The above task promotes communication between learners and, although the concordances are not further sorted (they are only sorted first word to the right), they manage to observe the patterns and draw their first conclusions more easily.

## 8.6 Conversational Strategies

Dörnyei and Thurell (1994) list a number of conversational strategies, which are mainly applied when the speaker is in a difficult position trying to remember a word or misunderstanding the other speaker. Message adjustment, paraphrase, approximation and appeal for help are some of them (ibid 44). Walsh (2006: 67) summarizes the interactional features and their descriptions that often occur in classroom interaction in relation to the four modes presented in section 8.4 (see Figure 8.2).

**Figure 8.2: Interactional features (derived from Walsh 2006)**



| *Interactional feature* | *Description* |
|---|---|
| (A) Scaffolding | (1) Reformulation (rephrasing a learner's contribution).<br>(2) Extension (extending a learner's contribution).<br>(3) Modelling (correcting a learner's contribution). |
| (B) Direct repair | Correcting an error quickly and directly. |
| (C) Content feedback | Giving feedback to the message rather than the words used. |
| (D) Extended wait-time | Allowing sufficient time (several seconds) for students to respond or formulate a response. |
| (E) Referential questions | Genuine questions to which the teacher does not know the answer. |
| (F) Seeking clarification | (1) Teacher asks a student to clarify something the student has said.<br>(2) Student asks teacher to clarify something the teacher has said. |
| (G) Confirmation checks | Making sure that the teacher has correctly understood the learner's contribution. |
| (H) Extended learner turn | Learner turn of more than one clause. |
| (I) Teacher echo | (1) Teacher repeats a previous utterance.<br>(2) Teacher repeats a learner's contribution. |
| (J) Teacher interruptions | Interrupting a learner's contribution. |
| (K) Extended teacher turn | Teacher turn of more than one clause. |
| (L) Turn completion | Completing a learner's contribution for the learner. |
| (M) Display questions | Asking questions to which the teacher knows the answer. |
| (N) Form-focused feedback | Giving feedback on the words used, not the message. |

The participants were not experienced or comfortable enough to employ strategies in the target language, as is obvious from most transcripts presented in this chapter, but the teacher makes use of the commonest ones, such as discourse markers to set boundaries, scaffolding, direct repair, seeking clarification, teacher echo, and clarification check or interpretive summary reformulating the speaker's message to check meaning (see sections 8.6.1 and 8.6.2).

### 8.6.1 Transcripts of DDL grammar sessions

The following extracts present a data-driven learning approach to a grammar pattern, the pseudo-passive with have or causative form as is presented in the students' grammar books, which was introduced to the experimental group for the very first time (see Appendix 1 Unit 19). The concordances derive from the COBUILD corpus and the teacher tries to elicit observations and inferences aiming at the discovery of this new feature (see Extracts 8.9, 8.10 and 8.11).

**Transcribed Extract 8.9**

| | MOVE | ACT |
|---|---|---|
| **1.** **T:** Right ssh okay **enough**…okay | **Boundary Markers** | |
| **2.** I'll give you one minute to read through these | **Initiation** | **DIR** |
| **3.** concordance lines.<Pause of approximately 1 minute> | | |
| **4.** Right | **Boundary Marker** | |
| **5.** Let's read some of them together now. | **Initiation** | **DIR** |
| **6.** *They have equipment serviced or replaced.* Equipment? | | **EL** |
| **7.** **S#2**: (*translates*). | **Response** | **REP** |
| **8.** **T:** Right (*repeats it*) | **Follow-up** | **Evaluate** |
| **9.** *Do you have money locked in an overseas country?* | **Initiation** | **EL** |
| **10.** Overseas? | **Response** | **EL** |
| **11.** **S#2**: (*translates*) | **Response** | **REP** |
| **12.** **T**. Right. | **Follow-up** | **Evaluate** |
| **13.** Line 4 *Before my mother had her cataracts treated.* | **Initiation** | **EL** |
| **14.** Cataracts? | **Response** | **EL** |
| **15.** **S#3**: Kataraktes. | **Response** | **REP** |
| **16.** **T:** Yes it's a Greek word | **Follow-up** | **Comment** |
| **17.** But which of the two meanings of kataraktes is | **Initiation** | **EL** |
| **18.** implied here? | | |
| **19.** **S#2**: In the eyes | **Response** | **REP** |
| **20.** **T:** Exactly because the mother cannot | **Follow-up/EV** | **Comment** |
| **21.** have a waterfall. | | |
| **22.** *don't want parents to be afraid of having children* | **Initiation** | **EL** |
| **23.** *vaccinated against HIB* | | |
| **24.** Vaccinated? | | |
| **25.** **Ss:** <pause> | **no Response** | |
| **26.** **T:** (*translates*) | **Response** | **REP** |
| **27.** *that some people are squeamish about having needles* | **Initiation** | **EL** |
| **28.** *inserted into their veins* | | |
| **29.** Squeamish? | | |
| **30.** **Ss**: <Pause> | **no Response** | |
| **31.** **T:** Positive or negative? | **re-Initiation** | **EL** |
| **32.** **S#?**: Negative | **Response** | **REP** |

| | | |
|---|---|---|
| **33. T:** Why? | **Initiation** | **EL** |
| **34. S#6**: the needles | **Response** | **REP** |
| **35. S#5**: Miss what are the veins? | **Initiation** | **EL** |
| **36. T:** (*translates*) | **Response** | **REP** |
| **37.** So when the needles go into the veins people are | **Initiation** | **EL** |
| **38. S#13**: ⌊afraid⌋ | **Response** | **REP** |
| **39. T:** <u>Yes</u> very sensitive | **Follow-up** | **Accept** |

This part of the lesson could be regarded as a brief warm-up phase as the teacher prompts the students with input, a set of concordance lines, which lead up to a series of questions checking their understanding of the context and interpreting unknown vocabulary. Therefore, the interaction starts off in managerial mode and mode switching occurs in line 6 to materials mode, as the pedagogic goal and language use are materials-centred and the teacher elicits, checks and clarifies interpretations of key items of vocabulary through echoes of students' contributions (Walsh 2006).

The teacher's and students' utterances are brief following the three move pattern of the IRF model, while there are some points that signal certain conversational mechanisms employed mainly by the teacher. The underlined words included in the teacher's utterances are discourse markers but they do not all have the same function. As mentioned earlier they can be used for different purposes. In the first line *right* and *ok* are transitional markers which indicate the commencement of the lesson, trying to catch students' attention, while *ssh* and the directive *enough* call them to order. The marker *right* (see line 4) indicates the end of the silent reading of the input and the initiation of a different section in the lesson, the question phase. The follow-up moves are signalled either with the words *right*, *yes*, *exactly* (see lines 8, 12, 16, 20) or they are merged with a new initiation move or with a paraphrase and further explanation (see lines 20-21 and 33). In the case of lack of response, the teacher provides the answer (see line 26) or offers additional assistance to elicit it (see line 31). The only initiative that the students take is at two points, where one student asks for the meaning of an unknown word (see line 35) leading to another IRF exchange and in line 38 where another student completes the teacher's utterance spontaneously, taking the turn successfully. These are, however, considered as very minimum 'disruptions' of the IRF exchange, whereas lack of conversation mechanisms is rather more apparent on the part of the students.

The following extract is the most crucial part of the lesson as the teacher tries to introduce students to the new grammar pattern (see Extract 8.10).

**Transcribed Extract 8.10**

| | **MOVE** | **ACT** |
|---|---|---|
| **40. T:** Right | **Boundary Marker** | |
| **41.** You can see in the centre here the words | **Initiation** | **DIR** |
| **42.** *have had having* | | |
| **43.** So you've got the verb *have* in different forms | | |
| **44.** Right? | | **Checking** |
| **45.** Now | **Boundary Marker** | |
| **46.** All these actions that take place in each line… | **Initiation** | **EL** |
| **47.** who does them? | | |
| **48.** Read them again. | | **DIR** |
| **49. S#?**: They | **Response** | **REP** |
| **50. T:** Yes this is the subject of the first sentence. | **Follow-up** | **Comment** |
| **51.** But who does these actions? | **re-Initiation** | **EL** |
| **52.** Who inserted the needles in the last line? The children? | | |
| **53.** The parents? Who? | | |
| **54. S#6**: The doctors | **Response** | **REP** |
| **55. T:** Yes in line 6 and 8 | **Follow-up/Accept** | **Comment** |
| **56.** *They have equipment serviced.* Who did the service? | **Initiation** | **EL** |
| **57. S#13**: The mechanics | **Response** | **REP** |
| **58. T:** *Do you have money locked in an overseas* | **Initiation** | **EL** |
| **59.** *account*? | | |
| **60.** Of course it is your money but who keeps your money? | | **Comment/EL** |
| **61. S#6**: The bank | **Response** | **REP** |
| **62. T:** The bank | **Follow-up** | **Accept** |
| **63.** Right so… | **Boundary Marker** | |
| **64.** This phenomenon is called causative form | **Initiation** | **INF** |
| **65.** I know that it is the first time you hear that. | | |
| **66.** Causative form does not exist in the Greek grammar. | | |

**67.** It only exists in English and we use causative form
**68.** when we do not do something ourselves but
**69.** we need someone else to do it for us. Ok? **Checking**
**70. Ss**: <Pause> **no Response**
**71.** For example in English they never say I'll cut my hair **re-initiation INF**
**72.** because that means I'll stand in front of the mirror
**73.** take the scissors and I'll cut my hair myself

In the first lines (see lines 40 and 45), *right* and *now* seem to be functioning more as fillers and indicate the initiation of a different stage of the lesson, whereas *right, so* in line 63 reveal the teacher's hesitance as she is not certain that the learners are ready to perceive the new grammatical structure. As for the interrogative markers *right?* and *ok?* (see line 44 and 69), they are simply used to check meaning before proceeding with the next observation. Therefore, even though the word *right* is used three times, it serves different functions. When the teacher checks whether learners have understood causative form by simply asking *ok?*, the silence of the class is not expected wait-time but an explicit negative indication that leads to further explanation and examples (see lines 71- 73).

It is quite obvious that introducing a new grammatical element, and particularly one that does not exist in their mother tongue, is a rather difficult stage for the students as well as the teacher. The students show no signs of initiative and their role is reduced to providing brief answers strictly guided by the teacher's highly controlled questions. In fact, the teacher does attempt at the beginning to let students observe the concordances and realize the register of the utterances on their own but, as the class is strangely quiet, she examines each concordance separately trying to elicit the register of each one of them. Her initiations do not include only one question but she provides more clues, as in line 51, and at some point she poses five questions in a row (see lines 51 to 53) with two alternative questions, *The children? The parents?*, before she receives any answers from the students (see O'Keeffe et al 2007: 238), while she keeps reading the concordances that were examined during the warm-up stage. The students may provide the answers but still they do not seem to comprehend where this search is leading them. So, the teacher, showing her hesitation with the discourse markers *right, so* followed by a short pause (see line 63), decides to present the new grammar pattern directly (see lines 64 to 69) and provide a concocted example (see lines 71 to 73). In other words, as the pedagogic goal (the induction of the current grammatical pattern) is not being fulfilled, an extended turn on the absence of causative form from the Greek grammar and language use follows and a complete absence of learner turns is observed. However, the students continue to remain silent when the teacher asks for verification (see line 70).

As the lesson proceeds, though, and the students become more familiar with the usage of causative form, they show clear indications of apprehension and they start to take turns gradually. Extract 8.11 is an example of 'skills and systems mode' as the teacher provides several examples to prompt learners to produce accurate linguistic forms, while instances of 'direct repair', a short, quick correction, are observed (see Walsh 2006: 74).

**Transcribed Extract 8.11**

| | | **MOVE** | **ACT** |
|---|---|---|---|
| **74.** | **T:** Now | **Boundary Marker** | |
| **75.** | if you want to say that you want to go to the | **Initiation** | **INF** |
| **76.** | hairdresser's and the hairdresser will cut your | | |
| **77.** | hair you say it like that *The hairdresser will cut* | | |
| **78.** | *my hair tomorrow*. <writes it on the board> | | |
| **79.** | I have an appointment with her tomorrow. | | |
| **80.** | Who will cut my hair? | | **EL** |
| **81.** | **Ss**: The hairdresser | **Response** | **REP** |
| **82.** | **T:** And what's the tense here? | **Initiation** | **EL** |
| **83.** | **S#5**: Simple | **Response** | **REP** |
| **84.** | **T:** Simple ↑… | **re-Initiation** | **EL** |
| **85.** | **S#5**: Future | **Response** | **REP** |

| | | |
|---|---|---|
| **T:** Right | **Follow-up** | **EV** |
| I do not need to mention the hairdresser | | **Comment** |
| because it is implied. I'll say it as in the lines | | |
| Which verb is in bolded characters? | **Initiation** | **EL** |
| **S#5**: Have | **Response** | **REP** |
| **T:** <u>So</u>…in this example? | **Initiation** | **EL** |
| **S**#6 will have | **Response** | **REP** |
| **T**: What do I want him to cut? | **Initiation** | **EL** |
| **S#8**: My hair | **Response** | **REP** |
| **T:** My hair cut | **Follow-up** | **Accept** |
| **S#5**: This is like Passive Voice | **Initiation** | **DIR** |
| **T:** Yes causative form is similar to Passive Voice. | **Response** | **REP/Accept** |
| Look in which way. We apply *have* in the time aspect | **Initiation** | **DIR** |
| we need. We have Simple Future here so we will have | | **INF** |
| simple future here too <points to the two examples on the board> | | |
| Then I write the+ | | |
| **S#14**: ⌊the hair⌋ | **Response** | **REP** |
| **T:** +Yes the object | **Follow-up** | **Accept/Com** |
| What do I need to cut? | **Initiation** | **EL** |
| **S#8**: My hair | **Response** | **REP** |
| **T:** I complete it with the past participle of the initial verb. | **Follow-up** | **Com** |
| **S#12**: Why have? | **Initiation** | **EL** |
| **T:** This is just the way it is formed | **Response** | **REP** |
| Remember in Passive Voice that we used the | **Initiation** | **Clue** |
| verb *be* in the table? | | |
| **Ss**: Yes | **Response** | **REP** |
| **T:** <u>So</u> here we will use *have* in all instances of | **Follow-up** | **Comment** |
| causative form but *have* is a main verb | | |
| and can be applied in all tenses. | | |
| **S#4**: In all tenses? | **Initiation** | **EL** |
| **T:** Yes for example he has repaired John's bike | **Response** | **Comment** |
| <writes it on board> **He** is probably the mechanic. | | |
| So who is the person that has a problem? | **Initiation** | **EL** |
| **Ss**: John | **Response** | **REP** |
| **T:** What is the time aspect here? | **Initiation** | **EL** |
| **S#6**: Present Perfect | **Response** | **REP** |
| **T:** Don't put the verb *repair* | **Follow-up** | **Comment** |
| but the verb *have* in Present Perfect | | |
| **S#10**: had | **Response** | **REP** |
| **T:** This is Simple Past. We need Present Perfect. | **Follow-up** | **Comment** |
| Artemi? | **Initiation** | **Nom** |
| **S#13** : Has had | **Response** | **REP** |
| **T:** And what? The object? | **Initiation** | **EL** |
| **S#13**: His bike | **Response** | **REP** |
| **T:** His bike | **Follow-up** | **Accept** |
| **S#13**: Repaired | **Response** | **REP** |
| **T:** Repaired | **Follow-up** | **Accept** |
| **S#6**: How easy! | **Response** | **REACT** |
| **T:** Yes that's all and you can put *have* | **Follow-up** | **Comment** |
| in other time aspects. | | |

**136.** *John is having his bike repaired*. When? **Initiation EL**
**137.** **S#2**: Now **Response REP**
**138.** **T:** Now and John had his bike repaired yesterday. **Follow-upAccept/Com**
**139.** Did you understand it? **Checking**
**140.** **Ss**: Yes **Response REP**
**141.** **T:** Remember in Passive Voice that we have to **Initiation EL**
**142.** remember that little table of verb be we completed the other day?
**143.** **Ss**: Yes **Response REP**
**144.** **T:** This is even simpler. **Follow-up Comment**
**145.** It is the verb *have* and it is in the same form as the verb
**146.** of the initial sentence
**147.** **Ss**: (nod) **Response REACT**
**148.** **T:** Great **Follow-up Evaluation**

This last reinforcement phase of the lesson is obviously more dynamic. Students seem to have started understanding the ‘strange’ grammatical aspect and provide straightforward answers. The rapidity of exchanges and the reduction of teacher talking time and initiations, with the exception of two points of extended teacher talk (see lines 75-79 and 97-100), are clear indications that the students have regained confidence. The teacher’s role is to simply elicit all the inferences that they have reached during the previous stage and to make sure that there are no more vague areas, while accuracy is one of her primary concerns which she ensures with direct repair and corrective feedback (see lines 84 and 125). An interesting picture emerges when students start getting involved and taking the turn. Line 96 is the first signal that shows comprehension on the part of a student and it is at this point that the rhythm of the lesson shifts, leading to a series of successful exchanges, which do not necessarily include all three moves. It appears that the student’s observation that causative form and passive voice are similar forms is a crucial contribution to the interpretation of the new grammar pattern for the whole class. In lines 107 and 115 two students do not hesitate to ask for clarification, which indicates that they have reached a satisfactory level of understanding of the element, whereas in line 119 a number of students respond all together to the teacher's initiation on impulse, which is a moment of class triumph, particularly because this reply carries the main concept of the causative form. Last but not least, student 6 reveals her relief with the ultimate comment, *How easy!* (see line 133), which is a moment that undoubtedly every teacher treasures.

It is also worth observing the teacher's reaction in the follow-up stage as the lesson progresses. From lines 89 to 96 a sequence of teacher initiation and student responses occurs with only one follow-up exchange observed (see line 95). After the extended teacher talk (see lines 97-100) the IRF structure appears to be complete (lines 104-106) but the teacher's concern is to provide further comments and additional grammar reference rather than accept and evaluate students' responses. However, once the teacher has established the grammar pattern and explained it to students in several ways, there are rapid exchanges including two instances of teacher echo (lines 129 – 132) which facilitates learners' understanding and indicates the teacher's enthusiasm as the pedagogic goal seems to be fulfilled. Walsh (2006) advocates the function of teacher echo particularly in skills and systems mode, which is the case here, as it confirms a contribution and amplifies it for the other learners.

The aim of the DDL lesson was to urge students to draw their own conclusions with regard to the grammar pattern. However, the teacher chose to depart from the concordance lines for a while observing the students' difficulty in realizing the usage of the unfamiliar grammatical item and attempted to explain it through invented examples eliciting answers with narrow display questions. The concordance-based task could possibly lead to loss of motivation and interest given the grammar ‘gap’ between L1 and L2.

### 8.6.2 Transcripts of non-DDL grammar sessions

At this point it is worth analyzing the reaction of the participants of the control group, when examining the same grammatical aspect, causative form, and comparing their responses with those of the experimental group presented in the previous section (see Extract 8.12).

| | **Transcribed Extract 8.12** | **MOVE** | **ACT** |
|---|---|---|---|
| **1.** | **T:** <u>Now</u> | **Boundary Marker** | |
| **2.** | today we are going to talk about causative form. | **Initiation** | **DIR** |
| **3.** | It’s strange because it doesn’t exist in our language. | | **INF** |
| **4.** | Sometimes we say that I am going to paint the house | | |
| **5.** | but it is not possible for me to paint the whole house. | | |
| **6.** | I need to be a professional. So when I say that I am | | |
| **7.** | going to paint the house I mean that I am going to hire | | |
| **8.** | someone else to do it for me. | | |
| **9.** | Okay? | | **Checking** |
| **10.** | So in English when we need another person to repair or to do | | **INF** |
| **11.** | something for us we use causative form. | | |
| **12.** | Turn to page 96. Look at the picture. | | **DIR** |
| **13.** | We can see a person, John, with a dirty face. Why? | | **EL** |
| **14.** | **S#1**: Because he fixed his car. | **Response** | **REP** |
| **15.** | **T:** That’s because he has the skills to do it. | **Follow-up** | **Comment** |
| **16.** | But in the next picture John is very clean because | | **Comment** |
| **17.** | he had his car fixed. | | |
| **18.** | Let’s have a look at another example.<*writes on the board*> | **Initiation** | **DIR** |
| **19.** | Jack will repair his bike. It’s probably easy for him to repair it. | | **INF** |
| **20.** | Imagine that poor Jack ran into a tree and there is a great damage. | | |
| **21.** | The wheel is completely damaged. So he will probably take his bike | | |
| **22.** | to the service. First of all, who is the owner of the bike? | | **EL** |
| **23.** | **S#6**: Jack. | **Response** | **REP** |
| **24.** | **T:** Yes then we notice the time aspect of the verb. | **Follow-up** | **Accept/Com** |
| **25.** | So which one is it? | **Initiation** | **EL** |
| **26.** | **S#6**: Future | **Response** | **REP** |
| **27.** | **T:** Yes | **Follow-up** | **Accept** |
| **28.** | **S#8**: Simple Future | **Response** | **REP** |
| **29.** | **T:** Right | **Follow-up** | **Evaluation** |
| **30.** | So the same time aspect is retained but the verb | | **Comment** |
| **31.** | have appears will have. What does he need to repair? | **Initiation** | **EL** |
| **32.** | **S#6**: His bike | **Response** | **REP** |
| **33.** | **T:** His bike | **Follow-up** | **Accept** |

| | | | |
|---|---|---|---|
| **34.** | What does he want to do with his bike? | **Initiation** | **EL** |
| **35.** | **S#11**: To repair it. | **Response** | **REP** |
| **36.** | **T:** Exactly to repair it. | **Follow-up** | **Evaluate** |
| **37.** | And you put the word repair in past participle. | | **Comment** |
| **38.** | So how is causative form formed? | **Initiation** | **EL** |
| **39.** | I write the subject who is the person that needs someone | **Response** | **REP/INF** |
| **40.** | else to do something for him/her. Then I put the verb have | | |
| **41.** | in the same time aspect of the initial sentence. In this | | |
| **42.** | example it was Simple Future it will be will have. In the | | |
| **43.** | previous one Simple Past it will be had. Right after that | | |
| **44.** | I write the object which I need to repair change paint etc. | | |
| **45.** | And then past participle. Subject plus have in the appropriate | | |
| **46.** | tense plus object plus past participle | | |
| **47.** | **S#8**: It's like Passive voice. | **Initiation** | **INF** |
| **48.** | **T:** Yes we could say that. But it has a different use. | **Response** | **Evaluate** |
| **49.** | I cannot do something alone. I need a new haircut. | | **Comment** |
| **50.** | That doesn't mean that I am going to cut my hair myself | | |
| **51.** | but I will go to the hairdresser's. | | |
| **52.** | Ah Souela had a haircut didn't you? | **Initiation** | **EL** |
| **53.** | **S#6**: <nods> | **Response** | **REACT** |
| **54.** | T: So we can't say Souela has cut her hair <writes on the | **Followup** | **Comment** |
| **55.** | board> If a native speaker heard that he would imagine | **Initiation** | **INF** |
| **56.** | that Souela did it herself and that she is probably very capable. | | |
| **57.** | So a native speaker would say Souela <writes on the board> | | |
| **58.** | Who wants to continue? | | **EL** |
| **59.** | **S#1**: had | **Response** | **REP** |
| **60.** | **T:** Not had. | **Follow-up** | **Evaluate** |
| **61.** | What is the time aspect of the initial verb? | **re-Initiation** | **EL** |
| **62.** | **S#9**: Present Perfect | **Response** | **REP** |
| **63.** | **T:** So? | **re-Initiation** | **EL** |
| **64.** | **S#11**: has had | **Response** | **REP** |
| **65.** | **T:** Exactly | **Follow-up** | **Evaluate** |
| **66.** | Then? | **Initiation** | **EL** |
| **67.** | **Ss**: <Pause> | **no Response** | |
| **68.** | **T:** The object? | **re-Initiation** | **EL** |
| **69.** | **S#6**: Her hair | **Response** | **REP** |
| **70.** | **T:** Right | **Follow-up** | **Evaluate** |
| **71.** | And then? | **Initiation** | **EL** |
| **72.** | **Ss**: <Pause> | **no Response** | |
| **73.** | **T**: past participle? | **re-Initiation** | **EL** |
| **74.** | **S#3**: cut | **Response** | **REP** |
| **75.** | **T:** Did we write the subject? | **Initiation** | **EL** |
| **76.** | **S#6:** Yes | **Response** | **REP** |
| **77.** | **T:** Did we use present perfect? | **Initiation** | **EL** |
| **78.** | **S#6:** Yes has had. | **Response** | **REP** |
| **79.** | **T:** The object? | **Initiation** | **EL** |
| **80.** | **S#11:** Her hair. | **Response** | **REP** |
| **81.** | **T:** What did she want to do with her hair? | **Initiation** | **EL** |
| **82.** | **S#8:** Cut past participle. | **Response** | **REP** |
| **83.** | **S#1**: Why did we write had over there and has down here? | **Initiation** | **EL** |

**84. T:** Here you need to put the verb in Present Perfect. **Response** **INF**
**85.** How is the verb have formed in Present Perfect? **Initiation** **EL**
**86. Ss**: <pause> **no Response**
**87. T:** Imagine that you do not have the verb have **Initiation** **DIR**
**88.** but the verb cut. How is cut formed in Present Perfect? **EL**
**89. S#13**: has cut **Response** **REP**
**90. T:** Exactly **Follow-up** **Evaluate**
**91.** So isn't the verb have in Present Perfect has had? **Initiation** **EL/INF**
**92.** Don't we put the main verb in past participle in Present Perfect? **EL**
**93. S#13**: Yes **Response** **REP**
**94. T:** <points to the example on the board> So **Boundary Marker**
**95.** in the first example we see have in Present Perfect **Initiation** **DIR**
**96.** here in Simple Future and here in Simple Past.
**97.** Look at the big yellow box on page 96 and underline
**98.** the four steps that you need to follow

It is clear that the teacher employs the deductive method when approaching the grammar pattern of the causative form. The lesson begins in managerial mode and the explicit presentation of the form preparing the students for the production stage (see lines 2 to 11). Then, side sequence to materials mode follows (see lines 13 to 17), as the teacher prompts the learners with images from the conventional grammar book, retaining the informative tone and inviting only one brief response (see line 14). The teacher's utterance in line 18, in managerial mode again, serves as a link to the next stage of the lesson, the skills and systems mode. From lines 22 to 38 a question and answer sequence invites the students to discuss the function of the grammatical aspect, but at the end the teacher provides them with an analytical presentation of the formation of the pattern (see lines 39 to 46). Student 8 makes the same observation as student 2 of the experimental group (see Extract 8.11, line 96) drawing a parallel between causative form and passive voice (see line 47). This observation initiates further analysis of the formation of the grammatical pattern by the teacher (see lines 48 to 57) and promotes classroom interaction and reproduction of the form based on experiential learning (see lines 58 to 82). One of the students had recently had a haircut, which proves to be the appropriate stimulus to check the learners' comprehension of the new grammatical aspect, as was the case with the experimental group (see Extract 8.10, lines 71 to 73). Judging by the students' replies as well as lack of responses at some points, it appears that they have not yet fully understood the function of the new pattern and thus have difficulty in reproducing it (see lines 59-65, 67, 72). The teacher tries to elicit responses and after completing the form fully, she initiates another sequence of broad display questions and answers urging students to observe again the same sentence and analyze each part (see lines 75 to 82). Student 1 seems to have trouble understanding the different choice of time aspects in the examples provided (see line 83) and the teacher explains it further, inviting limited participation and aiming at specific restricted replies (see lines 84 to 93).

Both groups seem to have difficulty in taking in the new grammatical structure and therefore need more time before they are able to employ it. As mentioned in 3.2.2, learners may not need to produce some forms immediately but simply notice and identify them. The teacher provides a similar invented example to enhance learners' understanding, but a difference in their participation is observed. The experimental group seem to be more actively involved in the reproduction of the form, in comparison with the control group, who appear to be more hesitant in their responses, despite being provided with a complete presentation of the form at the beginning of the lesson. This could suggest that the inductive approach and the 'noticing' of the concordances throughout the DDL units may have given learners more initiative, even if they lead to a whole class discussion with the teacher taking up most of the talking time, rather than providing the theory prior to examination of any examples according to the deductive approach. In addition, the teacher's role seems to be different as well as her reactions at some crucial points. When the two students of each group make the same observation about the parallel formation of passive voice and causative form, as mentioned earlier, the teacher appears to be more receptive towards the participant of the experimental group and emphasizes the common use of the auxiliary verb in both patterns (see Extract 8.11, lines 96 to 114). On the other hand, in the case of the student of the control group, the teacher reduces the observation to a simple evaluation and points out directly the difference in the function of the register in each grammatical form (see Extract 8.12, lines 47 to 51). This indicates that the teacher may have been overwhelmed by the active participation of the experimental group and the quick shift of turns, unlike the control group who remained more passive and less cooperative.

### 8.7 Interviews

As mentioned in sections 6.10.1.3 and 7.2, the participants of both groups were interviewed in order to express their opinions on the two different approaches to grammar (see Appendices 17 and 18 for transcripts of interviews of both groups). The experimental group was asked to perform one additional task right before the one-to-one discussion, which is the same as the task included in the DDL test 2 in the pilot study (see 5.4.2). A set of eight concordance lines, based on data drawn from COBUILD, was distributed to the participants examining the grammar pattern of reported speech. The students were asked to fill in the concordance lines with one of the given introductory verbs and then were invited to report back to the teacher and explain the reasoning behind their choices (see Figure 8.3).

**Figure 8.3: Example handout of the final task of the study**

**Fill in the gaps with the appropriate verb from the box**

**advised begged refused offered warned ordered invited promised**

the doctor had made us a promise. He ___________ to give his professional opinion
think it would happen. Nadine ___________ to share her prize with her
was fired from the EDS because he had ___________ to pay the fine; 9,000. She'd
values in drink.`Be sincere," he ___________ George, `and always pay your tax
The Meteorological Office has ___________ that severe storms are likely to
Readers are ___________ to express their views in these
` England town of Salisbury have ___________ nearly four-hundred soldiers to
her mouth hanging open. No," she ___________. `Miguel, no" She took it out as

The teacher urged the learners to explain in depth their train of thought that led them to the selection of the verbs in each line. This rationale was an indication of the students' achieved level of competence in the interpretation of concordances and in dealing with complex vocabulary, after attending the DDL course. Student 6, a high scorer, got four out of eight answers right and made interesting observations during the interview (see Extract 8.13).

**Transcribed Extract 8.13**

**T**: I see ehm…let's have a look now at this exercise. Why did you choose promised in the first gap?
**S6**: Because ehm…the promise
**T**: Because it has the word promise here?
**S6**: Yes
**T**: Right ehm…here it says that *Nadine offered to share her prize with her* very good ehm…Did you know what EDS mean?
**S6**: No I don't.
**T**: Did you have a problem that you didn't know that?
**S6**: No
**T**: You didn't.
**S6**: Maybe it is a company.
**T**: Right maybe it is a company right…did you know the word sincere?
**S6**: No but I think it is… I don't know what.
**T**: Is it something good for a person to be sincere?
**S6**: hmm <pause> it is good because the person begged
**T**: Right I see so *The Meteorological office has warned that severe storms are likely to*…it's not finished but you understand…hmm…if you would…translate it in Greek can you do that?
**S6**: (translates it)
**T**: Very good *Readers are advised*…now that you have these sentences in

**22.** front of you these incomplete lines you didn’t care really.
**23. S6**: No
**24. T**: Ok and you didn’t mind if you didn’t know these words fired or fine.
**25. S6**: Yes
**26. T**: You think that…ok …*her mouth hanging open. No she refused*
**27.** *Miguel no she took it out as*…is this a problem with this sentence? Do
**28.** you know what is going on with these people?
**29. S6**: I had a problem with this sentence...maybe it was the verb begged because
**30.** it has +
**31. T**: ⌊mm-hmm right⌋
**32. S6**: + because it has no no
**33. T**: So you didn’t know where to put it
**34. S6**: Because it has *her mouth hanging open and saying no, Miguel no*
**35. T**: Right
**36. S6**: And maybe it is that
**37. T**: I see. Thank you very much
**38. S6**: You’re welcome.

The teacher’s intention was not to correct the student’s wrong choices but, as mentioned earlier, to elicit the reasoning behind them. The learner filled in the first two concordances correctly, urged by *promise* in the former and by *prize* in the latter, but had some difficulty in the following lines, which was to be expected, as more than one answer seem to be fit at first sight. The student does not seem to be bothered by the initials EDS in concordance line 3 and makes an assumption that it may be a company. In concordance line 4 she realizes the positive connotation of *sincere*, although it is an unknown word to her, but still makes the wrong choice and also feels certain about it (see lines 7-16). She gives similar reasoning for concordance lines 6 and 7, reassuring the teacher that the incomplete concordances were not a problem and she tried not to worry about the missing context (see lines 21 to 25). At the end, she realizes that in the last line she might have chosen the wrong key word, after observing the concordance line more carefully, which is an indication of good analytical skills possibly developed through exposure to corpus input and ‘noticing’ (see lines 29 to 32). She thinks that the right verb is *begged* because of the intense negation and the expression *her mouth was hanging open*, and at that moment she seems to be reviewing her answers (see lines 34-36).

The following extract presents the rationale of a medium scorer who challenged the innovative data throughout the study (see Extract 8.14).

**Transcribed Extract 8.14**

**1.** **T**: I see ok. For example was this exercise difficult?
**2.** **S14**: Yes because I…for…because I didn't revise the photocopies.
**3.** **T**: Did you know the meaning of the introductory verbs?
**4.** **S14**: The most of them yes
**5.** **T**: But some of them no. Did you have any unknown words?
**6.** **S14**: What?
**7.** **T**: Any unknown words?
**8.** **S14**: I don't think no
**9.** **T**: No
**10.** **S14**: ehm…I don't know what mean begged
**11.** **T**: Which one?
**12.** **S14**: This begged.
**13.** **T**: Do you know what fired means?
**14.** **S14**: ehm…
**15.** **T**: He was fired
**16.** **S14**: He was fired…
**17.** **T**: I am not checking you
**18.** **S14**: Yes yes
**19.** **T**: He had to pay the fine. What's that?
**20.** **S14**: The fine fine is a…bill
**21.** **T**: So although you have unknown words you can figure out the meaning from
**22.** the context
**23.** **S14**: Yes yes
(*part of the interview is excluded at this point as it is not related to the theme of analysis*)
**24.** **T**: Yes ehm…let's have a quick look at that wh why did you use the word
**25.** promised here?
**26.** **S14**: Because he promised something as with this word
**27.** **T**: mm-hmm good. Right…ehm… although you you didn't know the the word
**28.** the expression pay the fine
**29.** **S14**: ⌊I⌋
**30.** **T**: ⌊you got⌋
**31.** **S14**: ⌊I know the expression…I put it at the end.⌋
**32.** **T**: At the end?...I see I see after you did the rest of them. Do you know the
**33.** word sincere?
**34.** **S14**: No I don't.
**35.** **T**: But you understood that this is a piece of advice
**36.** **S14**: Yes
**37.** **T**: uh-huh ehm…invited…ca can you translate this The Meteorological….

**38. S14**: (*translates it with difficulty*)
**39. T**: Do you mind that it is incomplete?
**40. S14**: No not at all
**41. T**: And now you understand that ordered is not the right word.
**42. S14**: Yes I understand it now.

At the beginning of the discussion the student accepts the fact that the activity was difficult, as he has not revised the materials provided during the two terms, and he is not certain about the meaning of the introductory verbs, which made his task even more complicated (see lines 1 to 4). He initially believes that there were no further unknown words (see lines 7 and 8), but when asked about the word *fired*, he cannot provide the answer and with the teacher's help he understands the context of the concordance. He does admit, though, that he worked out the meaning of the rest of the concordances and left the difficult ones to the end (see line 31). In addition, the word *sincere* in concordance line 4, which is unknown to him, was not an obstacle and he chose the appropriate introductory verb, whereas line 5, which he translates with difficulty, led him to the wrong choice (see lines 33 to 37). However, he made the right choice in concordance line 6, which was difficult for most students due to the ambiguous meaning of the node, but the teacher makes a simple reference and chooses not to comment on it further (see line 37). It is quite obvious in lines 17 and 18 that the atmosphere is a little tense or slightly problematic, as he is the only student that the teacher feels the need to reassure that the series of questions she makes does not have the nature of an examination. Despite the unknown vocabulary that the student proves to have apart from the introductory verbs, when asked towards the end of the interview whether the incomplete concordances are an issue for him, he assures the teacher with an emphatic tone that this is not a problem at all (see lines 39 and 40). His performance in the activity is satisfactory in comparison with the overall performance, as 5 out of 8 answers were correct, and he scored higher than the previous high scorer, student 6.

A low scorer, student 9, provided very clear-cut answers when the teacher invited him to share his opinion on the concordance format and the specific gap-fill activity (see Extract 8.15).

**Transcribed Extract 8.15**

**T**: Ok let's have a look at this exercise. You wrote promised here because of…
**S9**: Promise
T: In the first phrase obviously. Did you find this exercise easy?
**S9**: Kind of.
**T**: Why?
**S9**: Because some words I can't remember.
**T**: Like which ones?
**S9**: ……fired
**T**: Fired and fine?
**S9**: Yes
**T**: Did you know what EDS mean?
**S9**: No
**T**: But was that a problem that you didn't know this word?
**S9**: Yes
**T**: It was a problem you couldn't choose the correct word. Did you know the meanings of all these introductory verbs?
**S9**: ehm…I remember advised offered and promised.
**T**: Right can you translate this *The Meteorological….*
**S9**: In Greece?
**T**: Yes in Greek
**S9**: In Greek….ehm (*translates it with difficulty*)
**T**: What is the word storms?
**S9**: <Pause>
**T**: (*translates it*) So what does the Meteorological office do with regard to storms?
**S9**: <Pause>
**T**: Warns
**S9**: Yes
**T**: ehm…there were some unknown words. The lines were not complete. Was that a problem that the lines were not complete?
**S9**: Yes
**T**: So that was difficult too?
**S9**: Yes
**T**: Ok thank you very much.

Right from the beginning the student makes clear that the problem with the task was the meaning of the words he could not remember (see line 7). He mentions the word *fired* (see line 9) as an example of the vocabulary he could not recall, while he admits that he was certain about the meaning of only three of the introductory verbs (see line 18). He has serious difficulty in translating the concordance lines (see lines 22 to 27), he finds the initials EDS a serious obstruction (see lines 12 and 13) and expresses directly his disapproval of incomplete concordances and context (see lines 30 to 34). Yet his score in the activity is at the same level as h 6, the high scorer; 4 out of 8.

All students made an effort to complete the task, by observing the input and by using the method of elimination. They had difficulty with some concordance lines and the highest score was six out of eight correct answers. There are a number of interpretations which are already suggested in the analysis of the one-to-one discussions. The KWIC format of the concordances and the unknown vocabulary were obviously the main obstacles. In addition, the task, although brief, requires close observation and revision, as the cues in each line are numerous and the last three concordances in particular could seemingly carry more than one answer. For example, both expressions *Readers are advised/invited to express their views in these* appear to be right, as is the case with the following line *England town of Salisbury have invited/ordered nearly four-hundred soldiers to*; last but not least, the utterance *No, she begged/refused. Miguel, no*. It takes, therefore, a lot of experience, patience and good observation skills to fill in the lines and to revise them at the end to make sure that they carry the intended meaning although incomplete. Having been exposed to this type of data for a restricted period of time, they had not developed fully these qualities to put them into practice. Futhermore, as mentioned in 3.6.1, adolescents experience difficulty in processing and recalling information, which often makes learning a complex experience.

## 8.8 Conclusion

The transcripts presented in this chapter offer insights into the different conversational strategies that the participants and mainly the teacher employ in order to maintain effective classroom interaction. As mentioned in 8.2, the students were invited to participate in classroom discussions using the target language, observing concordance-based tasks and reaching grammatical accuracy. This 'multi-dimensional' role resulted in pauses, sometimes in the form of reticence and others as necessary wait-time in order to process information. Learners provided mainly brief replies to the teacher's display questions and occasionally took the turn and made a valuable comment or addition to teacher talk. The teacher applied certain questioning strategies to facilitate learners, making broad or narrow display questions, and other conversational mechanisms such as reformulations, echoes, scaffolding as well as accepting short responses to encourage them. When the students had great difficulty in understanding a grammatical pattern or communicating it, extended teacher talk was observed providing further explanation and examples. Furthermore, classroom context mode was not instigated, due to the nature of the lesson, while materials mode was the prevalent one.

Nonetheless, the pedagogic goals were oriented towards accuracy rather than fluency and towards helping learners produce strings of accurate linguistic forms and consequently display questions and extended teacher talk were expected in order to remain focused on the pedagogic goals. Students 'noticed' concordance lines and contributed to the classroom discussions, although with brief turns and teacher's prompting. They also started to construct their own context when observing corpus input and added their reality and their own experience to it. In other words, they made an effort to cope with the new and challenging input in a restricted amount of time and they gradually became more observant and more involved in the whole-class discussion, particularly when compared with the interaction of the corpus group. It takes more time, though, to familiarize with such input but the tendencies observed, even if considerable guidance was involved, are an important gain.

In one-to-one discussions the students seemed to be performing the concordance-based task more skillfully, although they made errors, by observing the context of each concordance line, using the method of elimination to narrow down their choices and skipping problematic words whenever possible. Despite the mistakes they made, they attempted to cope with difficulties using certain strategies, which were not fully applied in the whole-class sessions. There are two possible explanations for such performance. Firstly, the transcripts of grammar sessions present grammar items processed in the lead-in tasks of the units according to which learners were invited to interpret sets of concordance lines and to observe different functions and forms. During the interviews, on the other hand, the students were asked to re-examine already presented grammar patterns in similar concordances, which put them at ease and enable them to work more methodically. Secondly, they had the opportunity to take their time and apply strategies for task completion without being pressured by a teacher's question and their classmates' eagerness to take the turn and respond.

Providing opportunities for group/pair work but also for individual work is necessary in order to satisfy different learning styles and give students the time to perform a task. According to Vygotsky (1978) the teacher needs to be prepared to provide appropriate types of mediation and to know when to withdraw this mediation as the learners begin to mediate for themselves. Therefore, when observing such challenging input as concordances, which require extended exposure and practice, teacher and peer mediation are necessary, as well as opportunities for individual processing of information.

# 9 Conclusion

## 9.1 Introduction

The purpose of the research presented in this thesis was to examine the impact of DDL on learners' motivation, attitudes and performance, when engaged with DDL materials in the process of studying grammar in the Greek context. To this end, two qualitative studies were conducted involving adolescent EFL learners, who encountered certain grammar items and patterns through concordance-based tasks, supplemented by a quantitative analysis of test results. The triangulation of data collection, through questionnaires, interviews, transcripts and tests, was intended to ensure a more rounded picture of the effectiveness of DDL. However, the questionnaires and tests administered during the study were not scientifically designed; brief questionnaires were used instead in order to be more manageable for adolescent students and the tests were graded, as regards the level of difficulty, in line with the regulations of the EFL course (see 6.10). The test results are seen merely as indicative: they provide an underpinning to the direct reports of the students' experiences and to the observations of events in the classroom during the teaching programme. The results give some indication of the degree to which the students were able to cope with and gain an understanding of the progressive input of grammatical items which their syllabus dictated, against the background of two different modes of teaching and two different sets of material, seen through the lens of their general scoring profiles on different occasions. The results are summarized in the following sections, focusing on the key findings of the main study.

## 9.2 Discussion of learning attitudes and motivation

The learners' response towards DDL materials and the degree of motivation throughout the study was evaluated qualitatively with questionnaires and one-to-one interviews towards the end of the experiment, as analysed and discussed in chapters 6 and 7. The students provided mainly brief responses in the questionnaires and their inhibition was also observed in one-to-one discussions with the teacher-interviewer, who tried to elicit their opinions and the reasoning behind their preferences at some points with persistent questions (see Appendices 17 and 18). Nonetheless, adolescent learners are not expected to have reached a high level of metacognitive knowledge and it is consequently difficult to express themselves in L2 or discuss even in their mother tongue their learning experience and reflect on how they might best learn.

Starting with investigating attitudes towards studying grammar, the qualitative feedback suggested that most learners acknowledged the contribution of grammar in language learning but fewer enjoyed studying it. The majority of the participants of the control group challenged different types of exercises included in conventional grammar books on the basis of lack of interest or level of difficulty. Similarly, a high percentage of the participants of the experimental group acknowledged the contribution of the new approach but there was a discrepancy in the degree of motivation to study grammar further. In addition, learners polled about possible difficulties when working with concordances and mostly commented on the unknown vocabulary and the difficulties raised by the incomplete context of the KWIC format. The latter was to be expected, as long exposure to the particular type of data is required even for adult researchers in order to get used to the KWIC format (see Allan 2008). Therefore, a considerable contribution to the new approach on the part of the teacher was required, and a combination of the deductive and inductive method was more preferable at some points, which can be considered as a positive step given the students' previous passive and strictly deductive learning experience. Despite the difficulties they were invited to cope with throughout the study, the majority of learners expressed their preference for the corpus-based grammar approach but without total abandonment of the conventional grammar book, and their will to be involved in DDL the following year.

## 9.3 Discussion of results and performances

The three non-DDL tests were designed in order to examine the extent to which the input processed in each term had been taken up by the participants of both groups. The tests were not matched or scientifically designed, as mentioned earlier, but each test was more difficult and demanding than the previous one in terms of the grammar features examined and the way they were examined in the activities. Therefore, a comparison of performances of the two groups in each test was made, as well as an intra-group analysis of tendencies. The quantitative analysis of the inter-group results suggested that the experimental group outperformed the control group in all tests, although a decline was observed, while, according to the intra-group analysis, a marked upward trend was observed in the performance of the experimental group, as more participants raised their scores than those of the control group. Furthermore, closer observation of individual performances of both groups suggested that there was great variance and sudden changes, both upward and downward. The greatly unstable performances are difficult to evaluate but it can be suggested that the moderate upward trend of the students of both groups and the scores that remained at about the same level are an indication that the students had begun to apprehend the function of the grammatical features examined and could therefore identify and reproduce them. Nonetheless, the fact that the overall performance of the experimental group appeared to be steadier in each test than the control group, as they did not present any severe decline and the changes of individual performances were more moderate, is an encouraging observation after the completion of the DDL course.

### 9.4 Theoretical and Methodological Implications

As outlined in section 4.2.1, the English courses in private schools in Greece are mainly knowledge-centred, aiming at preparing students to obtain more than one certificate. The intention of the present thesis was not to diminish the value of the conventional grammar teaching and deductive approach, which appear to be useful and effective judging by the participation and success rate in the official exams. Nonetheless, it was a challenge to introduce a more friendly, learner-centred approach and attempt to measure and evaluate its impact on secondary school students being brought up and educated in such a rigid system.

As Passapong (2002: 383) observed in his study, the undergraduate participants were more ‘learners as junior researchers’ or ‘learners as co-detectives’, rather than ‘learners as researchers’ or ‘learners as detectives’ according to the DDL metaphor (Johns 1997: 101) and the suggestion that DDL attempts to cut out the ‘middleman’ as far as possible (Johns 1991b: 30). The participants of the study took up similar roles to those suggested by Passapong and performed the DDL tasks with the teacher’s guidance. In this respect, the qualitative evidence drawn from the questionnaires, interviews and classroom observation suggest that when learners were given the opportunity to work with concordance lines and make inferences and generalisations, they often needed the teacher to guide them through the tasks and elicit their observations with additional lead-in questions. This suggests that they had difficulty coping with the complex corpus data, but what was also observed during the grammar sessions was that they made an effort to interpret the new input, with the teacher's prompting, by constructing their own context, by adding to the reality of the corpus the reality of their own experience of it (Gavioli and Aston 2001, Braun 2005; see section 3.5.1) and by making assumptions and guesses when involved particularly with KWIC concordances. Therefore, this is an indication that they had started to become more familiar with the new materials and method but needed more time to work on them.

Based also on the qualitative evidence, particularly with regard to the students' response to the complex format of concordances, pre-selecting and pre-editing corpus data as well as prepared printouts proved to be an appropriate decision for the target group (see sections 3.5 and 4.3.3), while further alterations and adjustments to corpus materials are considered necessary. The use of full concordances in the lead-in tasks at least in the first part of the units would be preferable for a smooth integration of DDL in the course, followed by more opportunities for practice with the induced grammar patterns with not only corpus-based materials, but also with conventional activities deriving from traditional grammar books (see further suggestions in section 9.5).

## 9.5 Directions for Future research

The number of the participants in both phases of the study was relatively small and hence this small-scale study was not an attempt at a generalised evaluation of corpus use but to record the response of these participants to their first experience with DDL. Despite the difficulties that the participants of both groups had to deal with throughout the study, it is worth mentioning that they made an effort to overcome them and proceed with the tasks. It takes time to familiarize oneself with the nature of corpus data and be in the position to observe and make generalizations and convert input into output. However, time was not a luxury for this group of learners, as their schedule was already tight with preparation for the B1 exams and the demands of the morning school. To this end, more empirical research with young, low level students is needed before concordances find their way into EFL classrooms, which also carries an implication for the importance of teacher education (see section 3.7.1) and the development of research skills if they are to become ‘skilled materials operators’ (Gabrielatos 2002/2003: 3; see also McCarthy 2008, O’Keeffe and Farr 2003, Boulton 2009).

In line with these observations a number of necessary amendments to the present study are recommended for a similar future attempt in the Greek context. First, a longitudinal and large-scale corpus-based grammar study involving a significant number of adolescent learners and lasting more than one academic year would be advisable, giving a reasonable amount of time to groups of young EFL learners to get used to the new data. Second, concordance-based printout grammar materials based on full concordances or conversational extracts would be preferable for a certain amount of time judging by the participants’ response, before an attempt to gain direct access to concordance lines through real-time searches. This could lead to a smooth transition to the KWIC concordance format and to a more inductive approach to the data. Alternative sources of corpus data could be tried out and applied in the design of the materials, such as parallel, pedagogical or graded reader corpora (Allan 2007), which are however time-consuming to build, as well as a multimedia corpus (Braun 2007), which was not available at the time the study was conducted, in order to help adolescent students to feel more comfortable with the new approach and input (see sections 3.4 and 3.7.2 for further discussion on types of corpora). Third, an ordinary state secondary school would be a more convenient learning context, rather than a private institution with an exam-centred goal, which however fulfils some basic requirements, such as a computer laboratory with a satisfactory number of computers and high speed internet access. Finally, a total abandonment of the conventional grammar book is perhaps not necessary with this age group, at least at the beginning of the study, as suggested by the participants (see section 7.2.6), and thus DDL can initially be introduced as a complement to the already existent and approved teaching methods and materials (see Meunier 2002, Braun 2005, Boulton and Pereiro 2008, Chambers 2005). The use of the grammar book could be gradually limited to a form of consultation at home and finally eliminated when learners become comfortable and familiar with the corpus material. In the same vein, the teacher's role could possibly shift from that of a materials designer and facilitator, clarifying instructions, guiding learners in the task or giving feedback on their research outcome, to that of a supervisor offering occasional insights when needed. In other words, a transition from 'deductive DDL' (Cresswell 2007: 283) to 'inductive DDL' would be the desirable and, to my mind, realistic outcome of the study. The new learning experience would hopefully be of long-term benefit as well as the implicit reason to study through corpora (see section 4.2.4), apart from the explicit short-term reason of acquiring a certificate or achieving a high grade, which sometimes sadly becomes an end in itself. The fact that 'teachers might find it difficult to motivate learners if they do not look beyond the short-term benefits' and 'learners may lose interest in anything which is not explicitly exam-oriented' depicts the stressful learning situation observed by Boulton (2009: 91). This is also the sad realisation of the EFL context in Greece that will hopefully change, perhaps through experimenting with new methods and materials.

As mentioned in chapter 4, I tried to conduct activities bearing in mind different learning styles and intelligences and I would like to believe that I managed to meet the needs of most students at different points in the concordance-based units. As mentioned in 4.3.3, I chose not to include any statements regarding learning styles and intelligences in the initial questionnaire, due to the restraining exam-oriented context, but also because I believed that the nature of the data and the innovative approach of DDL was a great challenge to them and did not wish to put more pressure on them. However, in another similar attempt in the future, identifying and measuring the learning style(s) and type(s) of intelligences that the students possess with carefully designed questionnaires and psychological tests and taking these variables into consideration when analyzing the classroom data, the interviews and the test results could be more insightful. Personal information and students' background could also be examined in case it impedes learning and has an impact on their attitudes, although it is difficult to select and evaluate it. Furthermore, video recording the sessions and interviews would facilitate the close observation of the learners' participation, reaction and body language. A quantitative analysis could then follow in order to examine possible correlation between performance in class and tests with the rest of the variables and DDL productivity.

## 9.6 Reflections

Throughout this research study, I was constantly aware that my personal experience of teaching English, my close involvement in the whole process, as well as my dual role as both the teacher of the groups and the interviewer/researcher could influence my impression and interpretation of the participants' accounts and reactions. However, I have tried to present as objectively as possible the students' participation and evaluation of the innovative data and approach by providing transcribed extracts of the sessions and the respondents' exact quotes in the interviews and questionnaires throughout the analysis.

The transcripts were also insightful in terms of my own use of classroom discourse and my contribution to classroom interaction. I was in the position to evaluate teacher talk, which was extended although, as mentioned in chapter 8, is quite expected in this type of context. I tried to separate their insights from my own ideas and interpretations of the data in order to give a fair and accurate description of the participants' experiences, but I realized that at some points I may have guided them to reach the grammar inferences which were mostly pre-planned, following the demands of the syllabus and the official exams. Therefore, there were certain restrictions and parameters which were beyond my control, as the pedagogic goals were oriented towards accuracy rather than fluency, and I had to remain focused on getting learners to produce strings of accurate linguistic forms even with such innovative and challenging data. There were moments of the participants' 'triumph' when students were taking initiative in corpus analysis and I have to admit that I absolutely cherished them.

## 9.7 Final Remarks

Adolescent learners are certainly a challenging group, yet capable of learning, despite the emotional and intellectual characteristics which may often inhibit them. The nature of corpus input is also challenging, even for adult learners, and consequently it was not expected to be introduced without any objections and difficulties. The main point of the study is that the participants had the chance to be introduced to innovative data and then to voice their opinions and preferences, rather than accepting a certain method passively, as was the case in the previous years of the students' L1 and L2 learning. The students may have not managed to become independent explorers of concordances but they started to 'notice' corpus input and tried to make some sense of it. Some students experienced more difficulty than others when coping with the complex format of concordances and yet the majority of students expressed their preference for concordance-based tasks and further access to corpora. Such tendencies were important gains and valuable feedback. It would have been overambitious to expect immediate and stark differences in learning habits and performances in such a limited time frame. Language awareness happens all the time, we observe, we speculate, we assimilate and it takes time for an actual concrete outcome of this procedure to occur. Therefore the present qualitative study was a first preliminary step to evaluate the effectiveness of DDL in this age group and consequently further research could investigate the hypothesis that DDL is beneficial and provide evidence collected from empirical studies.

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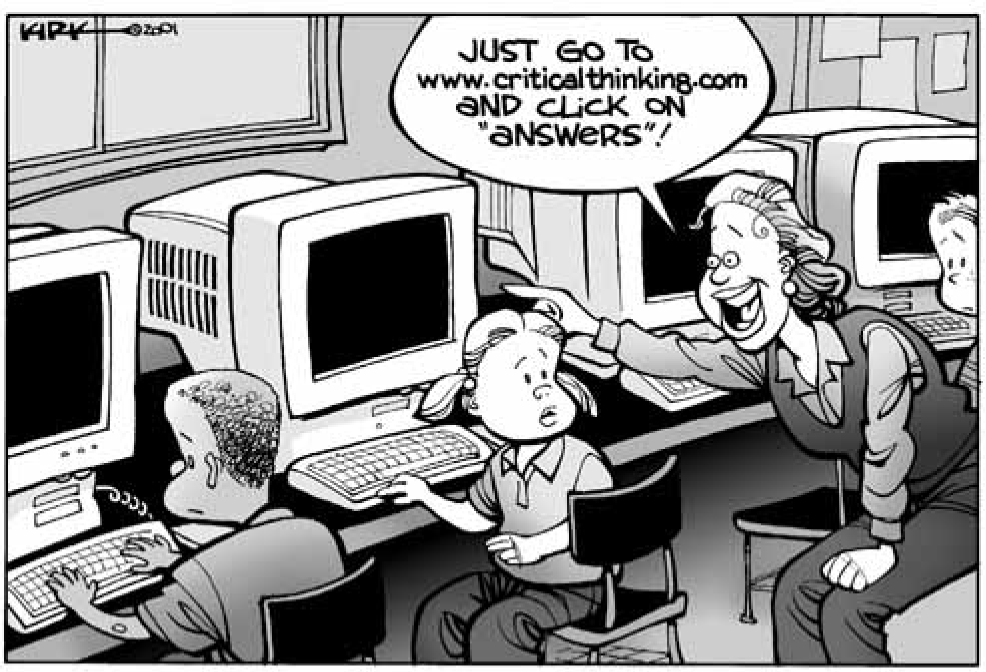
## APPENDIX 1: DDL Units of the Main Study

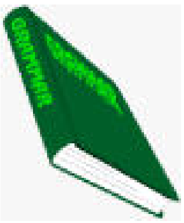
# APPROACHING ENGLISH GRAMMAR THROUGH CORPORA



## D Class

# TABLE OF CONTENTS

# PREFACE

Are you tired of the traditional grammar books? 

Are you having a learning a new language and its complicated forms?

Don't worry! This book will take you to the magic world of:

**Data-driven Learning**

You will:

1. examine extracts of spoken discourse.
2. explore data from *Corpora,* which include extracts of spoken and written discourse, and will discover grammatical forms and patterns.
3. access the internet and explore corpora online

- You do not need to have any past experience of using a computer.
- Do not be afraid of computers
- Be prepared to work in pairs or in small groups of three

  It's important to cooperate and communicate with the rest of your classmates as:

**Grammar is an essential resource in using language communicatively**

**(Nunan 1989)**

# INTRODUCTION

There are a few terms which you need to be familiar with during the sessions: **Concordance lines** or **Concordances** isolate common patterns of authentic language.

They may appear in two forms:

**If** only we realised in time, we wouldn't waste our lives on trash. why is the best thing in the world tied to the least lasting?

Now he stared from the partly eaten jam sandwich to the homely face of his grandmother and wondered **if** she would dare to murder him in his own home with Buddie sitting right there at the same table.

For example, **if** a first-generation hybrid between a brown and an albino mouse is crossed back to an albino, the offspring will be in the ratio 1 brown to 1 albino: if two hybrids are mated to one another, the ratio will be 3 brown to 1 albino.

When he realised that **if** he had company already then, she'd stay away, Hector made sure that he was alone in the early afternoon.

This is the **full concordance** format of the keyword ***if*** which derives from BNC Corpus (British National Corpus). **Scanning** is probably the most suitable technique in this case. Not only can you examine the function of the node but you can also decode meaning.

```
        you may need from your doctor. If after your licence has been granted,
     Stevie Wonder. Let us play.  P.S. If all else fails, you could always
      and we'll soon send you another. If any of your friends didn't get one,
including those from the Soviet Union, if asked to do so. NEWSCOPY ENDS. [h]
      till one or the other is killed. If both fight bravely till they are
  a hospital. If that boy is dead, and if George was the one who killed him, it
     But King does not know his player if he throws down challenges that doubt
still maintain he wouldn't have netted if I hadn't have been crocked! So I know
```

This is the **Key Word in Context** format (**KWIC**) presented in the COBUILD Corpus (Bank of English) and CANCODE (Cambridge and Nottingham corpus of Discourse in English. As you can see, the keyword ***if*** is aligned in the centre of the concordance lines with some context placed on both sides. This is an interesting way of examining conditionals. The best technique of approaching this format is **skimming**. This means reading the lines quickly and vertically in order to get a rough idea and then studying the key word and its right and left context more carefully. However you may be asked to make guesses of the missing context and it is absolutely interesting and amusing!

# UNIT 1
## *Splang* you like bananas?

### Guess the mystery word

**The keyword of the following concordance lines has been replaced with a nonsense word.**

**Can you find it out?**:

```
1                                Why splang we keep all our veg in the fridge?
2                                How splang you usually celebrate it?
3                                    Splang you know what I mean?
4                                  I splang it every time I cook if I cook
5                                You splang it every year.
6         I don't know how often they splang it.
7 she's happy with them.They always splang the job but when she went to the hospital
8      an hour's reading and then I splang a bit of my media project work.
9                            So when splang we need to book it to get the Apex?
10          application form it says splang you have a car? as if they're going
11        Oh we've given him er what splang you call that milk? soya milk.
12              you think that. What splang you mean the cold one?
13                  And do they act? Splang they actually come out?
14                                   Splang you want to read it?
15                                   Splang they need a bit of a wash?
16                         And they splang come on rolls too.
```

**The missing word is:** ________________

**What sorts of words come immediately before after the mystery keyword?** ___________

______________________________________________________________________________

**What is the function of the keyword in these phrases?** _________________________________

______________________________________________________________________________

### Read the following extract from a pamphlet and underline the verbs in Simple Present

What does a penguin, the Greek sun and a student have in common?
The Penguin Readers Summer offer!
Our offer includes special prices for selected titles of Penguin Young Readers (levels Junior A to Senior B) and Penguin Readers (levels Senior A to Proficiency).
How do I order?
Complete the Order Form attached and send it to us by fax or post.

Discuss the function of each instance of Simple Present and complete the profile.

### The Profile of *Simple Present*:

**Formation:**______________________________________________________________

**Adverbs or time expressions:** ____________________________________________

______________________________________________________________________________

**Use:**_________________________________________________________________

______________________________________________________________________________

**Write about what you do on Saturdays (about half a page long)**

# UNIT 2

## He is constantly talking on the phone!

Read the following extracts of several volumes of a magazine and explain the application of the bolded words.

1. We **are** now **working** with the university assisting them in research on the ECCE.
2. **Are** you **looking** for a lesson on a particular topic? Look no further than our site.
3. We **are** now **printing** the Certificates of Recognition. You should have them before the Easter break.
4. The company **is** still **arranging** appropriate venues in order to make sure the test is administered efficiently on the actual day.
5. The end of this academic year **is** fast **approaching** and I'm sure you **are** already **thinking** about plans for the new academic year starting in September.
6. Computer-based language learning **is becoming** more and more popular.
7. Nowadays language schools **are providing** a computer lab at their premises.
8. **I'm** just **suggesting** that some parts of the exam can be revised.
9. Candidates don't seem to handle it. The same thing **is happening** every year!

### The Profile of the tense:

**Formation:**________________________________________________________

**Adverbs or time expressions:** ________________________________________

___________________________________________________________________

**Use:**____________________________________________________________

___________________________________________________________________

Choose the appropriate verb from the list and fill in the blanks with Simple Present of Present Progressive

**modify** **send** **keep** **be** **include** **become** **take**

Text messages ____________ a popular form of communication especially with young people. Just from a very brief survey we did, we discovered that they ___________ text messages almost every day to keep in touch with their friends. Most of the messages ____________ arrangements for meeting, affectionate messages and jokes. Their messages are written in Greek of course with the odd word borrowed from English. However, they __________ the language to speed up the process of creating the message with the mobile phone keyboard, which is more complicated to operate than the regular keyboard of the PC. We have to accept at last the fact that the younger generation __________ a big step forward and ___________ up with the wind of technology. On the contrary we ___________ more and more frustrated with any kind of evolution.

Underline the verbs in Present Progressive in the following concordance lines and explain its function based on what we have already discussed. Do not worry about the incomplete sentences. Try to guess the missing context.

```
  they are here at the moment and they are not complaining about the food. It
   des Arts Decoratifs. At present she is creating a line of objects and small
   Tubbs Road, Harlesden, London SW10, is having a concert on May 30 at 10.30pm
 appears to the dog that this stranger is trying to break into your home,
     the same rate as are men. Smoking is increasing among teenagers. By the
 and supporters worldwide. And today I am asking you to help in the work of
                Steve Prentice HYUNDAI is developing a hydrogen-powered Accent,
      football," said Taylor.  What I am looking for is 20 players who are
```

Short Answers

1. What are you thinking of right now?

2. What is your opinion about using mobile phones?

# UNIT 3

## Do you think she is seeing a doctor?

Read the following sets of concordances in KWIC format and discover the difference in meaning of the simple and progressive form of its verb.

- **Appear(-ing)**

market. The collectors' behaviour **appears** to be one of total obsession. [p]
he had been at Boudha), he certainly **appears** to be in no hurry to leave
two decades; the problem of bulimia **appears** to be especially common in college

[p] The Challenger will be **appearing** today at the Adidas Streetball
a good year for me [p] He is also **appearing** in the Beeb's new series of Bad
in the flesh only once: Julio was **appearing** at a concert in 1990, but had the

**appears**: ______________________________________________

**appearing**:______________________________________________

- **Think(-ing)**

a return visit to the camps last August.I **think** the most moving moment was walking
They are not being suited to swimming.I **think** the reason is psychological
what is it with this country? We **think** we control the whole world!

The Vatican is now **thinking** about the opportunities for
We have to speak to know what Nigel is **thinking**. [p] Just a look or a nod is
Which could keep him awake at night.He's **thinking** about her. Lady Rice required

**think**: ______________________________________________

**thinking**:______________________________________________

- **See(-ing)**

and plants and other things we **see** in this world. [p] Thus the notion
She sketched her various relations and I love to **see** the hairstyles, the fashions, etc. When we
That's the law, son, traffic or no traffic. May I **see** the car registration papers and your motor vehicle

Mr Clinton's trip is that he is **seeing** David Trimble for one-on-one talks.
out gambling and I found out he was **seeing** other women. [p] I knew the
he missed her. She was told he was **seeing** other women to keep Jackie going

**see**: ______________________________________________

**seeing**:______________________________________________

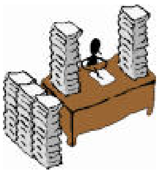
- **Expect(-ing)**

apartment. It seemed clear he didn't **expect** him to find anything in there.
the end of the year. Within 10 years analysts **expect** Orange to take one in four of all mobile
OXFAM's development work in Bangladesh. [p] I **expect** to return to Bangladesh in the next few

third wife Suzanne Acosta, 34, is **expecting** their first child. [p] Th
in a phenomenally good Christmas and is **expecting** to have to make a large number of profit
Nylex, its Australian subsidiary. The City is **expecting** further sales, with the most likely

**expect**: ______________________________________________

**expecting**:______________________________________________



Choose the correct answer and write the meaning of each key verb in the space provided below.

1. everbody else's," he gushes. `She __________ very young and fresh'

a. thinks b. is appearing c. appears d. expects

2. Really? So you __________ the boy is alive? But the main

a. think b. are expecting c. appear d. are thinking

3. be passed today. Most politicians __________ the president to announce his

a. appear b. think c. expect d. see

4. he said they were so good. I __________ it is the red hair which attracts

a. think b. am appearing c. appear d. am thinking

5. to my horror found out that she __________ a lady psychoanalyst. As we were

a. is seeing b. sees c. is expecting d. expects

6. spelling-bees. `It's not too much to __________ that everyone should have a good sense of

a. think b. expect c. see d. appear

7. he rode the train to Leeds. `I am __________ of placing the screenplay I sent

a. expecting b. appearing c. thinking d. seeing

8. demands, or her fears that he was__________ other women, and on her

a. seeing b. thinking c. expecting d. appearing

9. actually having to stop and go and __________ somebody on the counter or deal with them

a. appear b. expect c. think d. see

10. Britain's leading artists will be __________ at the London Metropole Hotel,

a. appearing b. see c. expecting d. think

# UNIT 4

## Did you know he lost all his property?

These concordance lines derive from different corpora. Read them carefully and circle the verbs in Past tense.

1. Matthew returned to Nanaimo last year and came home with us, but Ed continued on to Ohio for a longer stay.
2. That afternoon, Ed Cody and I drove up to Galerie Semaan
3. this morning when I went up and had a word with her
4. I really thought you had really good cards then.
5. When he turned his head he kept his eyes closed, let out his breath, opened his eyes, looked and heard himself give a little whimpering sigh.
6. I saw a lot of both her and John in those days as I saw my parents most weekends and they often went round on Sundays as well.
7. How long ago did this happen?
8. How long is it since you last had some good, old-fashioned fun?
9. The last time we worked together was in Prague, late Spring of `;68… just before the Czechoslovakian balloon went up.

### The Profile of the tense:

**Formation:**______________________________________________________

**Adverbs or time expressions:** ________________________________________

______________________________________________________________

**Use:**_________________________________________________________

______________________________________________________________

Read the dialogue and fill in the blanks with the given verb in Simple Past.

<$1> I was well shattered yesterday. I just __________________ (not get) enough sleep last night.
<$2> When __________________ (you/actually/ go) to bed?
<$1> It ____________________ (be) about two o'clock or something before I actually ____________________ (go) to bed. And I was up again at eight.
<$2> Have you finished work for tonight?
<$1>Yeah. Yeah I think I'll be able to get finished.
<$2> __________________ (you/go) to the library?
<$1> We __________________ (not be) in the library but in that plastic resource centre.

**Write about an event (festival, party, concert…) you have been to (approximately 150 words)**

# UNIT 5

## Have you ever been to England?

Read the following conversation between two friends who are preparing for a Halloween party and identify the tense of the words in bold.

<$1> Yeah.  I know he **has phoned** recently but he **hasn't said** ``I am phoning you about next week" yet. Do you want to go to David and Kate's if he's not having a party?
<$2> Yeah.
<$1> **Have you thought** of a costume?
<$2> What in case we go to David and Kate's?
<$1> Yeah well Will's one is fancy-dress. It is Halloween.
<$2> Oh right. Erm. I could always go as Julius Caesar.
<$1> Again? How many times **have you done** that?
<$2> I **haven't been** to their place for ages. And I' thought of going as a pirate.
<$1> Uh yeah.

**The Profile of the tense:**

**Formation:**______________________________________________

**Adverbs or time expressions:** __________________________________

________________________________________________________

**Use:**__________________________________________________

________________________________________________________

Match the half-sentences according to the context of each phrase and write the corresponding number in the middle box.

| | | |
|---|---|---|
| **A** Type II disease has already been reported and has | | **1** the boat will not have proper insurance cover. |
| **B** It has relatively large eyes and a small mouth, | | **2** provided an example of how the self-interest of solicitors is a more helpful way of viewing this group. |
| **C** Mark Antony has suddenly changed his personality and he has | | **3** occurred in late summer or early autumn. |
| **D** Still, men have achieved their superior position | | **4** I have witnessed in my life |
| **E** He does not have the correct safety certificates so | | **5** with small sharp teeth on both upper and lower jaws. |
| **F** This paper has | | **6** become tough, perceptive. |
| **G** This is the worst thing | | **7** because they literally have greater physical strength. |

Are the words *have/has* (which appear in the first half sentences) auxiliary verbs or is there more than one function attributed to them?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Read the following extract and explain briefly the choice of tense of the bolded expressions

The value and quality of our publications **have won** official recognition both within and beyond the borders of our country. In the International Competition for EFL books we **received** the highest score for quality and content.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

🌏 **Have you ever travelled abroad?**

✈ If yes, describe your trip

🚌 If not, describe a day trip you have gone with your school

(approximately half a page long)

# UNIT 6

## I have been crying for help for over an hour but in vain ☹

Observe these lines and create the profile of the tense [4]

work there as the madhouse. I have been going there over 2 years now,
Grey Mischief, on page 84. He has been taking photographs for ten years
Teachers' organisations in Japan have been protesting during the past week
its members are freed.The ULF has been fighting for 10 years to end Indian
the other science stories that have been making the news over the past week

**The Profile of the tense:**

**Formation:**______________________________________________________

**Adverbs or time expressions:** ________________________________________

____________________________________________________________

**Use:**__________________________________________________________

____________________________________________________________

Fill in the blanks with Present Perfect Progressive or Simple Past and justify your choice below.

worked out last Christmas that he __________________ (fill) stockings for 34 years,
was accused of severe crimes but he __________________ (get) away with murder.
a typewriter table. The writing __________________ (go) better since I've started
Last year the Community Initiative unit __________________ (help) churches to act more as
[p] Over recent years the futon __________________ (grow) in popularity in the West.

---

[4] Remember: whenever you see this image it means that you should work with your partner (in pairs)

Read the extract and fill in the blanks with the appropriate tense

It was 1993, the year when the single European market in goods, services and labour would finally become a reality and my husband was offered a job in Denmark. This ______________ (be) my chance. We ______________ (feel) like true Europeans. I ______________ (give) up my job in a Further Education college in the UK, where I ______________ (teach) about Europe and international trade, taking with me only a contract to write a text book on Europe.

2003. I _______________ (teach) English for six years in a very innovative training centre for adults. I ____________ (have) an interest in teaching English to a mixed nationality class but I __________ never ____________ (do) anything about it. The professional side is very rewarding, but the European dream is a little tarnished. This antipathy, evident all over Europe, ______________ (make) us feel we _____________ (retreat) home.

Write T for True, F for False, NG for Not Given in the text

1. The narrator's husband quit his job. __________
2. They were happy with their jobs. __________
3. She used to teach English in UK. __________
4. They moved to Denmark. __________
5. She teaches English to beginners. __________
6. They are thinking about returning to UK. __________

What problem do they face in Denmark?

________________________________________________

________________________________________________

________________________________________________

# UNIT 7

## I used to get up early in the morning!

**LOOK** at the following conversations

1. What is the difference of 'used to' in these two sets in relation to time?
2. Can you translate it?

**Set A**

<$1> I I'm hopeless at remembering things and keeping things in the mind like that. I just+
<$2> Mm.
<$1> + I er Somebody Somebody will say something to me then a week later if somebody asked me the same+
<$2> Yeah.
<$1> +question I probably wouldn't remember it. But
<$2> Mm.
<$3> I've lost my memory. I **used to** have a good memory but+
<$2> Yeah.
<$3> + not very good any more.
<$2> Well I don't have a really I do I have good one for certain things.
<$1> Yeah.

**Set B**

<$1> Early
<$2> No. The only reason we have to get up early is for the dog.
<$1> Oh. (laughs)
<$2> Let him out. So when you get when you're **used to** waking up early all the week long you don't
<$1>I wake up early. I always wake up at half past five regardless of+
<$2> Mm.
<$1> +what day it is. But I can I'm one of these people that can go back to sleep and wake up at like eight o'clock.
<$2> Yeah. It'll be about eight o'clock when I get up.

Now at the following concordance lines. What parts of speech are the words that precede and follow the key expression in both sets?

his mind ticking over, I suppose. I used to take the accounts to him up at
at the peak of his career. [p] We used to go on these runs organised by
Hamilton suggested I use Lemmer. He used to work for Hamilton. I never met
that day. He don't laugh the way he used to laugh. See, he used to be a card,
will be back in the form that it used to be economically before four or

thought of driving that car, which I am not used to, down this appalling
She is quite bossy with Damon, but he is used to it, having been surrounded
he quickly dominates the room, and is used to receiving a respectful audience.
under way. [p] But Paul is used to getting his way. He once offered
[p] The comment that `staff are not used to thinking" is frankly offensive.

Fill in the blanks in the following concordances with the appropriate form of 'used to'

a) What does that mean?" Louise Browne __________ kiss me sometimes when we were
b) believe I had no other recourse. I __________ being treated this way,
c) screams. I believe Dennison even __________ hold dinner parties upstairs
d) It's showtime.' That's what mother __________ always tell both of us whenever
e) would have to follow what they do.I __________ it now, switching off between
f) work. AS a regular club cyclist I __________ going out on the Sunday club
g) what it had. Teams like Coventry __________ come to Plough Lane & tremble.

YOUR TURN! Write one thing you used to do & one thing you are used to doing.

1

2

Stand up and find someone who:

1. is used to getting up early:
2. is not used to eating breakfast:
3. used to be late for school:
4. did not use to do his/her homework every day:

# UNIT 8

## What were you thinking of when you answered the door?

<$1> Tell me Claire.
<$2> Can't remember what she was saying. Oh I can't believe … and she was
like getting annoyed and Pete was just sitting there
<$3> Oh what was I doing?
<$1> You just sat there.
<$2> She's like that normally.
<$1> You're very patient. No.
<$2> Quite sort of
<$1> No. You are.

✓ Locate the word *was* in the above conversation. It stands as an auxiliary verb of which tense?

**The Profile of the tense:**

**Formation:**______________________________________________

**Adverbs or time expressions:** __________________________________

______________________________________________________

**Use:**__________________________________________________

______________________________________________________

______________________________________________________

Guess the missing words!
What part of speech are they?

bother him. His telephone was ringing ________ he *reached* his room. It was Kathy.
that he was drunk and speeding ________ he *was pulled* over, but insisted
Sometimes they were laughing ________ we *were eating*. My children and I
geography. That's what we were doing ________ we *were waiting*. And one day I
days' beard. He was just finishing ________ the dwarves *knocked* on his door

What is the relation between the words in italics and the underlined ones?

______________________________________________________

______________________________________________________

______________________________________________________

# UNIT 9

# This is the last warning! Stay here till she comes back.

It's your turn to search the COBUILD Corpus on the internet

in or groups of

http://titania.cobuild.collins.co.uk/form.html

The webpage should look like this:

**Type in your query:** ☐

**Which sub-corpora should be searched?**

☐ **British books, ephemera, radio, newspapers, magazines (26m words)**
☐ **American books, ephemera and radio (9m words)**
☐ **British transcribed speech (10m words)**

**To get sample concordances, press this button:** Show Concs

- **Tick**: British books, ephemera, radio, newspaper, magazines (26m words)
  British transcribed speech (10m words)

**TASK A:**

- **In the field 'Type in your query' write** *when+PPS+VERB* **and press the button 'Show Concs'. You should get 40 sample concordances.**
- **Follow the same procedure for the nodes** *while, until, before***.**

**TASK B:**

- **Comment on the function and structure of the keywords.**

**1.** What is their role in the phrase?

______________________________________________

**2.** What tense follows them?

______________________________________________

______________________________________________

# UNIT 10

## I had had the money but… no luck!

In the following concordance lines search the right context of the keyword. Which tense is used? Identify the different applications of the tense.

1. er before the War or after it **had** just started.
2. b… by the time we left it **had** been there several years.
3. Because they **had** had two days of rain before we got there
4. Cos you know it **had** already started healing when I
5. First I thought something **had** happened…something bad had happened
6. I thought you **had** met him.
7. I realised that Beverley **had** been in the whole weekend.
8. But you'd never played games **had** you really?
9. till she went to school she **had** never had a cold
10. at least two years cos I **had** never met any of them.
11. The second person said that I **had** just ordered the ticket but you+

**The Profile of the tense:**

**Formation:**______________________________________________

**Adverbs or time expressions:** ______________________________

______________________________________________________

**Use:**_________________________________________________

______________________________________________________

Guess the missing context. Read the concordances and complete them.

1. Chris **had** just **thrown** them all in the bin because.……………………………...
   ………………………………………………………………………………
2. The farm **had survived** thanks to Paul who did all the.……………………………
   ………………………………………………………………………………
3. after a party when everybody **had drifted** off.………………………………......
   ………………………………………………………………………………
4. So it was like they **had** just walked into a s………………………………………
   ………………………………………………………………………………
5. nothing **had** happened today he said and while she was……………………………
   ………………………………………………………………………………

The right contexts of the following concordance lines have been shuffled. Can you reorder them?

| | | |
|---|---|---|
| **1.** The police soon traced the couple's movements and found they had | | **A.** had to go home owing to illness |
| **2.** He wrote her a brief note merely saying he had | | **B.** it been ? |
| **3.** During the summer of 1979 I had | | **C.** moved into a collective house whose occupants were libertarian |
| **4.** As they had passed by Du Cane Road, she had | | **D.** been reminded of how many times she had been there |
| **5.** How long had | | **E.** made a number of telephone calls to Paris |

The following dialogue is an extract from a conversation between two adults in a dinner party. Put the given verbs in the correct tense and fill in the gaps.

<$1> It came in in the morning and <$=> I </$=> I _____________ (**lay**) in bed and the the birds _____________ (**make**) such a loud noise just <$=> outside the erm </$=>
<$2> Oh I'll try one of these.
<$1> outside the window. <$=> And erm you know I c= I mean I couldn't </$=> It ____________ (**wake**) me up and I couldn't get back to sleep. And erm it ____________ (**turn out**) that it was actually one of the birds ______________ (**come**) in the window. <$3> It was a sparrow wasn't it..
<$2> Yeah. That was right. <$=> I couldn't </$=>
<$1> Tiny sparrow.

# Unit 11

## I had been struggling to learn Thai for years and I eventually gave up

Read the concordances taken from CANCODE and complete the profile

Remember now they **had been living** here from phase
It **had been missing** for a couple days and
er cos the builders **had been chucking** the equipment around for months
I'm just thinking I **had** never **been trying** to get travellers cheques
and then she said the people **had been asking** for me and well we just took

### The Profile of the tense:

**Formation:**______________________________

**Adverbs or time expressions:** ______________________________

______________________________

**Use:**______________________________

______________________________

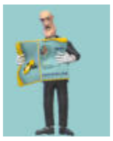
How about Transformation in Past Perfect Progressive with no word limit?

1. When the owners came back from holidays after two weeks, they stopped trying to get into the house.
   They …………………………………………………..………………………………………. into the house for two weeks until the owners came back from holidays.
2. After waiting for eight weeks the guitar finally arrived.
   I ……………………………………………..………………… before the guitar finally arrived.
3. They'd had two days of rain before we got there.
   It …………………………………………………………..…………………… by the time we got there.
4. After driving for about ten minutes Jed looked away to the right.
   Jed ……………………………………………………….……. before he looked away to the right.
5. There were many people looking for a historic building to restore but had not realized the extent.
   Many people …………………………………………………………………….. to restore before they realised the extent.

# UNIT 12

## Will you have a look at this?

Discussion: Try to think of ways to refer to a future action



Identify the different forms with future reference and interpret them.

**1**. The changes in the exams will be available in June 15.
**2**. By the time you receive this issue you will probably be enjoying your long summer vacation.
**3**. Students wishing to start preparation for the ECCE examination the following May will have completed five to six years of instruction.
**4**. Today it was Jane Asher but I am going to show off this week.
**5**. Now I am looking forward to the Tour!
**6**. The national express leaves at 4:37.
**7**. When I'm fifteen I'll have been learning English for six years.
**8**. McGeechan will have been working on videos, preparing training sessions.
**9**. Certainly for the future Peru is going to need substantial investments.

**The Multiple personality of the Future Tense:**

**Names & Formation:**

**Adverbs or time expressions:**

**Use:**

## ERROR CORRECTION

- Check if the verbs in bold in the following full concordances are correct.
- If not please write the correct form in the box.

1. **Will** you **stop** that!

2. Helen **will have kept** an eye on the job market while she is away and praying that employers will see her experience in a positive light.

3. Come now, chéri, my guests **will be arriving** before long and we are not yet changed for dinner.

4. They're not doing it on their own, they're doing it in groups of three on each experiment. So, three people **will work** together on one experiment throughout the year.

5. If the weather holds out, by Sunday the organizers hope the Show **will have attracted** a record sixty thousand visitors.

6. Let's hope that they **will be completing** the first phase of the project by 1991 when they **will be finishing** the excavation of the village and at least three properties will have been totally reconstructed.

7. This week McGeechan **will have been** working on videos, preparing training sessions.

**Write a letter to your pen-friend to invite him/her to your country in the summer. (approximately 250 words)**

# ☺ REVISION ☺

## FILL IN THE BLANKS WITH THE APPROPRIATE TENSE

<$1> I __________ (hear) something on Coronation Street.___________ your mum ever ____________ (say) you look like a bobby dazzler?

<$2>Yeah.

<$1>I'd not heard it for years. I __________ (hear) it for years.

<$2> Oh

<$1> __________ you ever __________ (not - use) read the old annual ones with Bobby Dazzler? She used to live in all-m… all-male hall

<$3> old what?

<1?> She __________ (be) the daughter of a of a schoolmaster and she used to live in an all-male hall and all the boys __________ (love) her and she was a bobby dazzler.

<$3> Oh.

<$2> Hence the name bobby dazzler.

<$1> You sound like you Em Pete __________ you __________ (smoke) cos you have got the same cough.

<$3> You've got a smoker's cough.

<$2> No, I've got a really chest cough.

<$3> We ___________ (listen) to you in the library today and all we could hear was makes coughing noises

<$2>. laughs Ugh. It's not a smoker's cough I've got a bad throat at the minute that's what it is.

<$1+3> Laugh

<$1> By the way I I ____________________ (suffer) with this for two months as well.

<$2> And once the doctor ____________ (say) to me he says Do you save them up? I said Yeah. Cos he'll say well how long ____________ you ____________ (have) this for? Oh I _________ (have) this two months. And how long ___________ you ___________ (have) that? Oh about a month you know. He said Do you save them up. So I ___________ (not – got) unless I've really got to. I mean I _______ (be) supposed to go for my elbow wasn't I?

<$1> Mhm.

# UNIT 13

## If I won the Lottery…

The following concordances are examples of the three main types of conditionals. How are they formed?

**1.** If you move suddenly, animals won't like it.

If + ⇨

**2.** If she answered hastily, she would say something unseemly.

If + ⇨

**3.** If I had guessed correctly, they would have been out there somewhere.

If + ⇨

or

Look at the following examples of conditionals.
How do they deviate from the previous types?
Are they examples of written or spoken discourse?

**1.** If you don't put the bandage on tight, it's not stopping all the blood supply (………………)
**2.** If the answer is `;Yes'; the exit from the box is vertically downwards. (……………………)
**3.** Go and ask them if there's any news. (……………………)
**4.** Hi. I just called to see if you had a good time last night. (……………………)
**5.** If children stop breaking their toys what should they be doing instead? (……………………)
**6.** I remember wondering if I were going to be as good a mother. (……………………)

Activity

- What type of conditional is the following concordance line?
- Can you convert it into the other types by making the appropriate changes?

I would be less than honest if I did not admit to you my regret.

⇨

⇨

Activity

- Are there any instances of Conditionals in the following three lines?
- If yes, what type of conditional are they?

This test is extremely useful if you have adult students who can communicate at a basic level in English…If you need any further information on these examinations please do not hesitate to contact the Examinations Department.

- Where do you think this extract is taken from? ……………………………………………
- Is it spoken or written? ………………………………………………………………………………………
- Who is it possibly addressed to? ………………………………………………………………………

**Write about what you would do if you became a millionaire. (about a page long)**

# UNIT 14

## Call the police! The Smiths' house has been broken into!

**The following concordances are instances of Passive Voice deriving from Cobuild. Take a closer look at the tense applied in each line (shown in bold) and fill in the table of verb be as in the examples of the Progressive forms.**

The policemen **are headed** by Inspector Philip Robinson,
Suddenly Mr. Elliot **was overwhelmed** by a feeling of horror
The black belt title **was won** by Gary Alexander of Jersey
movie actor **has been given** bodyguards by the Nation of
The meeting **had been extended** to settle differences over
It's unclear exactly how many workers **will be affected** by the executive order
the invitations **will have** been collected in advance
an operation of that size **should have been done** in a hospital
who thought the programme **would have been enhanced** by a three-minute film

### Table of Verb be

| | | | | |
|---|---|---|---|---|
| **Simple Present** | | | | |
| **Present Progressive** | am, is, are | being | | past participle |
| **Simple Past** | | | | |
| **Past Progressive** | was, were | being | | past participle |
| **Present Perfect** | | | | |
| **Past Perfect** | | | | |
| **Simple Future** | | | | |
| **F uture Perfect** | | | | |
| **Modals** | | | | |

**Tick ( ✓ ) the correct answer and then write in the parenthesis the tense you have chosen.**

**1.Tommy …... a hero's welcome when he returned home. (______________________)**

☐ has given

☐ was given

☐ will have been given

**2.Two policewomen …… from duty. (______________________)**

☐ have been suspended

☐ is suspended

☐ was suspended

**3. For 20 years Sally …… of lifts and taxis. (______________________)**

☐ will be terrified

☐ was terrified

☐ has been terrified

**4. When you are to get married, you …… to fill in a form. (_____________________)**

☐ will be asked

☐ had been asked

☐ were asked

Read the following paragraph taken from a festival booklet and underline the patterns in Passive Voice.

Farrenc's Piano Quintet was written in 1840, and was relatively unknown until the Schubert Ensemble's recording became Classic FM's Discovery of the Month in October 2002. It is followed by the world premiere of Hellawell's *The Weaver of Grass*. The unusual programme ends with a quintet by one of the 19th century's most renowned chamber composers – Brahms.

Write down the **time aspect** and the **subject** of each verbal pattern in the following lines.

Which of the patterns you have just examined are examples of **personal** and **impersonal** structure?

# Unit 15

## He offered to give me a lift but I should have walked instead!

**The following sets of concordance lines are examples of reported speech taken from two on-line corpora (COBUILD and BNC).**

**a) What is the tense applied in the bolded introductory verbs?**
**b) Identify the time aspect that follows them.**

### Set A

1 Spanish detectives he said. He **told** the court that his wife telephoned
2 The counter-girl **told** me I'd have to wait for the manager
3 You **told** me he would never come back!
4 the lighting battery. Ernest **asked** me how I felt about stopping at
5 I happen to know that, because he **asked** me if I had had a nice trip.
6 a gentleman knocked on my door and **asked** me if I could spare a few minutes
7 the film he wanted to see, so he **asked** me if I could show it again. Now
8 I **asked** if I could have a cup of tea.
9 been kicked out. The officials **asked** me what I was doing with a camera
10 don't know" said the man. `My wife **told** me to come and queue here.' A very

**Pick four lines and write the actual words phrased in direct speech?**

### Set B

1 Mr Pattea **says** an olive tree will produce for 400 years.
2 He **says** he'll return to check that things have been put right.
3 He **says** that he's advised the farm owner.
4 The soccer freaks **will say** their sport is a way of life
5 I'm sure Mother **will say** it's all right.'
6 People **will say** we must beat them.
7 The General **has said** that the price rises in maize.
8 has yet to sign the contract and **has said** he will stay with Parma until
9 sacked by Spain's Real Sociedad, **has said** he will be ready to return to

**Do you see any deviations from the traditional form of reported speech in terms of tense use?**

## Turn the following utterances into indirect speech

**1)** 'Go on,' she said.

____________________________________________________________________________

**2)** 'He has the talent,' said Adrian.

____________________________________________________________________________

**3)** `Keep your eye on him, Jimmy,' said Cardiff.

____________________________________________________________________________

**4)** `We get these magazines for our guests,' he said.

____________________________________________________________________________

**5)** `Are you from a military family?' the Doctor asked.

____________________________________________________________________________

**6)** `What are you thinking about, Margaret?' asked Lili.

____________________________________________________________________________

**7)** 'I had an invitation to a conference in Florida,' says Philip Swallow wistfully

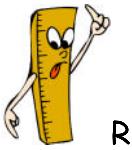
____________________________________________________________________________

**8)** In China we have an old proverb which says,'Never judge the day by the morning'

____________________________________________________________________________

**9)** `I've considered it,' he says.

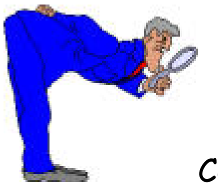
____________________________________________________________________________



## Read this extract from a monthly magazine, and underline the instances of Reported speech (the introductory verbs and the subordinate clause)

She pointed out that the CPE revision process took several years to finalise after extensive research and consultation. One of the main priorities of the Cambridge ESOL team was to make sure that the revised exam had the same level of difficulty with the old one. She stressed that Greece is lagging behind the rest of the world due to the time Greek CPE candidates devote to exam preparation. She reminded that at CPE level learners are approaching the linguistic competence of a native speaker and advised teachers to focus on the expansion of candidates' vocabulary. She concluded by wishing the introduction of the CPE Entry Test would greatly help weak candidates.

## Do you see any more deviations from the traditional forms?



## Can you guess the missing word in each set of concordance lines?

1.
I would be greatly offended if a guest ________ to pay for anything. It was
I was so thrilled at myself I ________ to pay in advance. A huge meal,
I think I've given my best and I ________ to take less money [p] Meanwhile,

2.
think it would happen. [p] Nadine _________ to share her prize with her
I think. Before they went, they _________ to come back soon. [o] One could
party system. The president _________ to hold a meeting on the issue

3.
he was forced to slow down but still _________ to stop. At the same time,
She found another instructor - but _________ to pay him more than a pound;
his head and burst into tears. He _________ to believe that his father was

4.
friends Burned Man and Oracle often _________ me to be honest with myself, and
Jessica, Stephen added: `The doctors _________ me to weigh up the quality of life
he didn't think I needed surgery. He _________ me to think about it again. [p]

5.
The London Business School _________ that unemployment would rise to one
who was also a hypnotherapist, but _________ me that it would not be easy to
suffered many casualties and he _________ me to be prepared for trouble. He

6.
my time's up. [p] So when a friend _________ me to join her women's theatre-
On leaving, we shook hands and she _________ me to see her from time to time to
transplant for leukemia, the husband _________ me to listen to a piano recital

7.
50, the Supreme Court of the states _________ me to resentence him and I simply
for a slow, methodical assault, _________ him to prepare for a rapid attack
the files of the students when I was _________ to destroy them. I didn't know why

8.
police his home phone number and _________ them to ring back because the call
necessary. Between the tears, he _________ me to accept. So I accepted. It was
The prison guard grew so sad. He _________ me to give him back his freedom.

- What part of speech are the missing words? ______________________________
- What sort of words come after them? ___________________________________

_____________________________________________________________________

_____________________________________________________________________

- Is the pattern(s) the same in all sets? Write the pattern of each word.

e.g. accused + sb + of + sth

1.

2.

3.

4.

5.

6.

7.

8.

## BODY ART

Body decoration and fashion are ancient means of self-expression used by cultures all over the world. Its forms change according to new trends, tastes and styles. Some forms of body decoration, that were traditionally associated almost exclusively with punks, such as dyeing hair, tattooing and piercing, are increasingly popular nowadays.

The appeal of piercing has spread beyond punks. Whether you like it or not, the world is getting hooked on body piercing. Its popularity is growing rapidly not only because piercing is not very expensive, but also because it is much safer and a lot simpler than getting tattoos.

If we ask people why they get piercings, we get different answers. 'I got a piercing because my life is so regimented that I just wanted to do something that wasn't.' 'Piercing is just a fad. It's not necessarily done by people who are seeking attention, who are making a statement or who are "mentally unstable". It's just something that is really popular right now.' One simply said that she wanted to reclaim some parts of her body.

Piercing is thought to be a trend for punks or rockers but that's not true anymore. It's all the rage. Unfortunately, there still isn't any legislation to regulate safety procedures.

Read the extract carefully and underline the examples of Conditional in blue, of Passive Voice in red and of Reported Speech in green.

Answer the Questions in the space provided in the next page.

1. Is piercing claimed to be more popular than tattooing?
2. What different reasons do people give for getting a piercing?
3. If you had the money would you consider piercing?
4. Do you think there should be safety regulations? Why?

STORY BOOK

# Unit 16

## I miss having everything done for me!

What is the use of gerund in each of the following concordances?

1) **Walking** is the best exercise; it is a totally natural activity; your enjoyment will improve as your fitness improves. (_______)
2) He dislikes **being** dependent on others. (_______)
3) It's not going to be easy. The producer insists on **continuing** filming. (_______)

Underline the instances of gerund in the following sentences? Circle the preceding words and make a list of them in the table as in the example.

e.g. level of expenditure. He should also avoid getting involved in any risky or

1) But the private sector appears to be more keen on buying loans from the Housing Corporatio
2) the property, perhaps we wouldn't mind feeding the outdoor cats - they were
3) but during the low points I just kept believing in my own ability
4) application of cosmetics and clearly enjoyed being a centre of attention. She
5) should. But however much we object to drinking, smoking or drug-
6) back in Florida and is looking forward to playing again. She feels
7) in a boys' boarding school, and I cannot help worrying. Has their mother not
8) than being in the classroom. Some suggest changing the school year in native villages
9) sense of the competition. It is no use relying on professional golfers to
10) the pleasure of gardening, it is not worth becoming obsessional about it So
11) YOURSELF. Every time you feel like smoking, remind yourself how bad
12) n an emotional speech that he has grown tired of defending his policies against
13) Lilette that Gerard was average in math, good at drawing, and his handwriting was making
14) in recovery. Just as the individual addict must admit being powerless over addiction before
15) Some had their windows boarded up to prevent their child from breaking the glass. One

VERBS/EXPRESSIONS + GERUND

| | | | |
|---|---|---|---|
| 0. **avoid** | 1. | 2. | 3. |
| 4. | 5. | 6. | 7. |
| 8. | 9. | 10. | 11. |
| 12. | 13. | 14. | 15. |

### The following concordancers are the result of the search of the keyword ‘having’ (taken from COBUILD). What is the function of the node?

```
    authorises me to inform you that having approved your plans being executed
 not unusual, that form of eroticism having become more important and more
       in a year can be done without having cheated on any of them. The
    was still competitive. That hope having collapsed, there is talk of a
 we should feel as a species for not having discovered a better way. [p]
         Mansilla's blue one, Ayrton having displaced four cars instantly,
  did a lot of it. [p] What are you having done, is it painting or something
  not a threat.  THE GUARDIAN says, having encouraged and applauded Germany's
  well one might on a warm afternoon having enjoyed the day's play. Press
during the clashes earlier this week having established, it said, that they had
  to be regretted, because, far from having exhausted the topic, he plainly has
           advisers and consultants, having followed a course with `at least
  on the shape of monstrousness, for having forsaken his humanity. That was the
 not before. And the demon mentioned having found me again, like he didn't know
 Jon Hunt was left to savour victory having given the Hemel Hempstead CC their
 try, and the teams were level.  [p] Having given Neath a run for their money
  information. [p] Collor has denied having had any contact with Farias since
a genuine unease among republicans.  Having hoped that the Mitchell report
 Aids.  [p] The relevant authorities having kept quiet about the situation in
   over Victoria Falls. One evening, having left the car, we saw ten elephants
   in 1950, now sulked in its corner having lost its claim to distinctiveness.
     was substituted against Norway, having lost his way after missing a good
         Often this is compounded by having overheard parents' complaints about
  except my financial details which, having put my name and address, I
 not count on this vital information having reached the sentries. [p] He
   without suspicion -  particularly having read in that day's Los Angeles
  He reportedly accused Hayes of not having reviewed the manuscript before
    than anyone about the Artrellia, having seen several in her lifetime. The
 all the more solidly `the rock" for having seen her own fallibility. `For my
 [p] From Mr R. J. Kendrick [p] Sir, Having served as a prison governor in
       a painful sense of failure at having skipped an exercise class or
  February 11) about British Airways having stopped serving caviar. As the
been innovative throughout his life. Having studied medicine at Trinity
abandon through fear of explosion or having suffered involuntary drunkenness.
   irretrievably broken down us both having tried I'm not a total idiot. I didn'
  are notorious in Roman history for having undermined the moral fibre of
 summary trials of people accused of having violated the curfew. [p] In Saudi
   THAT TOON [/h] DEAR KICKBACK, [p] Having watched the Newcastle v Sheffield
achieve notoriety on the big screen, having won a role in Quentin Tarrantino's
       t, you know. You are proud of having worked so hard and so long for your
```

# UNIT 17

## My job is to answer the telephone inquiries and your duty is to fill in the forms!

Write down the words/expressions that are followed by infinitive. Are there any instances of bare infinitive?

been thrown out by parents who can't afford to keep them. Sometimes the family
Government seems involved. We cannot afford to wait longer for the answers to

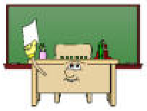
Francaise. `Nobody can teach you how to act," she says with a shrug. `It
says it knows better than you how to educate your children, it knows

can save you time and worry, so why not make life a little easier and
jaws of a croc! Whilst in this area, why not take a trip to Arnhemland -- the

demonstrate the influence of heredity. Let me give you one example of each
I don't think that it was discussed. Let me see. This is a different point.

bonus for good service. But I'm not allowed to encourage them. It would also
the Democratic Party would not be allowed to hold its congress on 1st

asked him to go, he was going to be too sick to go along. He was going to be
Perhaps it's because many voters were too young to have any memory fond or



## Deduce the different meanings of each set of similar structures.

**1.** for the 92 per cent of men who **hate** shopping for clothes. SHIPTON
have to turn another dozen away. We **hate** to do this but we have no choice.

**2.** ut on the other hand, I **love** playing with the children and
are aged between 14 and 16 then I'd **love** to hear from you. GO FOR IT!

**3.** At Trinity High School, she **prefers** playing the clarinet and dancing
wedding presents. We **prefer** to take money. How can we

**4.** the couples and groups paraded, **stopped** to talk, to greet, to buy a
The regular trains have long since **stopped** running down this way, but the

**5.** Here you can relax completely: **try** sailing, windsurfing or viewing the
to the problem; it wasn't his. He **tried** to cope with the mountain of paper

**6.** I'm sure I won't **regret** retiring but one thing I am going to miss
DEATH OF SIR HENRY THOMPSON. We **regret** to announce that the veteran

**7.** oh, this was so long ago - but I **remember** writing down all the names, then,
of their poetry. Please **remember** to keep a copy for yourself as we

**8.** hit the water main and I'll never **forget** seeing firemen stood there holding
or shirt, scarf, or tie. Don't **forget** to leave some room in your suitcase

**9.** means we are encouraged to **start** thinking about Christmas in
from the site and orders are now **starting** to come in. Given the global

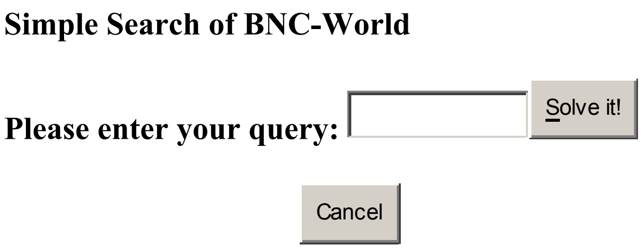
# UNIT 18

## Ready… Set…Go!

It's your turn to search the BNC Corpus on the internet or

http://sara.natcorp.ox.ac.uk/lookup.html

The webpage should look like this:



**Simple Search of BNC-World**

**Please enter your query:**

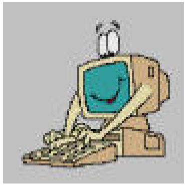
### EXERCISE A:

- **In the field 'Type in your query' write the expression *would rather* and press the button 'Show Concs'**

**1.** You should have observed more than one structure attributed to it.
Identify and justify them in terms of grammar (making reference to time and subjectivity).

**2.** Repeat the same procedure for the expression ***had better.***

**3.** Organise your research and get ready to report to class.



# UNIT 19

## I'll have my hair cut exactly like David Beckam's

### Guess what the verb <u>have</u> (in different forms) stands for!

1. by many companies is noticeable. They **have** equipment serviced or replaced
2. the Money that you cannot use. Do you **have** money locked in an overseas account?
3. health care. Ms. FLORA: I've never **had** insurance provided for me, and I've
4. are abnormally long: `Before my mother **had** her cataracts treated, when her
5. don't want parents to be afraid of **having** children vaccinated against HIB
6. needed. This patient is also **having** fat removed from the sides of her
7. earnings order. If you do not mind **having** money deducted from your wages this
8. that some people are squeamish about **having** needles inserted into their veins,

### How would you translate the phrases:

- When will you have a CD writer installed?
- I had had my mobile phone stolen.

### Transformation in Causative Form

1. They speed up work by having people repair the club at night.
2. We will ask someone to return the funds.
3. I must find people to prepare the flowers for the wedding.
4. He had to remove even some ribs; a painful operation.
5. Somebody stole my lock yesterday evening.

# UNIT 20

## I should have known better than to invite her to my party

### Can you interpret the meaning of the following modal verbs?

there. Everyone agreed. I guess I must have done something right.

✍ ____________________________________________________________________________

with such good results they can’t have had too many complaints about

✍ ____________________________________________________________________________

Do you think perhaps Mr Pantelaras may have been ill?" he asked.

✍ ____________________________________________________________________________

one of the targets for the Scuds might have been the coal-burning power

✍ ____________________________________________________________________________

hardfor people to think that a young man could have survived a war only to be

✍ ____________________________________________________________________________

the hospital apologised saying it should have played a bigger role" in

✍ ____________________________________________________________________________

remarks Owen Chadwick, `but he cannot have found it a comforting message

✍ ____________________________________________________________________________

excitedly. [p] I thought Sergei would have told you." [p] When C. W.

✍ ____________________________________________________________________________

### Circle the appropriate equivalent meaning of the following modals

That it did not happen immediately ___ have given them hope, but that was
a. might b. can’t c. would d. must

but she refused to accept the scores. ‘The game ___ have been tested properly’
a. may not b. can’t c. should not d. would not

parent is never easy.’Mum knows best’___ have applied in childhood, but not now
a. may b. must c. can’t d. could

the closed bedroom door it’s impossible he ___ have heard the rustle of sheets
a. should b. could c. should d. might

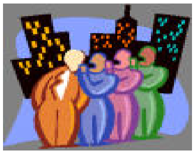
had been used. He confesses that he ___ have learnt from his Polish
a. might b. must c. would d. should

spurned. Although the tactics ___ have offended many, but they did not react when
a. should b. can’t c. may d. must

Read the following narration carefully.
Try to interpret the facts and explain what may have happened and why.

The folding doors of the dining-room were not shut and I could see that the big drawing-room was full of people. ‘There is no reason to be alarmed’ my stepfather was saying as I came in. ‘ It’s just a handful of drunken negroes’. He opened the door and walked out. ‘What is all this’ he shouted. ‘What do you want?’
Then there was a smell of burned hair and I looked and I saw my mother who was in the room carrying Pierre. It was her loose hair that had burned and was smelling like that. I thought Pierre was dead. He looked dead. My stepfather said, ‘Annette, you are hurt – your hands…’ But she did not even look at him. ‘His crib was on fire,’ she said to Aunt Cora. ‘The little room is on fire and Myra was not there. She has gone. She was not there.’
‘It seems they have fired the other side of the house,’ said Aunt Cora. ‘They must have climbed that tree outside. This place is going to burn like tinder and there is nothing we can do to stop it. The sooner we get out the better.’ ‘The little boy is very badly hurt. He will die if we cannot get help for him’.
‘Get to the carriage, get to the carriage,’ said Mr Mason. He took up the carriage whip but one of the blacker men wrenched it out of his hand snapped it over his knee and threw it away.
A man said, ‘So black and white, they burn the same, eh?’

# ☺ REVISION ☺



<$1> I mean I don't know what's wrong with her <$G?>. She was so angry she really ruined my day yesterday. I need to go to the bank tomorrow and sort that out. Pay an extra twenty pound a week rent just to subsidise them. Overpaid middle class bourgeois. I mean I can't believe she's gonna pay off his debt. Eight hundred pounds. I mean just like that. <$G?> now my mother would maybe do that for me if I had eight hundred pounds in debt to a loan shark or something right.

<$2> Yeah but not </$=>it's a solvable problem he could get a job.

<$1> He could get a job. But she's like she hasn't even told him to get a job. You don't get a job <$G?>. Honestly <$=> he will never </$=> he will never learn. Let him learn the hard way.

<$2> Get a job.

<$3> laughter

<$2> I was reading in Sunday Times magazine about what do you call it… mental olympia or something. About all these really really sad people <$E> laughs </$E>that spent a week of playing games of draughts and chess. It was like ``Why?'' Like mental ol= olympics kind of.

<$1> Yeah.

<$2> And the man was saying that they were just the strangest people he had ever met. Apparently they were all really maladjusted. They all had really crappy jobs. It's quite sad that they're like really really really brainy.

<$3> Ah.

<$2> It was like sometimes their brain just concentrates too much on one thing </$H> and therefore they can't… And maybe that's true with you. <$=> Maybe you're

<$3> Who me?

<$2> Maybe you're concentrating too much on Biology and worrying about nothing

<$3> I think I should switch my priorities.

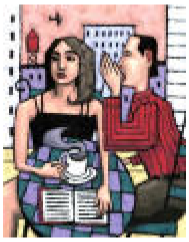
<$1+2> laughter

<$1> Apart from Biology.

<$2> It's all really sad bad men and they were old men. Well mm what were they? They did this test test in intelligence and some of them forgot to put their names on the form and things.

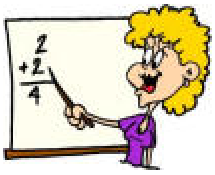
<$1+3> laughter

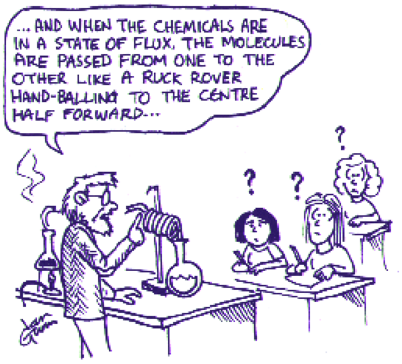
1. What surprises the first speaker at the beginning of the conversation?
2. What does the second speaker suggest?
3. What is the second topic of their conversation and what signals the end of the first one?
4. Why should the third speaker switch his/her priorities?
5. Why are they all laughing at the end?
6. In your opinion what is the relationship of these three speakers?
7. If you took part in this conversation, would you agree with the point they've made about paying off one's debt?
8. Do you enjoy participating in friendly conversations? Why?
9. Would you like to enter any kind of competition? Which kind?
10. Is laughter considered to be an appropriate reaction in any type of conversation?



# CONCLUSION

I'm sure that you have enjoyed grammar more this year. I hope it seemed more as a game to you rather than a complicated lesson; or did you ever feel like these students in the picture when I was talking to you?




... AND WHEN THE CHEMICALS ARE IN A STATE OF FLUX, THE MOLECULES ARE PASSED FROM ONE TO THE OTHER LIKE A RUCK ROVER HAND-BALLING TO THE CENTRE HALF FORWARD...
?
? ?

**NO WAY!!!**

You must no longer feel TENSE? NERVOUS? TIRED? and you may as well admit that but that 'I have understood all about tense and grammar'.

So it's time to invite you all to THE BIGGEST MISTAKE AWARD.

Enjoy pictures of last year's ceremony:

Rewarding mistakes is one way to make the point that effort is valuable even when we fail.

ME at the end of the award

## APPENDIX 2: DDL Units of the Pilot Study

### TABLE OF CONTENTS

## UNIT 1

### *Splang* you like bananas?

### GUESS THE MYSTERY WORD ☺

The keyword of the following concordance lines has been replaced by a nonsense word.

Try to find out the hidden message:

```
1                   <$1> <$H>  Splang you know he introduced me to her?
2    you think that </$=> What splang you mean the cold one?
3                        <$3>  Splang you remember seeing that?
4                              Splang you want to mention the plan?
5       we do have many papers splang we. MX really you know.
6                       <$?F>  Splang you know it's not on that+
7              <$2> Forewarned splang you mean?
8                              Splang you know what I mean?
9   <$=> And do they act </$=> Splang they actually come out?
10                       <$3>  Splang you want to read it?
11                             Splang they need a bit of a wash?
12  e application form it says Splang you have a car? as if they're going
13              What I'm gonna splang now then is erm erm to cancel that.
14</$O4What I've been asked to splang is to talk to people who've had som
15  an hour's reading and then splang a bit of my media project work.
```

The missing word is: _______________

What sort of word usually comes immediately after the mystery keyword?

What is the function of the keyword in these phrases?

- The above lines are called **concordance lines** or **concordancers** which derive from on-line corpora. The keyword is placed in the middle of the lines with some context placed on its both sides. This is the **Key Word in Context** format (**KWIC**) which enables learners to study the function of words or phrases.

# UNIT 2

## Do you think she is seeing another man?

- **Appear(-ing)**

market. The collectors' behaviour **appears** to be one of total obsession. [p]
he had been at Boudha), he certainly **appears** to be in no hurry to leave
two decades; the problem of bulimia **appears** to be especially common in college

[p] The Challenger will be **appearing** today at the Adidas Streetball
a good year for me [p] He is also **appearing** in the Beeb's new series of Bad
in the flesh only once: Julio was **appearing** at a concert in 1990, but had the

- **Think(-ing)**

a return visit to the camps last August.I **think** the most moving moment was walking
They are not being suited to swimming.I **think** the reason is psychological
what is it with this country? We **think** we control the whole world!

The Vatican is now **thinking** about the opportunities for
We have to speak to know what Nigel is **thinking**. [p] Just a look or a nod is
Which could keep him awake at night.He's **thinking** about her. Lady Rice required

- **See(-ing)**

and plants and other things we **see** in this world. [p] Thus the notion
She sketched her various relations and I love to **see** the hairstyles, the fashions, etc. When we
That's the law, son, traffic or no traffic. May I **see** the car registration papers and your motor vehicle

Mr Clinton's trip is that he is **seeing** David Trimble for one-on-one talks.
out gambling and I found out he was **seeing** other women. [p] I knew the
he missed her. She was told he was **seeing** other women to keep Jackie going

- **Expect(-ing)**

apartment. It seemed clear he didn't **expect** him to find anything in there.
the end of the year. Within 10 years analysts **expect** Orange to take one in four of all mobile
OXFAM's development work in Bangladesh. [p] I **expect** to return to Bangladesh in the next few

third wife Suzanne Acosta, 34, is **expecting** their first child. [p] Th
in a phenomenally good Christmas and is **expecting** to have to make a large number of profit
Nylex, its Australian subsidiary. The City is **expecting** further sales, with the most likely

👓 & ✍

1. everbody else's," he gushes. `She __________ very young and fresh'
a. thinks b. is appearing c. appears d. expect
2. Really? So you __________ the boy is alive? But the main
a. think b. are expecting c. appear d. are thinking
3. abruptly overtook him. He was __________ Gloria at every opportunity, but
a. appearing b. thinking c. expecting d. seeing
4. where, he says, organised crime __________ to have taken control over them
a. seeing b. expects c. thinks d. appears
5. be passed today. Most politicians __________ the president to announce his
a. appear b. think c. expect d. see
6. he said they were so good. I __________ it is the red hair which attracts
a. think b. am seeing c. appear d. expecting
7. to my horror found out that she was __________ a lady psychoanalyst. As we were
a. seeing b. see c. appearing d. appears
8. spelling-bees. `It's not too much to __________ that everyone should have a good
a. think b. expect c. see d. appear
9. he rode the train to Leeds. `I am __________ of placing the screenplay I sent
a. expecting b. appearing c. thinking d. seeing
10. demands, or her fears that he was__________ other women, and on her
a. seeing b.thinking c. expecting d. appearing
11. in the human being, I can't quite __________ why it's necessary now to do the
a. think b. see c. appear d. expect
12. month of her pregnancy that she was __________ the boy she desperately wanted
a. appearing b. thinking c. seeing d. expecting
13. white hunters', but surely he was __________ of Finch Hatton's reputation and
a. seeing b. thinking c. expecting d. appearing
14. Britain's leading artists will be __________ at the London Metropole Hotel,
a. appearing b. see c. expecting d. think

# UNIT 3

## I used to get up early in the morning!

**👓 AT THE FOLLOWING EXAMPLES**
**1. WHAT IS THE MEANING OF ‘USED TO’?**

```
  Hamilton suggested I use Lemmer. He used to work for Hamilton. I never met
     screams. I believe Dennison even used to hold dinner parties upstairs
   It's showtime.' That's what mother used to always tell both of us whenever
  his mind ticking over, I suppose. I used to take the accounts to him up at
what it had.  [p] Teams like Coventry used to come to Plough Lane and tremble.
   at the peak of his career.  [p] We used to go on these runs organised by
  that day. He don't laugh the way he used to laugh. See, he used to be a card,
  What does that mean?" Louise Browne used to kiss me sometimes when we were in
     will be back in the form that it used to be economically before four or
```

**2. DO YOU SEE ANY DIFFERENCE IN THE APPLICATION OF ‘USED TO’ BETWEEN THESE TWO GROUPS OF CONCORDANCES? CAN YOU TRANSLATE IT?**

~~~
  work. [/h] AS a regular club cyclist I am used to going out on the Sunday club
   would have to follow what they do.  I am used to it now, switching off between
 believe I had no other recourse.  I am not used to being treated this way,
````house--to reach the smell. But now I am used to it. The only thing I can
thought of driving that car, which I am not used to, down this appalling
   She is quite bossy with Damon, but he is used to it, having been surrounded
      he quickly dominates the room, and is used to receiving a respectful audience.
                under way.  [p] But Paul is used to getting his way. He once offered
        [p] The comment that `staff are not used to thinking" is frankly offensive.
           deal of respect.  [p] We are not used to such heat and humidity, and
~~~

**3. HAVE A LOOK AT THE WORDS THAT FOLLOW THE NODE ‘USED TO’ IN BOTH GROUPS. WHAT PARTS OF SPEECH ARE THEY?**

..........................................................................................................

**☺ YOUR TURN! Name something you used to do & something you are used to doing.**

1 ..........................................................................................................

2 ..........................................................................................................

# UNIT 4

## What were you thinking of when you answered the door?

### GUESS THE MISSING WORDS!!!!!
### WHAT PART OF SPEECH ARE THEY?

bother him. His telephone was ringing __________ he **reached** his room. It was Kathy.
that he was drunk and speeding __________ he **was pulled** over, but insisted
Sometimes they were laughing __________ we **were eating.** My children and I
geography. That's what we were doing __________ we **were waiting.** [p] And one day I
days' beard. He was just finishing __________ the dwarves **knocked** on his door and

### UNDERLINED WORDS

**1. The tense employed is:**

**2. How is it formed?**

### BOLDED WORDS

**1. What is their relation to the underlined words?**

### Fill in the gaps

1. I had also wanted to see you, sir. I ____ going to request just such
2. If only the tutors knew what they ____ doing … If only you [f] her
3. many from working-class homes ____ fighting to extend their ideals to
4. ` he realized the Japanese women ____ not going to leave and he decided
5. know, there was a time when people ____ fighting for voting rights for women
6. that he had changed his ways as things ____ not looking good. [p] Suddenly this
7. the guns were kept warm when they ____ not being fired. On the other hand,
8. the reality was that there ____ not going to be a fall in the number

# UNIT 5

## Have you ever been to England?

### MATCHING-UP ⌘

Match the half-sentences according to the context of each phrase and write the corresponding number in the middle box.

| | | |
|---|---|---|
| **A** It can also give deep satisfaction to have this opportunity of showing love and concern for someone who has | | **1** he does not have the correct safety certificates |
| **B** For the past two years he has | | **2** a look at what their neighbour has got |
| **C** Mark Antony has suddenly changed His personality and he has | | **3** occurred in late summer or early autumn. |
| **D** Still, men have achieved their superior Position | | **4** because they literally have greater physical strength. |
| **E** The boat will not have proper insurance cover because | | **5** probably shown the same care for us. |
| **F** The first thing passengers do when they Are served is have | | **6** been in London. |
| **G** This paper has provided | | **7** with small sharp teeth on both upper and lower jaws. |
| **H** Type II disease has been reported and has | | **8** become tough, perceptive |
| **I** It has relatively large eyes and a small mouth, | | **9** an example of how the self-interest of solicitors is a more helpful way of viewing this group. |

👓 Name the auxiliary verbs that are common in all the first half sentences?

✍ ____________________________________________________________

👓 Where are they placed in the phrase?

✍ ____________________________________________________________

👓 Is there more than one function attributed to them?

✍ ____________________________________________________________

____________________________________________________________

## UNIT 6

## I had had the money but… no luck!

1. The right contexts of the following concordance lines have been shuffled.

- Can you reorder them? Rewrite them on the lines below.

| | | |
|---|---|---|
| **1.** The hole through which Harry | had | had to go home owing to illness |
| **2.** He wrote her a brief note merely saying he | had | it been ? |
| **3.** But I had been sufficiently intrigued by the stories I | had | vanished. |
| **4.** As they had passed by Du Cane Road, she | had | been reminded of how many times she had been there |
| **5.** How long | had | made a number of telephone calls to Paris |
| **6.** During the summer of 1979 I | had | fallen was in the centre of the ceiling. |
| **7.** She cultivated the kind of aloofness that Robert | had | high fever and I sort of stayed in bed |
| **8.** By 1903 the spectre of that environmental disaster | had | Observed in certain classes of minor official |
| **9.** The police soon traced the couple's movements and found they | had | moved into a collective house whose occupants were libertarian |
| **10.**I started to feel sick, was vomiting, I | had | heard of William to want to find out. |

--------------------------------------------------------------------------------------------------------

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2. Now look at the keyword and its right context and answer the following questions:

- How is Past Perfect formed?
- What is its use?

# UNIT 7

## Will you have a look at this?

What do the following phrases express?

**FUTURE SIMPLE**

**1.** I will buy you a magazine later.
**2.** I'll tell your mother!
**3.** Will you do me a favour?
**4.** They will be here soon.
**5.** I'll open the windows

**FUTURE PROGRESSIVE**

**1.** From 8 to 3:00 I'll be working
**2.** I'll be waiting outside the library at that time

**FUTURE PERFECT SIMPLE**

**1.** They'll have left by lunchtime.
**2.** The film will have started **by** 9. **BUT** The film won't have started **until/by** 9.
**3.** The children will have tidied their room by the time Mum comes back.

**FUTURE PERFECT PROGRESSIVE**

When I'm fifteen I'll have been learning English for six years.

**ERROR CORRECTION**

- **Check if the verb in each phrase in bold characters is correct.**
- **If not please write the correct form in the box.**

1. **Will** you **stop** that!
2. Helen **will have kept** an eye on the job market while she is away and praying that employers will see her experience in a positive light.
3. Come now, my dear, my guests **will be arriving** before long and we are not yet changed for dinner.
4. They're not doing it on their own, they're doing it in groups of three on each experiment. So, three people **will work** together on one experiment throughout the year. (throughout=whole)
5. If the weather holds out, by Sunday the organizers hope the Show **will have attracted** a record sixty thousand visitors.
6. Let's hope that they **will be completing** the first phase of the project by 1991 when they **will be finishing** the excavation of the village and at least three properties will have been totally reconstructed.
7. This week Mr Green **will have been** working on videos, preparing training sessions.

# UNIT 8

## If I won the Lottery…

**These are examples of the three main types of conditionals. How are they formed?**

**1.** If you move suddenly animals won't like it.

If + ⇨

**2.** If she answered hastily she would say something unseemly.

If + ⇨

**3.** If I had guessed correctly they would have been out there somewhere.

If + ⇨

**Now look at the following examples. How do they deviate from the previous types?**

Are they examples of written discourse or spoken discourse?

If the answer is `;Yes'; the exit from the box is vertically downwards.
Go and ask them if there's any news.
Hi. I just called to see if you had a good time last night.
If children stop breaking their toys what should they be doing instead?
I remember wondering if I were going to be as good a mother.

Activity

What type of conditional is the following concordance line? Can you convert it into the other two types by making the appropriate adjustments?

I would be less than honest if I did not admit to you my regret.

⇨

⇨

Is it a spoken utterance or a written sentence?

# UNIT 9

## Call the police! The Smiths' house has been broken into!

The following concordances are instances of Passive Voice. Take a closer look at the tense applied in each line (bolded characters) and fill in the table of verb be as in the examples of the Progressive forms

Policemen **are headed** by Inspector Philip Robinson,
Suddenly Mr. Elliot **was overwhelmed** by a feeling of horror
The black belt title **was won** by Gary Alexander of Jersey
movie actor **has been given** bodyguards by the Nation of
The meeting **had been extended** to settle differences over
It's unclear exactly how many workers **will be affected** by the executive order.
the invitations **will have** been collected in advance
an operation of that size **should have been done** in a hospital
who thought the programme **would have been enhanced** by a three-minute film

### Table of Verb be

| | | | | |
|---|---|---|---|---|
| **Simple Present** | | | | |
| **Present Progressive** | am, is, are | being | | past participle |
| **Simple Past** | | | | |
| **Past Progressive** | was, were | being | | past participle |
| **Present Perfect** | | | | |
| **Past Perfect** | | | | |
| **Simple Future** | | | | |
| **Future Perfect** | | | | |
| **Modals** | | | | |

Put a ✔ next to the correct answer and then write in the parenthesis the tense you have chosen.

**1. Tommy …… a hero's welcome when he returned home. (________________)**

☐ has given

☐ was given

☐ will have been given

**2. Two policewomen …… from duty. (________________)**

☐ have been suspended

☐ is suspended

☐ was suspended

**3. For 20 years Sally …… of lifts and taxis. (________________)**

☐ will be terrified

☐ was terrified

☐ has been terrified

**4. When you are to get married, you …… to fill in a form. (________________)**

☐ will be asked

☐ would be asked

☐ were asked

# Unit 10

## I thought you asked me to come, didn't you? Oops!

**The following sets of concordance lines are examples of reported speech taken from two on-line corpora.**

**a) What is the tense applied in the bolded introductory verbs?**
**b) Identify the time aspect that follows them.**

**Set A**

Spanish detectives he said. He **told** the court that his wife telephoned
The counter-girl **told** me I'd have to wait for the manager
You **told** me he would never come back!
the lighting battery. Ernest **asked** me how I felt about stopping at
I happen to know that, because he **asked** me if I had had a nice trip.
a gentleman knocked on my door and **asked** me if I could spare a few minutes
the film he wanted to see, so he **asked** me if I could show it again. Now
I **asked** if I could have a cup of tea.
been kicked out. The officials **asked** me what I was doing with a camera

**Set B**

Mr Pattea **says** an olive tree will produce for 400 years.
He **says** he'll return to check that things have been put right.
He **says** that he's advised the farm owner.
The soccer freaks **will say** their sport is a way of life
I'm sure Mother **will say** it's all right.'
People **will say** we must beat them.
The General **has said** that the price rises in maize.
has yet to sign the contract and **has said** he will stay with Parma until
sacked by Spain's Real Sociedad, **has said** he will be ready to return to

### DISCUSSION

**Do you see any deviations from the traditional form of reported speech in terms of tense use?**

### ACTIVITY

**1)** 'Go on,' she said.

**2)** 'He has the talent,' said Adrian.

**3)** `Keep your eye on him, Jimmy,' said Cardiff.

**4)** `We get these magazines for our guests,' he said.

**5)** `Are you from a military family?' the Doctor asked.

**6)** `What are you thinking about, Margaret?' asked Lili.

**7)** 'I had an invitation to a conference in Florida,' says Philip wistfully.

**8)** In China we have an old proverb which says'Never judge the day by the morning'

**9)** `I've considered it,' he says.

# Unit 11

## He offered to give me a lift but I should have walked instead!

### Can you guess the missing word in each set of concordance lines?

**1.**
I would be greatly offended if a guest ________ to pay for anything. It was
I was so thrilled at myself I ________ to pay in advance. A huge meal,
I think I've given my best and I ________ to take less money Meanwhile,

**2.**
think it would happen. [p] Nadine _________ to share her prize with her
I think. Before they went, they _________ to come back soon. One could
party system. The president _________ to hold a meeting on the issue

**3.**
he was forced to slow down but still _________ to stop. At the same time,
She found another instructor - but _________ to pay him more than a pound;
his head and burst into tears. He _________ to believe that his father was

**4.**
friends Burned Man and Oracle often _________ me to be honest with myself, and
Jessica, Stephen added:`The doctors _________ me to weigh up the quality of life
he didn't think I needed surgery. He _________ me to think about it again. [p]

**5.**
The London Business School _________ that unemployment would rise to one
who was also a hypnotherapist, but _________ me that it would not be easy to
suffered many casualties and he _________ me to be prepared for trouble. He

**6.**
my time's up. [p] So when a friend _________ me to join her women's theatre-
On leaving, we shook hands and she _________ me to see her from time to time to
transplant for leukemia, the husband _________ me to listen to a piano recital

**7.**
50, the Supreme Court of the states _________ me to resentence him and I simply
for a slow, methodical assault, _________ him to prepare for a rapid attack
the files of the students when I was _________ to destroy them. I didn't know why

**8.**
police his home phone number and _________ them to ring back because the call
necessary. Between the tears, he _________ me to accept. So I accepted. It was
The prison guard grew so sad. He _________ me to give him back his freedom.

- **What part of speech are the missing words?**

**1. What sort of words come after them?**

- **Is the pattern the same in all sets? Write the pattern of each word.**

e.g. accused + sb + of + sth

1.
2.
3.
4.
5.
6.
7.
8.

## APPENDIX 3: Initial Test – Pilot Study

### C CLASS – FINAL EXAMS

NAME: ______________________________ ADVENTURES BOOK 3
DATE: ______________________________ UNITS 1- 10

**GRAMMAR**

A TENSES

1 The last time I ________ Kim was in May.
a. seen b. have seen c. saw

2 Dad never __________ my birthday.
a. forgets b. will forget c. has forgotten

3 I saw a film I _______ never _______ before.
a. will … see b. was … seen c. had … seen

4 Call me at 6. I ___________ him by then.
a. met b. had met c. will have met

5 I heard a noise while I _________________ dinner.
a. was having b. am having c. have been having

6 I __________________ her one of these days.
a. was seeing b. will be seeing c. had been seeing

7 The phone _______________ . I will answer it!
a. is ringing b. will be ringing c. was ringing

8 "Why are you hot?" "I _________________________ ."
a. will be running b. am running c. have been running

9 I'm tired. I _________________ for 5 hours.
a. am training b. was training c. have been training

10 One day she ____________ famous.
a. becomes b. has become c. will become

10 points (10x1)

B PASSIVE VOICE – KEY WORD TRANSFORMATION

**1** They don't speak German here. (spoken)
German ______________________________________________________ here.

**2** They haven't caught the escaped prisoner yet. (has)
The escaped prisoner ___________________________________________ yet.

**3** Where did you buy this antique clock, Harry? (bought)
Where ______________________________________________________, Harry?

**4** Don't turn on the radio, Mary. (must)
The radio ___________________________________________________, Mary.

**5** The Millers visited us last Sunday. (by)
We ____________________________________________________ last Sunday.

10 points (5x2)

### C CONDITIONALS – KEY WORD TRANSFORMATION

**1** Ask Moira and I'm sure she will help. (if)

I'm sure Moira
________________________________________________her.

**2** He can't be at home; there are no lights on. (would)

If he ________________________________________________be lights on.

**3** I can't solve the puzzle because I don't have the clues. (could)

If I ______________________________________________solve the puzzle.

**4** If you don't stop smoking, you'll die. (unless)

You'll die ________________________________________________ smoking.

**5** I didn't see the end of the film because I was very tired. (been)

If____________________________ tired, I would have seen the end of the film.

10 points (5x2)

### D TURN INTO REPORTED SPEECH

1 "Don't put your books on my desk", she said to him.

______________________________________________________________

2 "We can go out tonight," she said to the children.

______________________________________________________________

3 "I have to write all my exercises now", he said.

______________________________________________________________

4 "What time did George come home yesterday?" he asked.

______________________________________________________________

5 "Will you help me with my homework tomorrow?" he said to his sister.

______________________________________________________________

15 points (5x3)

### E FILL IN THE BLANKS WITH FULL / BARE INFINITIVE OR GERUND

1 He began by ___________ (tell) us a funny story.
2 _______________ (swim) in winter is healthy.
3 Don't let them _____________ (go).
4 Do you enjoy _____________ (listen) to music?
5 I'm good at _____________ (play) tennis.
6 The doctors advised me ______________(go) on a diet.
7 I'd like _____________ (visit) my grandmother this week.
8 Don't make him _______________ (laugh).
9 Can I come _____________ (fish) with you?
10 Why not __________ (try) one more time? 10 points (10x1)

# APPENDIX 4: DDL Test 1 – Pilot Study

## UNITS 1-7

- **Choose the correct answer and write which tense is applied in each set of concordances.**

**________ Tense**

**1.** des Arts Decoratifs. At present she ___________ a line of objects and small

**a.** creates **b.** has created **c.** is creating

**2.** Do you find yourself doing things you __________ to do?

**a.** are not wanting **b.** do not want **c.** have not want

**3.** part-timers or contract workers who ______ yet _______ to go instead to

**a.** do not…accept **b.** have not…accepted **c.** are not…accepting

**________ Tense**

**1.** she complained about the war, because she ___________ it was right that

**a.** did not feel **b.** had not felt **c.** was not feeling

**2.** again. Strelnikov added that he ___________ about Boothroyd's meeting

**a.** has not known **b.** was not knowing **c.** did not know

**3.** know, there was a time when people ___________ for voting rights for women

**a.** were fighting **b.** fought **c.** had fought

**__________ Tense**

**1.** Certainly for the future Peru _________ need substantial investments

**a.** will be needing **b.** will have needed **c.** is going to need

**2.** By that time, they hope a purchaser ___________ contracts. Conversions

**a.** will be signing **b.** will have signed **c.** will sign

**3.** During the next few days you ___________ your normal quarterly

**a.** will be receiving **b.** will receive **c.** will have signed

- **Look at the following sets of concordance lines and explain the difference in terms of function and meaning between:**

  - **the expression 'used to' and 'be used to'?**

The yacht's crew **used to** move her hurriedly from yard to
that day. He don't laugh the way he **used to** laugh. See, he used to be a card,
as ten or twelve times a day. He **used to** brag about it. It was how he took

work. AS a regular club cyclist I **am used to** going out on the Sunday club
replied: `I was born in Israel. I **am used to** this kind of living [p] [h]
FRUIT LASAGNE Although we **are used to** eating pasta as a savoury dish,

✍

________________________________________________________________________________

  - **the word 'appears' and 'appearing'**

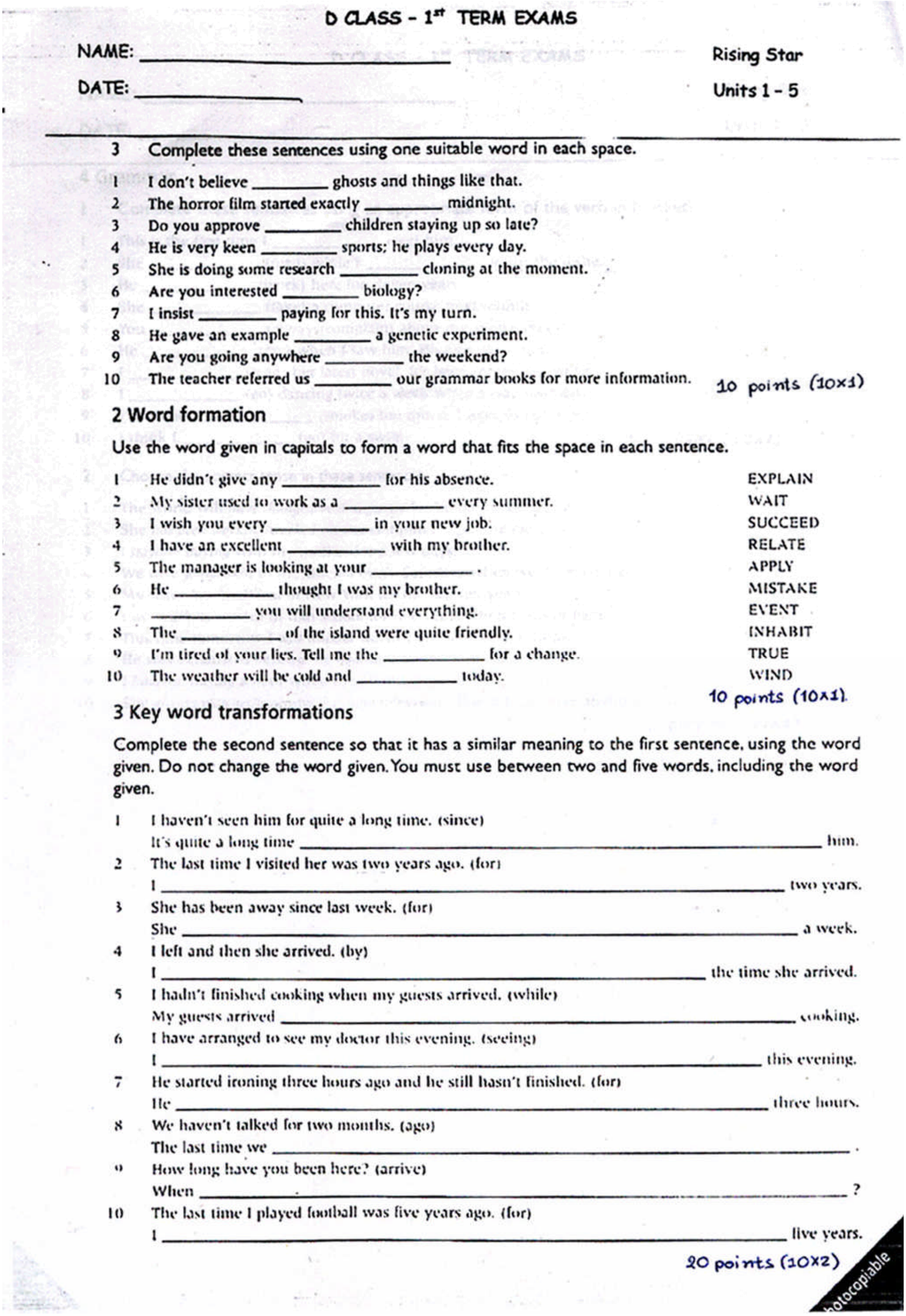
market. The collectors' behaviour **appears** to be one of total obsession.
he had been at Boudha), he certainly **appears** to be in no hurry to leave
two decades; the problem of bulimia **appears** to be especially common in college

The Challenger will be **appearing** today at the Adidas Streetball
a good year for me. He is also **appearing** in the Beeb's new series of Bad
in the flesh only once: Julio was **appearing** at a concert in 1990, but had the

✍

________________________________________________________________________________

# APPENDIX 5: non-DDL Test 1 – Pilot Study



## D CLASS - 1st TERM EXAMS

NAME: ______________________ Rising Star

DATE: ____________ Units 1 - 5

### 3 Complete these sentences using one suitable word in each space.

1 I don't believe ________ ghosts and things like that.
2 The horror film started exactly ________ midnight.
3 Do you approve ________ children staying up so late?
4 He is very keen ________ sports; he plays every day.
5 She is doing some research ________ cloning at the moment.
6 Are you interested ________ biology?
7 I insist ________ paying for this. It's my turn.
8 He gave an example ________ a genetic experiment.
9 Are you going anywhere ________ the weekend?
10 The teacher referred us ________ our grammar books for more information.

10 points (10x1)

### 2 Word formation

Use the word given in capitals to form a word that fits the space in each sentence.

1 He didn't give any ________ for his absence. EXPLAIN
2 My sister used to work as a ________ every summer. WAIT
3 I wish you every ________ in your new job. SUCCEED
4 I have an excellent ________ with my brother. RELATE
5 The manager is looking at your ________ . APPLY
6 He ________ thought I was my brother. MISTAKE
7 ________ you will understand everything. EVENT
8 The ________ of the island were quite friendly. INHABIT
9 I'm tired of your lies. Tell me the ________ for a change. TRUE
10 The weather will be cold and ________ today. WIND

10 points (10x1)

### 3 Key word transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 I haven't seen him for quite a long time. (since)
It's quite a long time ______________________ him.
2 The last time I visited her was two years ago. (for)
I ______________________ two years.
3 She has been away since last week. (for)
She ______________________ a week.
4 I left and then she arrived. (by)
I ______________________ the time she arrived.
5 I hadn't finished cooking when my guests arrived. (while)
My guests arrived ______________________ cooking.
6 I have arranged to see my doctor this evening. (seeing)
I ______________________ this evening.
7 He started ironing three hours ago and he still hasn't finished. (for)
He ______________________ three hours.
8 We haven't talked for two months. (ago)
The last time we ______________________ .
9 How long have you been here? (arrive)
When ______________________ ?
10 The last time I played football was five years ago. (for)
I ______________________ five years.

20 points (10x2)

hotocopiable

# APPENDIX 6: DDL Test 2 – Pilot Study

## UNIT 8-11

**I warned her that if children are initially refused what they want they learn very quickly**

**A. Identify the type of conditionals applied in each concordance line and write the other two missing types.**

**1.** If I ruled the world everyone I would throw out war and bombs. – Type ……

⇨

⇨

**2.** It will be better if you don't mention our conversation to the woman. – Type ……

⇨

⇨

**2.** If Mrs Thatcher had waited longer, she would have lost the election. – Type ….

⇨

⇨

**B. Choose the correct tense and tick the appropriate box**

**1. Tommy …..…. a hero's welcome when he returned home. (________________)**

☐ has given

☐ was given

☐ will have been given

**2. Two policewomen ……………………………..……. from duty. (________________)**

☐ have been suspended

☐ is suspended

☐ was suspended

**3. For 20 years Sally ………………………. of lifts and taxis. (________________)**

☐ will be terrified

☐ was terrified

☐ has been terrified

**4. When you get married, you …………….. to fill in a form. (________________)**

☐ will be asked

☐ would be asked

☐ were asked

**C. Fill in the gaps with the appropriate verb from the box**

**advised begged refused offered warned ordered invited promised**

the doctor had made us a promise.He ___________ to give his professional opinion
think it would happen. Nadine ___________ to share her prize with her
was fired from EDS because he had ___________ to pay the fine; 9,000.  She'd
values in drink.`Be sincere," he ___________ George, `and always pay your tax
The Meteorological Office has ___________ that severe storms are likely to
Readers are ____________ to express their views in these
England town of Salisbury have ___________ nearly four-hundred soldiers to
her mouth hanging open. No," she ___________. `Miguel, no" She took it out as

**D. Look at the following concordance lines. They are examples of Conditionals, Passive Voice and Reported Speech. Write C for Conditionals, PS for Passive Voice and RS for Reported Speech next to each line.**

1. Suddenly Mr. Elliot was overwhelmed by a feeling of horror when he …………
2. He came to me the day you were born and asked me what I thought of the name of …………
3. The staff have been trained to provide advice …………
4. If an applicant fails to satisfy the test, he or she will be totally ineligible …………
5. The Department of Employment has said that the market aims to provide the best value for money for the taxpayer. …………
6. People know what Bush will give them if he gets re-elected. …………

# APPENDIX 7: non-DDL Test 2 – Pilot Study

## CLASS D – 2nd TERM EXAMS

Student's name: ________________________________ Rising Star
Date: ________________________________________ Units 6 - 10

A TURN INTO THE PASSIVE VOICE
1 A tall man is following us.

____________________________________________________________

2 Did they sign the papers yesterday?

____________________________________________________________

3 Clean it right now!

____________________________________________________________

4 Why do they punish the boy so often?

____________________________________________________________

5 They should take the old lady to hospital.

____________________________________________________________

15 points (5x3)

B REPORTED SPEECH
1 "I forgot to do my homework last night", said Frank.

____________________________________________________________

2 "Let's wait for them", she suggested.

____________________________________________________________

3 "Don't touch these sharp knives," Jake's father said to him.

____________________________________________________________

4 Mr Smith said to me, "When are you moving house?"

____________________________________________________________

5 "Do you understand my handwriting?" he said.

____________________________________________________________

5 points (5x3)

C COMPLETE THE SENTENCES USING THE APPROPRIATE FORM OF THE VERBS
1 If I ______________________ (know), I'd have told you.
2 What ____________________________ (you/do) in my place?
3 I wish I _____________________ (listen) to you then! Now it's too late.
4 I _____________ (keep) my mouth shut if you promise not to say anything either.
5 They ____________________________ (go) if they had been invited.
6 I wish I ___________________ (have) a house of my own.
7 I _________________________ (not eat) it if I had known it was poisonous.
8 I wish you _________________ (be) here! We're having a wonderful time.
9 If it ______________________(not be) for you, I wouldn't have survived.
10 If only I ___________________ (meet) you ten years ago.

20 points (10x2)

## D CHOOSE THE CORRECT FORM IN THESE SENTENCES

1 I won't let you *speak / to speak* to me again.
2 She has managed to give up *to smoke / smoking*.
3 You had better *be / being* careful from now on.
4 I was hoping *to see / seeing* you this evening.
5 She refused *to talk / talking* to me again.
6 You can't make me *to phone / phone* him.
7 So far she has avoided *to meet / meeting* us.
8 I can't afford *to go / going* to Australia.
9 She kept *asking / to ask* the same questions.
10 I'd rather *to be / be* alone than be with her. 10 points (10x1)

## E KEY WORD TRANSFORMATION

1 "I was the one that stole all the money", said Paul. (admitted)
Paul ______________________________ all the money.
2 I won't manage if you don't help me. (unless)
I ______________________________ help me.
3 He didn't have enough money so he didn't go on holiday. (would)
If he had had enough money, ______________________________ on holiday.
4 They have taken away my car! (has)
My car ______________________________.
5 They must have removed the sign from the entrance. (been)
The sign ______________________________ from the entrance.
6 They will put up a new office building here. (be)
A new office building ______________________________here.
7 "When did you arrive?" he asked me. (I)
He asked me ______________________________ .
8 "Are you working on anything new?" she asked. (whether)
She wanted to know ______________________________ on anything new.
9 "I was cooking when I heard the shot," he told the police. (he)
He told the police that ______________________________ when he had heard the shot.
10 Ask me and I'll tell you. (ask)
If you ______________________________ tell you.

20 points

## F WORD FORMATION

10 points

1 His greatest ________________ is to become an astronaut. AMBITIOUS
2 We stayed in a really ________________ five-star hotel. LUXURY
3 Chocolate is OK provided you eat it in ________________ . MODERATE
4 He enjoys reading ________________ novels. SENTIMENT
5 After a number of ________________ nights he's not looking very good. SLEEP
6 My leg was quite ________________ a month after the accident. PAIN
7 I had a lot of ________________ understanding maths at school. DIFFICULT
8 He was ________________ to see her again after so many years. DELIGHT
9 He's still quite________________ in spite of his age. ENERGY
10 A good dictionary can be very ________________ when you're writing. USE

## APPENDIX 8: Detailed Results in tests – Pilot Study

| Students | Initial test | DDL test 1 | Non-DDL Test 1 | DDL test 2 | Non-DDL Test 2 |
|---|---|---|---|---|---|
| S1 | 75 | 70.37 | 75 | 66.66 | 82.5 |
| S2 | 75 | 52 | 80 | 68.88 | 85 |
| S3 | 92.5 | 88.88 | 80 | 68.88 | 80 |
| S4 | 92.5 | 92.5 | 80 | 88.88 | 90 |
| S5 | 80 | 70.37 | 90 | 82.22 | 95 |
| S6 | 82.5 | 74.07 | 70 | 60 | 85 |
| S7 | 72.5 | 70.37 | 80 | 60 | 85 |
| S8 | 75 | 62.96 | 70 | 66.66 | 85 |
| S9 | 80 | 37.03 | 70 | 80 | 70 |
| S10 | 70 | 55.55 | 75 | 77.77 | 80 |
| S11 | 62.5 | 25.92 | 57.5 | 51.11 | 57.5 |
| S12 | 57.5 | 51.85 | 57.5 | 35.55 | 57.5 |
| S13 | 62.5 | 70.37 | 70 | 82.22 | 52.5 |
| S14 | 77.5 | 62.96 | 65 | 80 | 75 |
| S15 | 62.5 | 44.44 | 62.5 | 68.88 | 65 |
| S16 | 55 | 55.55 | 57.5 | 71.11 | 57.5 |
| S17 | 60 | 51.85 | 65 | 68.88 | 57.5 |
| S18 | 70 | 66.66 | 55 | 68.88 | 65 |
| S19 | 72.5 | 59.25 | 55 | 57.77 | 72.5 |
| S20 | 52.5 | 37.03 | 38.8 | 37.77 | 52.5 |
| S21 | 85 | 88.88 | 80 | 35 | 92.5 |

## APPENDIX 9: Questionnaire distributed at the end of the Pilot Study

Name: …………..……………..…..

Age: ……….

1 How familiar are you with computers?

| | | | | | |
|---|---|---|---|---|---|
| Word processing | 1 | 2 | 3 | 4 | 5 |
| Internet | 1 | 2 | 3 | 4 | 5 |
| Games | 1 | 2 | 3 | 4 | 5 |
| Email and chat | 1 | 2 | 3 | 4 | 5 |

2 Do you use any kind of computer material in school? ________________

________________________________________________________________

3 Do you enjoy studying grammar? 1 2 3 4 5

4 Did the concordances:

| | | | | | |
|---|---|---|---|---|---|
| (a) help you to learn? | 1 | 2 | 3 | 4 | 5 |
| (b) make you enjoy grammar more? | 1 | 2 | 3 | 4 | 5 |
| (c) motivate you to want to do more grammar? | 1 | 2 | 3 | 4 | 5 |

5 Were the concordances easy to read and understand? 1 2 3 4 5

6 What were the problems?

________________________________________________________________

________________________________________________________________

7 If you liked them, why did you like them?

________________________________________________________________

________________________________________________________________

8 Did they help you to find the rules for yourself?
1 2 3 4 5

9 In what way did you need the teacher to help you?

________________________________________________________________

10 If you could do this at home on the Internet, would you do it?
1 2 3 4 5

11 Do you think this is a good way of learning a language?
1 2 3 4 5

12 Do you think this is only good for clever students?
1 2 3 4 5

13 Do you think this is only for advanced level?
1 2 3 4 5

14 Would you like to have access to on-line corpora next year?
1 2 3 4 5

## APPENDIX 10: Students' ratings in the questionnaire of the Pilot Study [5]

| RANKS / QUESTIONS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **PART 2** | | | | | |
| **3** | 2 | 5 | 8 | 4 | 0 |
| **4a** | 0 | 3 | 2 | 9 | 5 |
| **4b** | 1 | 1 | 7 | 6 | 4 |
| **4c** | 1 | 4 | 9 | 3 | 2 |
| **5** | 0 | 2 | 5 | 8 | 4 |
| **PART 3** | | | | | |
| **8** | 0 | 1 | 8 | 6 | 4 |
| **PART 4** | | | | | |
| **10** | 2 | 1 | 6 | 6 | 4 |
| **11** | 0 | 2 | 2 | 8 | 7 |
| **12** | 10 | 2 | 5 | 1 | 1 |
| **13** | 2 | 2 | 9 | 4 | 2 |
| **14** | 1 | 1 | 2 | 8 | 7 |

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[5] The results of the two case studies are not included.

## APPENDIX 11: Questionnaire distributed prior to the Main Study

**Name:……………………………….**
**Age: ...............**

**1 How familiar are you with computers?**
(5=totally familiar, 4=familiar to some extent, 3=neither familiar nor unfamiliar, 2=unfamiliar to some extent, 1=totally unfamiliar)

| | | | | | |
|---|---|---|---|---|---|
| Word processing | 1 | 2 | 3 | 4 | 5 |
| Internet | 1 | 2 | 3 | 4 | 5 |
| Games | 1 | 2 | 3 | 4 | 5 |
| Email and chat | 1 | 2 | 3 | 4 | 5 |

**Do you use any kind of computer material in school?**

________________________________________________

________________________________________________

## APPENDIX 12: Questionnaire for the Control Group

### Questionnaire 1

**Name: ________________________**

**1 How much do you agree or disagree with the following statements?**
(5=totally agree, 4=agree to some extent, 3=neither agree nor disagree, 2=disagree to some extent, 1=totally disagree)

**Part A**

| | | | | | |
|---|---|---|---|---|---|
| I enjoy studying grammar. | 1 | 2 | 3 | 4 | 5 |
| The teacher should provide the grammar rules. | 1 | 2 | 3 | 4 | 5 |
| The students can discover the rules from examples on their own. | 1 | 2 | 3 | 4 | 5 |
| The students can discover the rules from examples with their teacher's help. | 1 | 2 | 3 | 4 | 5 |

**Part B**

| | | | | | |
|---|---|---|---|---|---|
| The grammar book helped me to learn the rules. | 1 | 2 | 3 | 4 | 5 |
| The grammar book is a good way of learning a language. | 1 | 2 | 3 | 4 | 5 |
| I enjoyed the exercises provided in the book. | 1 | 2 | 3 | 4 | 5 |

**2 Which grammatical units did you mostly enjoy? Why?**

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

**3 Which grammatical units did you find difficult? Why?**

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

**4 In what way did you need the teacher to help you understand the grammar rules provided in the book?**

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

**5 Would you rather learn grammar through the computer or the grammar book? Why (not)?**

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

***Thank you***

## APPENDIX 13: Questionnaire for the Experimental group

### Questionnaire 2

**Name: ________________________**

**1. How much do you agree or disagree with the following statements?**
(5=totally agree, 4=agree to some extent, 3=neither agree nor disagree, 2=disagree to some extent, 1=totally disagree)

**Part A**

| | | | | | |
|---|---|---|---|---|---|
| I enjoy studying grammar. | 1 | 2 | 3 | 4 | 5 |
| The teacher should provide the grammar rules. | 1 | 2 | 3 | 4 | 5 |
| The students can discover the rules from examples on their own. | 1 | 2 | 3 | 4 | 5 |
| The students can discover the rules from examples with their teacher's help. | 1 | 2 | 3 | 4 | 5 |

**Part B**

| | | | | | |
|---|---|---|---|---|---|
| The concordances helped me to learn. | 1 | 2 | 3 | 4 | 5 |
| The concordances motivated me to want to do more grammar. | 1 | 2 | 3 | 4 | 5 |
| The concordances helped me to find the rules on my own. | 1 | 2 | 3 | 4 | 5 |
| The concordances were easy to read and understand. | 1 | 2 | 3 | 4 | 5 |
| The concordances are a good way of learning a language. | 1 | 2 | 3 | 4 | 5 |
| The concordances are appropriate for clever students only. | 1 | 2 | 3 | 4 | 5 |
| The concordances are appropriate for advanced level only. | 1 | 2 | 3 | 4 | 5 |
| I would like to explore concordances at home on the Internet. | 1 | 2 | 3 | 4 | 5 |

**2 What were the problems when using concordances?**

______________________________________________

______________________________________________

______________________________________________

**3 Which grammatical units did you mostly enjoy? Why?**

______________________________________________

______________________________________________

______________________________________________

**4 Which grammatical units did you find difficult? Why?**

______________________________________________

______________________________________________

______________________________________________

**5 In what way did you need the teacher to help you understand the concordances?**

______________________________________________

______________________________________________

______________________________________________

**6 Do you prefer the grammar book or the concordance-based units? Why (not)?**

______________________________________________

______________________________________________

______________________________________________

**7 Would you like to have access to corpora next year?** Yes/No

***Thank you***

## APPENDIX 14: Test 1 - Main Study

## C CLASS – FINAL EXAMS

NAME: ________________________________ ADVENTURES BOOK 3
DATE: ___________________ UNITS 1- 10

**GRAMMAR**

A TENSES

1 The last time I ________ Kim was in May.

a. seen b. have seen c. saw

2 Dad never __________ my birthday.

a. forgets b. will forget c. has forgotten

3 I saw a film I _______ never _______ before.

a. will … see b. was … seen c. had … seen

4 Call me at 6. I ___________ him by then.

a. met b. had met c. will have met

5 I heard a noise while I _________________ dinner.

a. was having b. am having have been having

6 I __________________ her one of these days.

a. was seeing b. will be seeing c. had been seeing

7 The phone _______________ . I will answer it!

a. is ringing b. will be ringing c. was ringing

8 "Why are you hot?" "I _________________________ ."

a. will be running b. am running c. have been running

9 I'm tired. I _________________ for 5 hours.

a. am training b. was training c. have been training

10 One day she ____________ famous.

a. becomes b. has become c. will become

10 points (10x1)

B PASSIVE VOICE – KEY WORD TRANSFORMATION

1 They don't speak German here. (spoken)

German _____________________________________________________ here.

2 They haven't caught the escaped prisoner yet. (has)

The escaped prisoner __________________________________________ yet.

3 Where did you buy this antique clock, Harry? (bought)

Where ______________________________________________________ , Harry?

4 Don't turn on the radio, Mary. (must)

The radio ________________________________________________ , Mary.

5 The Millers visited us last Sunday. (by)

We _____________________________________________________ last Sunday.

10 points (5x2)

## C CONDITIONALS – KEY WORD TRANSFORMATION

1 Ask Moira and I'm sure she will help. (if)
I'm sure Moira ______________________________________________ her.
2 He can't be at home; there are no lights on. (would)
If he ______________________________________________ be lights on.
3 I can't solve the puzzle because I don't have the clues. (could)
If I ____________________________________________ solve the puzzle.
4 If you don't stop smoking, you'll die. (unless)
You'll die ______________________________________________ smoking.
5 I didn't see the end of the film because I was very tired. (been)
If _________________________tired, I would have seen the end of the film.

10 points (5x2)

## D TURN INTO REPORTED SPEECH

1 "Don't put your books on my desk", she said to him.

______________________________________________________________

______________________________________________________________

2 "We can go out tonight," she said to the children.

______________________________________________________________

______________________________________________________________

3 "I have to write all my exercises now", he said.

______________________________________________________________

______________________________________________________________

4 "What time did George come home yesterday?" he asked.

______________________________________________________________

______________________________________________________________

5 "Will you help me with my homework tomorrow?" he said to his sister.

______________________________________________________________

______________________________________________________________

15 points (5x3)

## E FILL IN THE BLANKS WITH FULL / BARE INFINITIVE OR GERUND

1 He began by ___________ (tell) us a funny story.
2 _______________ (swim) in winter is healthy.
3 Don't let them _____________ (go).
4 Do you enjoy ______________ (listen) to music?
5 I'm good at _____________ (play) tennis.
6 The doctors advised me ______________(go) on a diet.
7 I'd like _____________ (visit) my grandmother this week.
8 Don't make him _______________ (laugh).
9 Can I come _____________ (fish) with you?
10 Why not ___________ (try) one more time? 10 points (10x1)

# C CLASS – FINAL EXAMS

## VOCABULARY

### A VOCABULARY

1 Hurry up! We'll ***miss / lose*** our flight to Paris.

2 I didn't know him; he was a ***stranger / foreigner*** to me.

3 When I ***make / do*** a promise I always keep it.

4 I can't get that song out of my ***brain / mind*** .

5 You've made a lot of mistakes ***last / lately*** .

6 You must say ***sorry / excuse*** to your teacher.

7 It's late! ***Switch off / Close*** the TV, children.

8 He lost his ***work / job*** when the factory closed.

9 Call me when you ***arrive / reach*** the station.

9 points (9x1)

### B DERIVATIVES

| | | |
|---|---|---|
| 1 | The book is about the __________ of the captain. | LIVE |
| 2 | I spent my ______________ in Greece. | CHILD |
| 3 | I don't want to do it but I have no ______________ . | CHOOSE |
| 4 | There's no ________________ between them. | DIFFERENT |
| 5 | Our ________________ lasted for many years. | FRIEND |
| 6 | The policeman told the thief not to ________________ . | MOVEMENT |
| 7 | You can't use a ______________ pen during the exams. | CORRECT |
| 8 | Are you _______________ in Roman History? | INTEREST |

8 points (8x1)

### C EXPRESSIONS

1 He says he made it by himself but I ____________________ .

2 The police arrived ____________________ to save them.

3 It will need __________________________ work.

4 This is a wonderful party, I'm __________________________ .

5 Where's the manager? I _________________________ him.

6 I only succeeded ___________________________ .

- ✓ thanks to you
- ✓ have my doubts
- ✓ a great amount of
- ✓ want a word with
- ✓ just in time
- ✓ having the time of

12 points (6x2)

### D SYNONYMS

1 chase = ______________________________

2 one more = ___________________________

3 nearly = ______________________________

4 certainly = ___________________________

8 points (4x2)

### E ANTONYMS

1 against = ________________________

2 light = __________________________

3 lie = ____________________________

4 familiar = _______________________

8 points (4x2)

TOTAL MARKS 100

## APPENDIX 15: Test 2 – Main Study

### CLASS D – 1st TERM EXAMS

Student's name: ______________________________ ADVENTURES BOOK 4
Date: ______________________________ Units 1 – 4

1) GRAMMAR

A COMPLETE THE SENTENCES USING THE APPROPRIATE FORM OF THE VERB

1 He _______________ (wait) for her for two hours but she __________ (not come) yet.
2 I ________ (want) an aspirin now. I _____________ (have) a terrible headache.
3 When dad ________________ (come) home yesterday, we ___________ (watch) cartoons.
4 She was tired. She ______________________________ (study) all day.
5 By the time we ______ (get) to the reception last night, all the guests _______ (leave).
6 Don't call him between 6 and 7. He _________________________ (sleep) then.
7 The film ____________________________ (start) by now so let's stay at home.
8 Why __________ the baby ______________ (cry)? Is he hungry again?

Points 24 (12 x 2)

B CHOOSE THE CORRECT TENSE

1 The world ***will have changed / will be changing*** a lot by the time I am fifty.
2 She ***has been working / worked*** on the computer since she came in.
3 I ***stay / am staying*** with my mother for a few days.
4 We ***were going / went*** to the cinema every Saturday when we were younger.
5 My sister ***has lived / lived*** in New York for the last ten years.
6 I ***worked / have worked*** in that school for five years when I was in Paris.
7 This time tomorrow I ***will walk / will be walking*** in the streets of Rome.
8 He was exhausted because he ***had been working / has been working*** all day.
9 I ***had / was having*** a bath when the phone rang.
10 She ***always watches/is always watching*** television. Doesn't she have anything better to do?

Points 10 (10 x 1)

C KEY WORD TRANSFORMATION

1 Linda doesn't live here any longer. (used)
Linda _____________________________________________ but she doesn't now.
2 It was such bad news that she burst into tears. (so)
The ____________________________________________ she burst into tears.
3 He ran too slowly to win the race. (enough)
He didn't _______________________________________________ win the race.
4 The milk was so hot that she couldn't drink it. (too)
The milk was ___________________________________________________ drink.
5 The last time I went to the theatre was two months ago. (been)
I haven't _______________________________________________ two months.
6 I haven't seen him for quite a long time. (since)
It's quite a long time ____________________________________________ him.
7 He started ironing three hours ago and he still hasn't finished. (for)
He ___________________________________________________ three hours.

Points 14 (7 x 2)

## 2) VOCABULARY

### A COMPLETE WITH THE SUITABLE PREPOSITION

1 He says he's rich but, _____ fact, he has no money at all.
2 According _____ Penny, tigers live in Africa.
3 I'm very fond ______ my little dog.
4 Phone the police _____ once!
5 The film is based _____ an old legend.
6 We went to the market in search _____ some cheap clothes.
7 I put salt in your coffee _____ mistake.
8 The police said the situation is ________control. No reason to worry!
9 The computer is __________ order. It doesn't work.
10 You put our lives ____ risk by driving so fast.

Points 10 (10 x 1)

### B DERIVATIVES

We had an (1) _________________ day at Disneyland. ENJOY
At least, the children (2) __________________ had CERTAIN
an (3) _________________ time. I thought the buildings were EXCITE
fantastic, (4) ____________________ the castles and it gave the SPECIAL
children a lot of (5) __________________ when I danced with PLEASE
Aladdin but it was (6) _________________ for me. EMBARRASS
I couldn't (7) _______________ them from going on the Big Wheel ENCOURAGE
and that filled me with (8) ________________ ! TERRIFY

Points 8 (8 x 1)

### C CHOOSE THE CORRECT PHRASAL VERB

1 She ______________ tears when I told her the news.
a. rushed out b. burst into c. broke into
2 I have ____________ my children to be polite and friendly.
a. brought up b. grew up c. turned up
3 You can __________ Freddie to help you.
a. tie up b. go on c. count on
4 I have to ____________ my Maths homework. I did none last night.
a. catch up on b. call away c. run out of
5 Could you __________ the children from school on your way home?
a. talk over b. let down c. pick up
6 They didn't ___________ although everybody had been waiting for an hour.
a. keep on b. show up c. slow down
7 ____________ please! I can't hear you.
a. Keep down b. Carry on c. Speak up
8 He wants to _______________ for a good CD player.
a. work out b. shop around c. put up with

Points 8 (8 x 1)

## D CHOOSE THE CORRECT WORD

1 Sit down or you'll ***miss / lose*** your seat.
2 They're ***expecting / waiting*** a baby in a month.
3 Paul ***gained / earned*** a reputation for being a hard worker in his new job.
4 Who's ***beating / winning*** this match?
5 They told us at very short ***message / notice*** that they were coming to spend a week with us.
6 We got a comedian to ***entertain / enjoy*** the guests at the wedding reception.
7 Do you agree with my point of ***sight / view*** ?
8 We were late so we missed the first ***scene / scenery*** of the play.

Points 8 (8 x 1)

## E PREFIXES AND SUFFIXES

a) PREFIXES (give negative forms)

1 possible ______________________
2 logical ______________________
3 expensive ______________________
4 behave ______________________
5 important ______________________

b) SUFFIXES (-full / -less, -or / -er, -ous / -(a)ble, -ment, -ion, -ation)

6 correct ______________________
7 combine ______________________
8 harm ______________________
9 foreign ______________________
10 humour ______________________

Points 10 (10 x 1)

## F M.C.Q. CLOZE TEST

Tessa was (1) _____ late that we (2) ________ our train and had to (3) ________ for the next one. Tessa and I haven't got a lot in (4) _____________ but we have always got on very well. I could see (5) _______ a glance that she was excited about something and she asked me to go to Paris with her. Well, I'm not a very (6) ______ person and I don't like travelling. Then she told me she had (7) ___________ a singing competition and this was a chance to be famous. What could I do? Tessa has always been a (8) ______________________________________________ friend to me so I agreed to go.

| | | | | |
|---|---|---|---|---|
| 1 | a. too | b. so | c. such | d. enough |
| 2 | a. lost | b. beat | c. missed | d. expected |
| 3 | a. wait | b. expect | c. start | d. sit |
| 4 | a. person | b. fact | c. detail | d. common |
| 5 | a. for | b. of | c. at | d. in |
| 6 | a. valuable | b. adventurous | c. dangerous | d. famous |
| 7 | a. won | b. beaten | c. earned | d. gained |
| 8 | a. faithless | b. hopeless | c. faithful | d. harmful |

Points 8 (8 x 1)

TOTAL POINTS 100
GRADE …………: 5 = …………

GOOD LUCK!

## APPENDIX 16: Test 3 – Main Study

### D CLASS – 2nd TERM EXAMS

NAME: ________________________________ ADVENTURES BOOK 4
DATE: __________________ UNITS 5 - 8

### A) FILL IN WITH THE CORRECT TENSE

**1.** They ____________________________________ (fly) over Crete at this time tomorrow.
**2.** She ________________________ (come) home tonight. When she _________________ (arrive), we will have dinner.
**3.** The lesson ______________________________ (already / begin) by the time I got there.
**4.** Fred __________________________________________ (fall off) the roof of his house while he ______________________________ (repair) it.
**5.** Queen Victoria _______________________________________________ (die) in 1991.
**6.** I ________________________________________________ (not / finish) my homework yet.
**7.** What ____________________ (you/usually/say) when you meet someone for the first time?
**8.** I ____________________________________ (study) for three hours and I haven't finished yet.

**20 points (10 x 1)**

### B) KEY WORD TRANSFORMATION

**1.** You didn't take my advice; that's why you lost all your money. **(have)**

If you had taken my advice, _______________________________________ all your money.

**2.** Don't arrange any appointments for me today," her boss said to her. **(told)**

Her boss _______________________________________ any appointments for him that day.

**3.** Her boss has offered her a rise. **(by)**

She has ___________________________________________________________ her boss.

**4.** What a pity nobody understands my feelings. **(only)**

If _________________________________________________________________ my feelings.

**5.** How did they deal with the problem, eventually? **(dealt)**

How ____________________________________________________________, eventually?

**6.** "I saw Emma yesterday," he said. **(had)**

He told me that he ____________________________________________________ day.

**7.** They decorated her house for her last year. **(decorated)**

She _____________________________________________________________ last year.

**8.** He said to me, "Have you met Fred before?" **(whether)**

He asked ________________________________________________________ Fred before.

**9.** He is in prison because he is guilty. **(were)**

If he _________________________________________________________ not be in prison.

**10.** I must hire someone to clean my carpets next week. **(have)**

I must ____________________________________________________________ next year.

20 points (10 x 2)

## C) ERROR CORRECTION

**1** It takes for my wife ages to get ready in the morning, which ________________
**2** makes me not only late for work, but puts me in a bad ________________
**3** mood, too. In fact she's the slowest person I've ever ________________
**4** have met in my life. Finally, I asked her whether she could ________________
**5** get up earlier and she did do. If only I'd kept my mouth shut! ________________
**6** She's been getting up at 5 am every morning for 6 weeks ________________
**7** now and as soon as that she's out of bed she wakes me up. ________________
**8** If I'd known this was going to happen, I wouldn't have had________________
said anything.

8 points (8 x 1)

## VOCABULARY

### A) COMPLETE WITH A SUITABLE PREPOSITION

**1** ____________ duty
**2** take part _________
**3** _______ addition
**4** similar __________
**5** get rid ___________
**6** ____________ arrest
**7** accuse ___________
**8** suitable _________
**9** differ ____________
**10** ____________ control
**11** ____________ a while
**12** consist __________
**13** apologise ________
**14** insist ____________
**15** ____________ free
**16** ____________ heart
**17** separate _________
**18** important ________
**19** ____________ mistake
**20** tired ________

10 points (20 x ½)

### B) DERIVATIVES

My hair is a very (1) _________________ colour so I decided to have it dyed red. I BORE
thought that I looked really (2) ______________ and all my friends said it looked FASHION
great. Unfortunately, my father didn't like it and showed (3) _________________ at APPROVE
once. He said my hair didn't look natural and that I had better change it back to its
(4) __________________ colour. I tried to explain why I had done it but he said it ORIGINATE
was (5) _____________ to argue with him. He told me my mother agreed with him POINT
so he had no (6) ______________ of changing his mind. Well, he's quite old, of INTEND
course, so I suppose his point of view is (7) __________________I had to have my UNDERSTAND
hair changed back, but you can imagine my (8) ___________, DISAPPOINT

16 points (8 x 2)

### C) CHOOSE THE CORRECT PHRASAL VERB

1 Helen ____________ Harry the moment she met him.
a. thought of b. took to c. came across
2 They are going to ____________ a new statue in the town square.
a. put up b. pay for c. look around for
3 Little Peggy has ______________ a beautiful woman.
a. took up b. made up for c. turned into
4 You walk on and I'll _________________ you later.
a. take for b. come upon c. catch up with
5 This is all I remember before everything went black and I ______________.
a. knocked out b. passed out c. fell upon
6 Nothing can _______________ missing such a wonderful opportunity.
a. make up for b. show round c. look out for
7 Let's ____________ the country at the weekend.
a. speak for b. make for c. turn out
8 They have failed to ______________ their orders.
a. come into b. keep away from c. carry out

8 points (8 x 1)

### D) CHOOSE THE CORRECT WORD

1 My friend ***manages / succeeds / achieves*** to jog every day.
2 Some people ***succeed / achieve / manage*** nothing in their lives.
3 Could you ***spend / pass*** the salt?
4 What's the ***expense / charge / price*** for parking your car in the city centre?
5 Always look at the ***price / cost / charge*** tag before buying a new suit.
6 There's no ***occasion / luck / possibility*** of your getting that job.
7 Christmas is a festive ***chance / occasion / possibility***.
8 I have ***discovered / explored / searched*** everywhere for my photo album.
9 People want to travel to space to ***explore / discover / invent*** the unknown.
10 Who ***explored / discovered / invented*** the computer?

10 points (10 x 1)

### E) M.C.Q CLOZE TEST

After I had (1) _______________ my exams I felt exhausted and I really wanted a holiday, somewhere with a (2) ___ of the sea. My hobby is sailing and I have a small boat. I was very (3) to get away from the city where the (4) ________ of living is so high, and was looking for a cheap room in a village somewhere. I wanted to (5) ________ a few days out of (6) __________________ after being (7)__________ pressure and locked up for so long. Unfortunately, all my plans (8) ____ to nothing because I was offered a job I couldn't refuse.

1 a. succeeded b. passed c. managed d. achieved
2 a. sight b. scene c. view d. scenery
3 a. important b. importance c. impatience d. impatient
4 a. expenses b. price c. cost d. charge
5. a. achieve b. spend c. succeed d. pass
6 a. work b. use c. danger d. doors
7 a. under b. with c. at d. in
8 a. took b. turned c. came d. kept

8 points (8 x 1)

TOTAL POINTS 100
TOTAL GRADE: ……… : 5 = ………..

good luck!

## APPENDIX 17: Interviews – Control Group

### S1 Medium Scorer

T: So you pretty much enjoy studying grammar, as I see here in your questionnaire
S1: Yes
T: ehm why do you like grammar?
S1: It help me to understand tenses to do my homework better
T: Does it help you with speaking and writing?
S1: Yes because I need tenses and the words which I use.
T: mm
S1: So it helps.
T: Right. Do you think the teacher should provide the rules or you should find them on your own?
S1: I think the teacher is better because…ehm the teacher can explain what…
T: What the rules are.
S1: What the rules are.
T: mm and do you think it's better to combine the students and the teacher to work together in order to find out the rules+
S1: ⌊Yes⌋
T: + or do you think that the teacher should just give the rules?
S1: No they must work together so that the students may understand better.
T: Right. So you don't really like reading the rules from the book but you prefer to have the teacher write something on the board and try to+
S1: ⌊Yes and I write it down in my⌋
T: ⌊notebook⌋
S1: notebook
T: +and try to find the rules+
S1: ⌊ Find the rules yeah. ⌋
T: + after being encouraged.
S1: Yes
T: So the grammar book helped you learn the rules and it is a good way to learn a language…ehm in what way did it help you learn?
S1: ehm the rules are everything…
T: The rules are provided. Do you go back and read the rules again?
S1: Yes I revise them…
T: mm-hmm
S1: So…I can remember them.
T: mm-hmm but sometimes you didn't enjoy all the exercises did you?
S1: No
T: Which ones don't you like?
S1: I don't like error correction.
T: You don't like error correction?
S1: No
T: Do you like key word transformation?
S1: Yes very much.
T: It's like a game to you?
S1: Yes
T: What about these isolated sentences?
S1: They are not difficult they are easy.
T: So do you find them interesting or boring?
S1: Interesting
T: Interesting. Is it as interesting as key word transformation?
S1: No
T: Don't you think it's much work to rewrite in full sentences?
S1: No

T: You enjoyed passive voice as I see here.
S1: uh-huh
T: Why?
S1: I don't know. I think it's easy…
T: uh-huh
S1: And it's <pause> I don't know. I like it.
T: You like it. It's easy for you+
S1: ⌊Yes⌋
T: +to remember the table of verb be and to make the changes in the subject and object.
S1: Yes
T: Right ehm but you found causative form difficult. Why?
S1: It is very difficult. I couldn't understand it from the beginning
T: Why do you think this is? Why don't you understand it?
S1: ehm…I don't know because…
T: Maybe
S1: ⌊ I can't remember what which+ ⌋
T: ⌊Which goes ⌋
S1: + which goes first and after.
T: It doesn't exist in the Greek language.
S1: Yes
T: Do you think that it's silly to think of the person that cut the hair for us and because we can't cut it on our own?
S1: It's not necessary but…
T: Right ok so the teacher explained the rules and explained the exercises. Some exercises you couldn't understand them?
S1: ehm…
T: Or do you mean when we check homework?
S1: When we check homework, why…we do it like that and not like that.
T: **Ah** why choose this and not the other.
S1: Yes
T: Right…But you don't want to learn grammar through the computer.
S1: No
T: Why? Do you feel so safe with the grammar book?
S1: Yes
T: Don't you want to do something different?
S1: Different?
T: Yes not to have the grammar book in front of you but to have the computer screen in front of you.
S1: No I like more book because I can go back and I can remember the rules and things but with the computer
T: ⌊You can't do that. Even if I tell you that this is the computer and whenever you like you can just ⌋
S1: ⌊No I prefer…+
T: ⌊Yes
S1: +to have it at home.
T: Ok thank you very much

## Student 3 – Low Scorer

T: So you don't you don't enjoy studying grammar. Why?
S3: Because I don't understand.
T: It's difficult?
S3: Yes
T: A lot of rules huh?
S3: Yes for me…yes
T: ehm…so do you want me to give you the rules, do you want to find the rules on your own, do you want us to work together? Which one do you prefer?
S3: Together
T: So you think it's easier?
S3: Yes
T: It's better
S3: Yes
T: ehm…ok the grammar book didn't help you learn the rules and it's not a good way of learning and the exercises are terrible. You hate grammar books as you say here.
S3: Yes
T: Ok so do you want to learn grammar book… sorry do you want to learn the rules through the computer?
S3: Yes
T: Why do you think it's better?
S3: I think …it's ehm…from the computer is very easy.
T: Easy. You think it will be easier. Have you tried it?
S3: <Pause>
T: You know what you have seen so far in the
S3: ⌊Yes⌋
T: ehm…do you think it's more fun?
S3: …yes yes
T: More fun. So you are ready to try something new? Something different from the books?
S3: Yes…ehm I think it's a very good experience for me.
T: uh-huh a different experience.
S3: Yes
T: ehm …you didn't like units 6, 4, and 7. Which units are these? Tenses? ehm…past…present perfect past perfect…so such. Why didn't you like so such?
S3: <Pause>
T: They are almost the same.
S3: I think so such is easier…
T: I'm sorry sorry my mistake. We are talking about the units that you mostly enjoyed. And you liked present perfect and past perfect. Why these and not simple present and simple past?
S3: Because ehm…ehm…I don't know…ehm
T: Why? Because you like the verb?
S3: I hate the…
T: Other tenses?...You like the verb have in different forms. That's the common thing between them.
S3: Yes
T: Ok so…but you didn't like the rest of them because they were very difficult. What about causative form? Difficult? Causative form. I cannot cut my hair myself and I need somebody else to cut my hair for me.
S3: Yes
T: But you don't like it.
S3: Yes
T: So you need me to give you more examples and make grammar more understandable.
S3: Yes
T: All right. Ok thank you very much.

## Student 4 – Low Scorer

T: You find computers too difficult?
S4: No I don’t think it’s difficult but it’s boring.
T: Boring? Right.
S4: I like to do other things in my free time. I don’t like to stay at home with the computer.
T: So, you enjoy studying grammar pretty much. Ok…so do you prefer the teacher to give you the rules?
S4: Yes I like that+
T: ehm…
S4: + better I think
T: So, you think it’s better. So you don’t want to discover the rules on your own.
S4: I don’t have a problem but…
T: But you prefer+
S4: ⌊ I like… ⌋
T: + the teacher to give you the rules….So wh wh what about when we worked together, write something on the board and tell you, when I told you to be careful with this sentence?
S4: ehm…
T: Is it easy for you to find some rules?
S4: I like this.
T: To draw your attention to some parts…
S4: <Pause>
T: So so do you prefer me to give you the rules?
S4: Yes yes
T: Or find the rules together?
S4: I prefer to have my teacher understand but…
T: You prefer to work together.
S4: Yes better I think.
T: So it’s better if the teacher gives you the rules but even better if we work together to find the rules.
S4: Yes
T: The grammar helps you learn it’s a good way.
S4: Yes
T: You like all exercises?
S4: Yes
T: Key word transformation error correction?
S4: I haven’t a problem. If I try I can do it.
T: uh-huh…right…ehm you think tenses are very easy?
S4: Yes very
T: Don’t you confuse them sometimes?
S4: Sometimes… a little
T: Wh when does this happen?
S4: <Pause>
T: How do you confuse present perfect with present perfect progressive for example?
S4: …ehm…I…sometimes it’s difficult but this year I understand them…
T: better?
S4: Yeah
T: What about some common time expressions that they have? Is this confusing?
S4: Yes this is confusing. But after doing them every year…
T: It’s better now…right…ehm…but you don’t like causative form? Why?
S4: Because… it’s too difficult…
T: mm-hmm. Why is it difficult?
S4: Because…the…verb have+
T: mm-hmm
S4: + and…
T: Because the verb have appears and you have to put it in the right position and tense.
S4: Yes

T: Ok…ehm…so you don’t only like the the examples, you don’t only need the examples from the book but you need the teacher to give you more examples+
S4: ⌊Yes⌋
T: + in order to understand it better…So there’s no way you like to learn through the computer <chuckles>
S4: No <chuckles>
T: Right?
S4: Yes
T: You say here you don’t like it…
S4: Yes
T: Ok thank you very much.

### Student 5 – Medium Scorer

T: You don't really enjoy grammar.  Right? Why?
S5: Because it is very difficult.
T: Difficult.  Do you prefer the teacher to give you the rules than finding them on your own?
S5: Yes
T: Right.  The grammar book didn't help you learn the rules?
S5: <Pause>
T: Was it difficult?  Although you had the book, you couldn't remember the rules, eh?
S5: hmm
T: Why…they are very difficult and complicated?
S5: mm-hmm
T: What about the exercises?  Difficult easy or so and so?
S5: Easy
T: Do you like key word transformation?
S5: Yes
T: Error correction?
S5: Yes
T: You like all exercises?  Anything difficult or boring?
S5: The key word transformation.
T: Boring or difficult?
S5: Difficult
T: uh-huh…ehm …why difficult?
S5: Because sometimes confuse many types.
T: **Ah** combination of grammar items.
S5: Yes
T: Right…But you think that grammar book is a good way of learning in general.
S5: Yes
T: You can go back and learn the rules. You enjoyed unit 11 it's…
S5: Reported speech.
T: Reported speech.  Why did you like that?
S5: I liked this unit.
T: Is it easy?
S5: Yes
T: Do you remember how the tenses change?
S5: Yes
T: Ok so you found it interesting and easy.
S5: Yes
T: ehm you didn't like causative form why?
S5: Because I can't understand very much this lesson.
T: You couldn't understand why it exists in English?
S5: No I just find it difficult.
T: But you need the teacher to give you the rules.
S5: Yes
T: You cannot just open the book and study the rules.  You needed me to give you the rules.
S5: Yes
T: Ok
S5: It's better
T: It's better.  Do you prefer to learn from the computer?
S5: Yes because…it's better to…learn on the computer than the grammar book.
T: It's more enjoyable? You like it because you like computers?
S5: Yes
T: Anything else?  Why is it better to learn on the computer?
S5: And because the book is very big and the rules is very much.
T: And boring right?
S5: Yes
T: Ok thank you very much.

## Student 6 – High scorer

T: So you enjoy studying grammar pretty much right?
S6: Yeah.
T: Why do you like grammar?
S6: Because I can learn the language very analytically.
T: And do you think that grammar really helps you with other skills like writing and speaking…
S6: Yeah yeah very much.
T: Right ehm so do you think that the teacher should provide the rules, or the students should find the rules or should they work together?
S6: Both of them.
T: Both of them. So you don't just like reading the rules from the book but you need the teacher to+
S6: ⌊To explain me⌋
T: + to explain
S6: So I can understand them.
T: uh-huh…Do you want the teacher to say the rules or give some examples on+
S6: ⌊Examples yes⌋
A T: + and then you can find them right like a game.
S6: Yes
T: Ok and the grammar book helped you learn the rules and it's a good way of learning. Do you feel better when you have a book in front of you?
S6: Yes
T: Why?
S6: Because I can read them and learn them I don't know I don't want to sometimes my teacher gives me exercises I don't want to…
T: Just do the exercises.
S6: Yeah
T: You need to study the rules first.
S6: To understand them+
T: ⌊Do you ever go back
S6: + so I can speak listen and…
T: mm-hmm right do you go back and revise rules?
S6: Sorry?
T: Do you revise rules? Do you read them again?
S6: Yes when I have leisure time I do that.
T: **Ah** in your leisure time you study grammar <chuckles>
S6: Yeah <chuckles>
T: That's nice
S6: Sometimes sometimes.
T: Right but you don't really like the exercises.
S6: No
T: What don't you like? Key word transformation? Error correction?
S6: Yeah I don't like them.
T: Why?
S6: ehm…general I don't like exercises I like reading.
T: **Ah** ok…but if you had to choose do you prefer key word transformation, error correction or some fragmentary words that you have to put in the correct order?
S6: Error correction.
T: Don't you like the mechanical exercise that you just write complete sentences?
S6: Yeah
T: But do you find it interesting?
S6: Not a lot.
T: ehm…do you prefer having sentences in front of you or a text?
S6: A text
T: Why?
S6: I can understand the meaning.

T: Ok you enjoyed conditionals and…
S6: And verbs
T: Tenses?
S6: Yes and tenses
T: Because they are easier to understand?
S6: mm
T: So you find tenses easy? Don't you confuse them?
S6: ehm…a bit with the future tenses.
T: Future tenses.
S6: Yes because they have the same…
T: Expressions?
S6: Yes time expressions.
T: mm so they are confusing
S6: But I like them. I like the quizzes.
T: The quiz that includes all tenses?
S6: Yes
T: Right ehm…you don't like causative form and reported speech because <pause> you didn't understand them?
S6: Yeah
T: Why didn't you understand reported speech? It was difficult?
S6: I don't understand them because I have never read them…so if you haven't read them I don't know how…
T: So you didn't have enough time to read about reported speech.
S6: And I was bored sometimes.
T: **Ah** you find it boring. Somebody said something to somebody else and they must say it in another way.
S6: Yes
T: And causative form?
S6: I didn't like it.
T: Boring?
S6: Yes
T: Did you find it more difficult because it didn't exist in the Greek language? You haven't learnt it at school. Because causative form is only in English.
S6: mm
T: So do you think it is silly that you cannot say that I cut my hair but you had my hair cut?
S6: Yeah
T: ok <chuckles> ehm so you needed the teacher to teach the rules with examples. You needed more examples, ok. But you don't want to study grammar through another way, through a computer
S6: ⌊I despise computers in general⌋
T: Right ok but… do you want to study grammar in another way, instead of using a grammar book? I don't know which way. If they would tell you no more with grammar books, I'll give another way of learning that, would you like to try something new?
S6: Yeah but I don't think that I would do well.
T: You feel safe with the grammar book.
S6: Yeah
T: Ok thank you very much.

## Student 7 – Low scorer

T: You don't like studying grammar. Why?
S7: Because…ehm...difficult
T: It is difficult.
S7: And ehm…
T: It's difficult.
S7: Yes
T: Do you want me to give you the rules?
S7: I don't understand.
T: (*asks in Greek*) Do you want me to give you the rules, do you want to find the rules on your own through the examples or should we work together?
S7: Together.
T: With examples right.
S7: Yes
T: The grammar book didn't help you learn the rules. So you needed me to help you?
S7: Yes ehm…but I don't understand sometimes grammar.
T: Right.
S7: And ehm…and don't want to say it students.
T: **Ah** you don't want to say it in front of others ehm…but the book itself didn't help you. Do I help you more than the book?
S7: Yes
T: But it's still difficult.
S7: Yes
T: Did you like the exercises in the book?
S7: Yes
T: Did you like key word transformation?
S7: Yes
T: Did you like error correction?
S7: Yes
T: Yes?...Did you like filling the gaps?
S7: No
T: Ok ehm…What did you like most? You liked the grammatical unit 4 tense ehm…all the present tenses. You liked all the present tenses. Why?
S7: ehm.. because…ehm I think…ehm easy
T: They are easier.
S7: Yes…ehm
T: Because they refer to the present.
S7: Yes
T: Not to the future or the past.
S7: Yes
T: And maybe you have heard about them a lot since a junior.
S7: Yes
T: ehm…you found difficult… What did you find difficult? Which unit? Reported Speech?
S7: ehm…yes
T: You liked it?
S7: Yes because…ehm …and very easy.
T: Because it is easier.
S7: Yes
T: Easier than what? Passive voice?
S7: No
T: You don't like passive voice?
S7: No
T: Why because of the verb be?
S7: Yes
T: What about conditionals?
S7: hmm so and so.

T: Do you prefer to learn grammar through the book or do you prefer to do something different through the computer for example?
T: Computer
S7: Why?
T: Because…I like computer and because…ehm…ehm… I can learn it better this way.
Why do you think that?
S7: It's more enjoyable.
T:  A fun way of learning.
S7: Yes
T: Ok thank you very much.

## Student 8 – High Scorer

T: You enjoy studying grammar pretty much… not a lot. Why is that?
S8: I believe that grammar is part of a language but most important is the vocabulary.
T: So you think vocabulary is more important than grammar?
S8: Not much but yeah.
T: A little bit more.
S8: Yeah
T: A little bit more important…ehm…Do you find grammar difficult?
S8:ehm… At the beginning ehm…yeah but now no I don't think so.
T: Now it's not difficult any more <chuckles>…right ahm… Do you think that the teacher should give you the rules do you think you should find the rules or we should work together…to figure out the rules?
S8: I think that the teacher and the students can have a good relationship between of them.
T: Right…when I for example write examples on the board and I tell you just to be careful with this part of the sentence so we can concentrate on that and work out the rules on your own was that better?
S8: <pause>
T: Rather than just give you the rules?
S8: I think that it's better because they are not examples from the book and we have the chance to see another one.
T: Something different.
S8: Yeah
T: Right maybe more interesting?
S8: Yeah more fun…most of the time.
T: So grammar helps you learn the rules you think it is a good way of learning a language and you enjoy the exercises in the book. Which are your favourite ones?
S8: Exercises?
T: Yes
S8: My favourite types of exercises are the exercises of…ahm Reported of Speech and ahm…Conditionals.
T: And the types of exercises?… like do you like key word transformation error correction
S8: ⌊I don't have a problem⌋
T: Do you like them all?
S8: Yeah
T: What about isolated words that you have to complete the sentence and write the correct tense and the correct expression. Do you like that?
S8: I don't have a problem.
T: You have no problem but do you find more interesting the key word transformation or the isolated words that you have to put them in a complete sentence?
S8: Key word transformation.
T: Why is that?...Is it more…+
S8: I don't know…naturally I…
T: + more...interesting?
S8: Maybe
T: Maybe a little bit more interesting…ok…so you like mechanical exercises. You have no problem with that.
S8: ohoh (*meaning no*) I think that every type of exercise is the same one. Maybe with the mechanical exercises we can learn the rules and when we learn them then we can do something more complicated.
T: ok…you like reported speech and conditionals. Why?
S8: <chuckles>
T: Why do you like them more than tenses for example?
S8: I think that Reported Speech and Conditionals are more easier than the others.
T: Are they easier than tenses?

S8: ahm…yeah

T: Why? Can you explain that to me?

S8: Because personally I think that tenses are very easy. When you learn it once…ahm then you can remember them maybe ahm…years later.

T: You are talking about tenses or reported speech? Sorry

S8: Reported Speech

T: Reported Speech right…ok and conditionals?

S8: You learn the three types and that's it

T: Right. And you don't like passive voice. Why?

S8: <chuckles> Because I think it's difficult.

T: You can't learn the table of verb be?

S8**: No no not** that but it's confusing sometimes and I didn't know what to do

T: The change of the subject and the object and things like that and the questions

S8: Not almost (*means not only*) that especially personal and impersonal structures the question words.

T: I see.

S8: All that.

T: I see what you mean. Ok ehm …ok…do you…you need the teacher in order …what do you need her for in the classroom… regarding grammar of course?

S8: ahm…Yeah… I think that you do the lesson very well but I think that… you discover your examples and write it on the board that the children can understand it better+

T: Better

S8: ⌊ +than the books Yeah… because as you know+

T: ⌊I didn't give you enough examples. ⌋

S8: +Yeah your examples.

T: **Ah** so you prefer me to write more examples on the board apart from the examples that are here in the books.

S8: Yeah

T: That's what you mean.

S8: Examples of you.

T: Right my own examples.

S8: Yeah

T: Right you you like that I see…so would you rather learn grammar through the computer or through the grammar books?

S8: <pause>

T: Would you like to go on studying examples from the book or do you like to try something new on the computer?

S8: The second one because I believe it is more suspicious (*probably confuses it with interesting*) and…ehm…we read books many many years and I believe that a change is… for good.

T: You are ready for a change.

S8: Yeah

T: But you don't have any serious problems with grammar.

S8: No no

T: And do you think it's better to just have the computer in front of you here in school or at home rather than carrying a book around?

S8: <pause>

T: Isn't it…The…The computer will help you remember rules better than the book? What do you think?

S8: No but I think that computer is better because all the people want to have a computer or something like that.

T: I see…ok thank you very much.

S8: Ok

## Student 9 – High Scorer

T: As I see here, you are not really excited about studying grammar.
S9: Yes
T: You think that the teacher should provide the rules and ehm not find the rules on your own. Why?
S9: Because maybe sometimes I don't understand some words and I think that's…ehm it's better…
T: to have the teacher explain these words?
S9: Yes
T: You don't understand some words…ehm right …Why don't you like studying grammar?
S9: Because I'm confused sometimes and…
T: hmm…
S9: I think it's too difficult.
T: What makes it so difficult? The rules the exercises?
S9: The rules
T: The rules are difficult right…ahm…But you say here that the grammar book actually helped you learn the rules right?
S9: Yes
T: Because you revise them and eventually learn them.
S9: hmm
T: It's a good way of learning a language but you don't really like the exercises in the book. Which ones don't you like?
S9: <pause>
T: ahm …the key word transformation, error correction.
S9: Key word transformation.
T: Key word transformation right. What about the fragmentary words? Do you like these?
S9: Yes I don't have a problem.
T: Why?
S9: Because they are easy.
T: Right…you don't care that these are just sentences and not an article a piece of reading.
S9: No
T: You don't care right so you enjoyed learning causative form modal verbs ehm because they are easier you think right. What about causative form which doesn't exist in…Greek grammar. You think it's easier?
S9: Yes I don't mind. I understood it.
T: You understood it.
S9: And because I didn't confuse it with the Greek.
T: Right. And modal verbs you found them easy?
S9:Yeah.
T: Right. You don't like passive voice?
S9: No no
T: You found it very difficult from the beginning. Why? You couldn't learn the table of the verb be.
S9: I confuse it very much and I don't remember the tenses
T: uh-huh. You don't remember how they are changed with the verb be.
S9: Yes
T: Have you tried learning that?
S9: Yes but…
T: In vain?
S9: Yeah
T: So you need your teacher to help you understand the grammar…ehm…what…what do you mean…to explain something to you? How do you need the teacher to help you?
S9: ehm
T: What did the teacher do more than the book you had in front of you?
S9: I think it's better to listen to someone or to read.
T: So it makes it easier to understand.
S9: Yeah

T: Right ehm did your teacher give you any more examples?
S9: Yes
T: So that made it easier?
S9: Yes
T: Ok but you don’t want to learn grammar through the computer.
S9: No
T: So you do like the grammar book apart from some exercises.
S9: yes
T: You don’t want to try something different?
S9: No I think what we do is enough.
T: Do you think that the computer will make it more confusing?
S9: Yes
T: Ok…thank you very much.
S9: And I thank you.

**Student 10 – High Scorer**

T: You enjoy studying grammar pretty much right? But you think that the teacher should provide the rules or the students and the teacher should work together?
S10: I think it's better to…
T: Work together?
S10: Yes the teacher and the students.
T: Right so was it better when I was writing something on the board and I was asking you to concentrate on some parts of the sentence in order to discover the rules?
S10: No I don't think so.
T: So you think it's better if I give you the rules right away.
S10: Yeah
T: Should I give you the rules or give you examples as well?
S10: Examples as well.
T: ehm…ok…ehm…did the grammar book help you learn the rules and did you think it's a good way of learning?
S10: Of course
T: Why?
S10: Because it has many rules and it gives you the rules very good.
T: Yes ehm…did you ever go back and read the rules again?
S10: Of course
T: So it's good to revise the rules
S10: Yes
T: Do you think the examples were enough?
S10: Yeah I think so.
T: Ok but you don't like exercises, do you? Which exercises don't you like? The key word transformation?
S10: No I like this.
T: What then the error correction?
S10: No I don't like it.
T: Why?
S10: It's stupid to find errors?
T: They should be correct <chuckles> ehm…what about some isolated sentences that you had to restructure them? Do you like those?
S10: Yes ok
T: Are they easy?
S10: Yes they are easy.
T: Very easy.
S10: Yes
T: ehm…so do you prefer key word transformation than this exercise?
S10: No
T: …You prefer this exercise because it is easier.
S10: uh-huh
T: Do you prefer having a sentence or a text?
S10: A text
T: Why?
S10: I don't know.
T: You prefer to read through the text a whole story.
S10: Yeah
T: hmm…so you enjoy passive voice because you think it's easy really?
S10: Yes
T: You learnt the table of verb be right away?
S10: Yes
T: You had no problems?
S10: No
T: That was easy. You learnt the different, the difference with the subject and the object.
S10: Yes that doesn't difficult.

T: It wasn't difficult.
S10: Yes it wasn't difficult.
T: But you found difficult causative form, why?
S10: <Pause>
T: Because…it doesn't exist?
S10: /?/
T: So you don't understand why causative form is there in the book.
S10: Yes
T: So you needed me to give you rules and some more examples but why don't you want to learn grammar through the computer?
S10: I don't like it. I think that in the class is better with the teacher.
T: Because the teacher can talk and explain.
S10: hmm
T: And the computer cannot do that?
S10: It can but I don't like it.
T: You don't like computers in general?
S10: Yes
T: So you are not a big fan of technology.
S10: <chuckles>
T: Thank you very much
S10: You're welcome.

## Student 11 – High Scorer

T: Right. You enjoy studying grammar pretty much but you think that the teacher should give you the rules right?
S11: Yes
T: Why?
S11: … because the teacher could explain with more words…
T: uh-huh
S11: Explain better…
T: the rules ehm…why do you enjoy studying grammar?
S11: When I have the time I study grammar so that I can solve exercises you give.
T: uh-huh do your homework, understand the language better…ehm…ok…Do you think that the grammar book really helped you? It's a quite good way of learning a language but you do not really like the exercises why?
S11: ehm…many times they are very difficult.
T: Uh-huh…which ones?
S11: Like…ehm the structure.
T: The structure.
S11: Yes
T: uh-huh…key…key word transformation?
S11: Not very easy.
T: Error correction?
S11: Easy
T: So what do you mean by structure?
S11: Like you give us the words and we have to put them in the right order.
T: And you find that difficult?
S11: Yes
T: …put them in order…Right…Ok you like unit 16, you like modals. You like studying about modals?
S11: Yes
T: Why? What is so interesting about them?
S11: ehm…I like first of all the rules they have and…the exercises…the exercises and…that each modal verb has a lot of meanings
T: Yes it's not only one meaning they carry. Right…ehm…ok ah you didn't like causative form, why?
S11: Because it doesn't exist in the Greek language so it is a bit difficult
T: Right I understand…ehm…so the teacher helps you by giving you exercises?
S11: Yes
T: You could choose the exercises to do them on your own. Did you need the teacher to give you exercises?
S11: Sometimes the teacher gives us good exercises.
T: **ah** she doesn't give you all the exercises she selects the exercises.
S11: Yeah
T: Right…and anything else that she helped you with grammar apart from giving you the good exercises? <chuckles>
S11: <chuckles>…ehm explain the rules they have.
T: The instructions?
S11: Yeah this too
T: But you would like to do grammar through the computer right?
S11: Hmm, I think it's great when you do something wrong and it says 'uh-oh, wrong' <chuckles>
T: Right…so you think it's amusing right?
S11: Yeah
T: And enjoyable. What about the fact that you do not have a book at home to study from and how can you revise rules if you work on the computer?
S11: <pause>
T: You can+
S11: ⌊ Yes ⌋

T: +You can switch it on and check the rules again on the computer.
S11: mm-hmm
T: You don't mind about if you don't have a book, you can check them on the computer screen.
S11: Yes read them on the screen.
T: You don't mind if you don't have a book to flip over.
S11: Yes I think that the book is also very useful because you can read it many times.
T: Again…But if you have to choose between the book and the computer, you would choose…
S11: <exhales> …The book
T: book mm-hmm why?
S11: Both of them are very useful.
T: Right…so you can play on the computer but you can always remember the rules through the grammar book.
S11: Yeah
T: Right

### Student 12 – Medium Scorer

T: So you enjoy studying grammar pretty much right?
S12: Yes
T: But you think that the teacher should provide the rules not...you shouldn’t find them on your own.
S12: Yes
T: Why?
S12: The teacher…
T: mm-hmm
S12: in the lessons…
T: During the lessons yes.
S12: Teachers…must tell us…the rules…and at home we should study them.
T: mm-hmm…ehm don’t you think it would be more interesting to work together and find the rules with examples?
S12: Yes
T: Ok. So when I give you examples on the board and ask you to learn the rules do you find it difficult?
S12: A little
T: A little difficult but do you find it interesting?
S12: Yes
T: uh-huh <pause> right…ehm…so you like…the grammar has helped you and you think it’s a good way of learning but some…you didn’t like some exercises in the book.
S12: Yes
T: Like…
S12: Key word transformation.
T: ah why don’t you like this one?
S12: Because we have to complete the sentences with five words
T: <chuckles> I see you don’t like the limits.
S12: Yes teacher it’s very difficult.
T: So you like conditionals passive voice reported speech because they are very easy. You find them easy?
S12: Yes
T: Did you find all the rules easy?
S12: A little reported speech it was difficult
T: Because of the change of tenses?
S12: And questions
T: The questions right. But you didn’t like causative form infinitive and gerund. Why not causative form?
S12: Because you have to put the verb have in the right tense
T: mm and you had to look at the given sentence all the time right…infinitive and gerund?
S12: Because some verbs… there are only some verbs…you have to use with…
T: Infinitive or gerund
S12: Yes
T: So you have to learn these verbs by heart uh-huh…but you want the teacher to explain some rules with examples. Don’t you think that the grammar book has enough examples?
S12: Yes but…
T: ⌊But the teacher⌋
S12: ⌊When she is going to give us some exercises…I think…he or she must help us with an example.
T: uh-huh
S12: So the students can understand what they are going to do.
T: ⌊What they have to do. I see what you mean. Explain the instructions of the exercises and give examples…ok…so what you… you would like to learn grammar through the computer.
S12: Yes
T: Why you want to do something different? You don’t like the grammar book as much?

S12: Yes teacher… it's a very big book.
T: <chuckles> yes
S12: And with the computer it is going to be very funny and all the children are going to learn the rules very good.
T: Uh-huh. So it is enjoyable and fun.
S12: Yes
T: And you think grammar book is boring.
S12: Sometimes
T: All right. Thank you very much.

## Student 13 – Low scorer

T: You don't like grammar right?
S13: <chuckles>
T: Why?
S13: It is very difficult.
T: Now do you want me to give you the rules, do you want to find them on your own or should we work together?
S13: We should work together.
T: Like when I was writing examples on the board and asked you to find the rules.
S13: Yes
T: mm-hmm. So the book didn't help you learn the rules, you don't like the grammar book is as a good way of learning a language. Ok. What about the exercises? Do you like key word transformation?
S13: No
T: Error correction? Better?
S13: Yes
T: Filling the gaps?
S13: Yes
T: Some other exercises with fragmentary words that you need to put in the right order and tense.
S13: No
T: If the tense is the same for all tenses.
S13: That's easy
T: Do you find it interesting?
S13: Yes
T: You like putting the words in order in the same tense?
S13: **ah** no that's not interesting.
T: Ok ehm…You like conditionals because they are easy
S13: <Pause>
T: Conditionals because of the three types that you learn them and that's it
S13: Yes
T: ehm you don't like…. gerund?
S13: Yes
T: Why not?
S13: It's very difficult for me.
T: You confuse gerund and infinitive?
S13: Yes
T: And you don't remember which verb goes with which?
S13: mm-hmm
T: ehm…why do you need me in order to learn grammar?
S13: ehm…I don't know what to say.
T: Do I explain things more than the grammar book?
S13: No
T: I don't explain more.
S13: You explain as much as we need.
T: So I do explain mm-hmm ok and would you like to learn through the grammar book or the computer?
S13: The computer
T: Why?
S13: I understand better
T: What?
S13: It seems like you are having fun.
T: Like a game I see…all right thank you very much.

## Student 14 – Low Scorer

T: You don't like grammar why not?
S14: Because it's difficult.
T: Do you want me to give you the rules do you want to find them on your own or should we work together as we did in class with the examples?
S14: Together
T: Ok the grammar book helped you learn the rules.
S14: Yes because it shows the rules and how to do things.
T: It has examples
S14: Yes
T: Do you think it's a good way of learning a language?
S14: Yes
T: Ok.  You don't really like the exercises provided in the book.
S14: Yes
T: Key word transformation do you like it?
S14: No
T: Error correction?
S14: Yes…I don't like passive voice and conditionals.
T: Why?
S14: Because I find them difficult.
T: Reported speech was easier?
S14: Yes a little bit more.  I understand it better.
T: And you like the tenses.  Don't you confuse them?
S14: The last ones.
T: You mean future tenses.
S14: No not future.
T: Past tenses?
S14: Yes
T: Did you need me to help you?  Did I offer you more than the grammar book?
S14: To help us understand how tenses are formed and how it helped us do the exercises.
T: Would like to learn grammar next year through the book or something different, as through the computer and different types of exercises?
S14: Both.
T: Why?
S14: With the computer it's more enjoyable and the book will help us learn at home.  Because only here with the computer is difficult.
T: Ok thank you very much.

# APPENDIX 18: Interviews – Experimental Group

## Student 1 – Medium Scorer

T: Ok…ok Do you enjoy studying grammar?
S1: Yes
T: Do you think I should give you the rules or you should find them on your own?
S1: It's more better to find them….
T: on your own
S1: On my own
T: Could you do these activities and find them on your own?
S1: No it was difficult.
T: Why was it difficult?
S1: …..ehm…. because I couldn't…ehm… understand it very much.
T: You couldn't understand what?
S1: ehm…
T: The words?
S1: <Pause>
T: What to do?...The instructions?
S1: Yes
T: Did you have any unknown words?
S1: Yes
T: But when I gave you the meanings of these words did you find it difficult to do these exercises?
S1: No
T: Ok it helped you to learn grammar.
S1: Yes
T: You were motivated and you could find the rules…ok you think this is for clever students only?
S1: Yes
T: Why?
S1: <Pause>
T: Because they were difficult?
S1: Yes
T: Interesting…ok you enjoyed
S1: ⌊the conditionals. ⌋
T: Why did you enjoy the conditionals?
S1: Because it's easy to find it +
T: ⌊uh-huh⌋
S1: + and I like it very much
T: But you didn't like caus
S1: ⌊Yes⌋
T: Why is it difficult?
S1: Because… we have to change the tenses
T: You didn't know wh
S1: ⌊Yes⌋
T: And you needed me to explain a few things but you would like to do this next year as well right?
S1: Yes
T: Ok…What about the exercise? Did you find it difficult?
S1: Just a little bit.
T: Were there any words that you didn't understand and prevented you from ahm finding the answers?
S1: <Pause>
T: For example here you have used the verb offered and what about this one? Do you know what the word fine means?
S1: No

T: So maybe that's why you couldn't find it. Why did you get this one then with the severe storms although it is not continued. Why?
S1: I did all the others and the ones I didn't know…
T: You did them at the end.
S1: Yes
T: You didn't understand the sentence?
S1: No
T: Why?
S1: I like full sentences.
T: Can you please translate this (*means the expression with severe storms*)
S1: (*translates it*)
T: So you understood what it meant although it was incomplete.
S1: Yes
T: But you prefer full sentences.
S1: Of course.
T: Do you prefer single sentences or a text?
S1: I prefer single sentences.
T: Not a text?
S1: No
T: It's easier to understand one sentence than a whole text?
S1: Yes
T: Ok. Thank you very much…sorry one more thing I need to ask you. Do you prefer these activities or a grammar book?
S1: A grammar book.
T: Why?
S1: Because it is more easy.
T: It's easier.
S1: Yes
T: Because it has the rules?
S1: Yes
T: Did you like the exercises that were there? Key word transformation error correction.
S1: Key word transformation not.
T: Not so much
S1: Error correction because it is more…
T: Do you like putting words in order?
S1: Yes I like that.

## Student 2 – Medium Scorer

T: You don't really enjoy studying grammar, you…why not?
S2: I don't know why…but I don't like it very much.
T: Is it difficult?
S2: A little
T: A little difficult, not very difficult
S2: Yes a little difficult.
T: Because you do well…Ok do you think I should give you the rules you should find the rules on your own or we should work together?
S2: I think we… should work together.
T: Did you like all these ex all these photocopies I gave you this year?
S2: Yes they were very well.
T: So you liked them. Did they help you learn more?
S2: Yes they did help me.
T: But they didn't motivate you much to do more grammar.
S2: Yes
T: So you still don't like grammar ok…ehm…were they easy?
S2: Not…really
T: What did you find difficult?
S2: I don't know.
T: Like for example with this exercise you just did. Did you have…What was the problem with this exercise? Did you have any problems?
S2: Yes I had a problem because I didn't… know all the…all the words.
T: You didn't know all the words. So unknown words are a bit of a problem right?
S2: Yes
T: Did you… like the fact that they were not complete and that they were incomplete.
S2: It's good ok
T: You don't care about that.
S2: No
T: Ok. Would you rather have a text in front of you?
S2: No
T: That's ok.
S2: Yes
T: So you think that these exercises I gave you was a good way of learning a language.
S2: Yes
T: Right. Do you think that they are only for clever students?
S2: No I don't think that.
T: Do you think it is for advanced students?
S2: No
T: ehm…would you like to do that next year too?
S2: If I come here to… next year.
T: Ha what do you mean?
S2: Because I think I may stop next year.
T: Really?
S2: Yes
T: We will miss you. Would you like to do this at home?
S2: No I will stop them and start them again because it is difficult next year at school.
T: No would you like to do these exercises at home?
S2: Yes
T: Yes ok…what class are you in the public school?
S2: In the first class of high school.
T: I see. So next year you will have a lot of homework.
S2: Yes
T: ehm… you don't like… you find the tenses difficult.
S2: Yes
T: Why?

S2: Because I think I didn't study very hard on it.
T: Right and you confuse them then.
S2: Yes
T: You didn't study hard. You are great to admit that…ok…ehm. You don't remember what you enjoyed more. Passive voice conditionals reported speech gerund and infinitive causative form?
S2: …From all these I enjoyed more passive voice.
T: Why?
S2: Because…last year I learnt it I think very well but this year +
T: ⌊ not very much⌋
S2: + not very well
T: So you… that book we filled in in class with this material didn't help you.
S2: Yes…I …it helped me…I …I studied only once the material so…
T: In what way did you need me in class?
S2: ehm…
T: What did I do for you?
S2: What did you do for me?
T: For you and the rest of the students.
S2: You did very much… you helped…ehm
T: I helped you with the rules?
S2: Yes you helped.
T: I explained more with
S2: ⌊Yes ⌋
T: So do you prefer to learn grammar through a grammar book, or th through these exercises or both?
S2: ehm both of them.
T: Why?
S2: Because with two…
T: means
S2: Yes it's more+
T: ⌊It's it's easier ⌋
S2: + Easier.
T: Do you want these activities too because it is different?
S2: ehm yes whatever is different makes us more excited
T: Is it confusing at the same time though?
S2: Yes it is a little confusing.
T: Ok ehm…would you like to do it next year if you are still with us?
S2: Yes, why not.
T: Ok let's have a quick look at that. Did you know all of the introductory verbs?
S2: No
T: No you didn't know them all. ehm why did you choose the verb promised here?
S2: Because I saw it in the first sentence.
T: Right ehm… do you know what prize means?
S2: (*replies in Greek*) price?
T: mm right. What about fine?
S2: Ok. It's ok
T: If somebody pays the fine…
S2: Fine ehm It's ehm…bill
T: mm-hmm something like that. Do you know what sincere means?
S2: No
T: Do you think it's something good or bad? 'Be sincere' he… George and always pay your tax *(reads it with the right intonation)*
S2: I think it isn't something good
T: Ok and can you translate this? The Meteorological office has …that…
S2: (*translates it*)
T: What does advised mean?
S2: Translates
T: So…

S2: It isn’t ok.
T: Right so you didn’t have a real problem with the vocabulary.
S2: I think that it was… a little.
T: A little bit.
S2: A little
T: All right Did you do it fast?
S2: Yes
T: Ok.  Thank you very much.

## Student 3 – High Scorer

T: Right so you enjoy studying grammar
S3: Yes
T: You do. But do you think that I should give you the rules or you should find the rules in the exercises?
S3: ehm…I think we can find them but I think…you must help us a little.
T: mm-hmm what about this year? Did you find grammar difficult?
S3: Sorry?
T: Did you find the activities I gave you difficult?
S3: Yes some of them
T: What made them difficult?
S3: Some times I don't understand the sentences.
T: Why?
S3: Because…there were more….unusual words.
T: If I give you the meanings of the words then can you do the exercise?
S3: <Pause>
T: For example yesterday that I gave you the meanings of the words, was it difficult?
S3: No
T: Right. So, that was the problem, the unknown words.
S3: Yes
T: ehm... But although they were difficult, the concordances motivated you to learn somehow… right ehm…ok…. The grammatical units that you liked were the conditionals because they were easy right?
S3: Yes
T: You like conditionals but what you found difficult were the tenses. Why don't you like the tenses?
S3: Because there are some little details between them and sometimes I cannot find the right answers.
T: So they are confusing right and you needed me to explain the words but you would like to try it again next year?
S3: Yes
T: Let's have a look at this exercise…ahm… what did you think of this exercise? Did you find it difficult?
S3: Yes
T: Why? Wh what was difficult?
S3: <Pause>
T: What was it?
S3: <Pause>
T: Did you have any unknown words?
S3: Only one…ehm…but I didn't understand the meaning of the sentences.
T: Why was that?
S3: Because they are sentences that do not have……
T: They are not full?
S3: What?
T: They are not full sentences?
S3: Yes
T: So you do not prefer these concordances that are
S3: They should continue.
T: I see…Ok. Thank you very much.
S3: Thanks.

## Student 4 – Low Scorer

T: You don't like studying grammar. Why?
S4: Because I don't understand.
T: You don't understand. It's too difficult ehm…do you prefer me to give you the rules, you should find the rules on your own, or should we work together?
S4: Together.
T: Right ehm… Did the concordances help you to learn grammar?
S4: <Pause>
T: Did these activities help you to learn more?
S4: Not really.
T: Did you find them difficult?
S4: <Pause>
T: More difficult than the grammar book?
S4: Not really.
T: What didn't you like about them?
S4: ehm…
T: You didn't like the fact that they were incomplete?
S4: ehm…
T: Did you have any unknown words?
S4: Not this…generally I didn't like them. They didn't help me.
T: Ok. They didn't motivate you to want to do more grammar.
S4: Yes
T: And they didn't help you find the rules on your own. Did you like the fact that it was something different.
S4: ehm…yes I like that it was something different.
T: What was the main problem with concordances? I'm just trying to understand.
S4: ehm… They didn't help me.
T: They were too complicated?
S4: Yes
T: Do you think it's for advanced students only?
S4: Yes
T: Would you like to explore concordances at home?
S4: ehm…
T: No?
S4: No
T: Which unit did you enjoy more?
S4: Conditionals.
T: Why?
S4: Why?
T: Yes why did you like it more?
S4: It's easier.
T: Because it has only three types and they are easy to remember?
S4: No it's not only that…generally I like it.
T: Which units you didn't like?
S4: I am confused with tenses.
T: Because they look alike?
S4: Yes
T: What did I offer more as a teacher?
S4: The thing is that I am confused with the tenses because they look alike and I'm trying to tell them apart.
T: I didn't really help then…Do you prefer to learn through a grammar book or through the computer.
S4: Through a grammar book. I understand more through a book.
T: Why?
S4: Because it's more different with the book.
T: It's more analytical?

S4: Yes more analytical than these.
T: Would you like to try them again next year?
S4: Yes why not?
T: You would like that. Ok thank you very much.

## Student 5 – High scorer

T: As I see here I enjoy studying grammar
S5: Yes
T: very much ehm…you do not think that the teacher should provide the grammar rules?
S5: I think…the teacher must say the rules…and…ehm… the students must find them on their own.
T: **ah** so both of them
S5: No sometimes…
T: Sometimes the teacher should provide the rules and sometimes you can find them on your own.
S5: Yes
T: Right…ok… now let me see what you marked for concordances. The concordances helped you to learn.
S5: No
T: Why?
S5: <Exhales and smiles as if being embarrassed>
T: It's ok just tell me why.
S5: Because I didn't understand them.
T: Yeah.
S5: They didn't have……
T: They were complicated?
S5: Yes they have no……
T: What did you find difficult?
S5: <Pause>
T: The vocabulary the grammar?
S5: The grammar
T: The grammar was difficult. What about any unknown words?
S5: No
T: You didn't have any unknown words.
S5: Sometimes
T: I see…Even if I gave you the meanings of the words, you still found them difficult?
S5: Not it's easy.
T: Do you prefer half sentences or full sentences?
S5: Full
T: Full right ok ehm <pause> The concordances did not really help you find the rules on your own…They were not easy to read and understand. The concordances are a good way of learning a language. You just marked number 3 because you were not sure.
S5: Yes
T: If you knew the words you could do it.
S5: Yes
T: What about yesterday that I gave you this dialogue. Was it too difficult to fill in the blanks with all these words?
S5: Yes
T: Was it too difficult to give the answers after I gave you the vocabulary?
S5: No
T: So then you found it easy?
S5: Yes
T: So the main problem was just the words, wasn't it?
S5: Yes that was the problem.
T: …ehm…and you don't want to explore concordances at home.
S5: No
T: Having concordances at school is enough eh? <chuckles>
S5: Yes <chuckles>
T: ehm… which grammatical units did you like? Passive Voice and conditionals because they were easy. (*reads it from questionnaire*)
S5: Yes

T: And you didn't like causative form and a little bit tenses because they were confusing and especially causative form.
S5: Yes
T: Yesterday that I gave you the dialogue, was the spoken language more difficult than if you read the story of two people?
S5: mm
T: Was the language more difficult than reading an article?
S5: No
T: You thought it was easy.
S5: Yes
T: Did you like it more?
S5: hmm yes.
T: Yes?
S5: Yes
T: Did you enjoy it more?
S5: Yes
T: Now tell me something. Do you prefer to have a grammar book next year or do you prefer to have a book like the one I gave you this year with all these activities?
S5: I think ….this book because it was more interesting.
T: But… if I give you the vocabulary, right?
S5: Yes
T: Why don't you like the grammar book?
S5: Because they are complicated and there are exercises that we do not do.
T: You mean you do not need them because they are easy?
S5: Yes
T: Do you prefer to have a grammar book or these exercises?
S5: I think…ehm it's best to have these exercises for the same reasons I told you…because we don't do most exercises in the grammar, the most and if we have these papers we can do these exercises that are…. That are most…
T: Interesting?
S5: No….mm…more appropriate.
T: What do you mean that we don't do the exercises in the grammar book? That I don't give you enough exercises? Or you don't like them? They are very easy?
S5: Very easy.
T: I see…thank you very much.
S5: You're welcome.

## Student 6 – High Scorer

T: Ok ehm…You enjoy studying grammar very much as I see here and… you think that the teacher should provide the rules. Do you really prefer the teacher should provide the rules?
S6: ehm…
T: Do you want to find them on your own or do you want both of them?
S6: Both of them because I think that the teacher should tell them to find them on their own and then to to tell them.
T: And then to discuss the rules at the end.
S6: Yes
T: Right ok so did you enjoy the way we did it this year?
S6: Yes I enjoyed it.
T: Did you like it?
S6: Yes
T: Did you find it difficult?
S6: ehm…no…sometimes…a little…no
T: So the concordances actually helped you to learn
S6: Yes
T: And motivated you more ok ehm…they helped you find the rules right. Sometimes they were easy sometimes they were difficult. What was so difficult to understand?
S6: ehm…I find it difficult because they are …they are…they are not complete
T: Yes
S6: And sometimes we do not understand what they mean
T: Right. Remember last week that I gave you conversation?
S6: Yes
T: That was not unfinished sentences.
S6: Yes
T: Apart from a few. Did you find it difficult?
S6: ehm…
T: Because I gave you the unknown words.
S6: Yes…mm I didn't find it difficult, the other students ehm
T: ⌊found it difficult ⌋
S6: Yes
T: You liked it.
S6: Yes I said… my friend that it was difficult but I didn't find it.
T: Right ehm… did you find it unusual, like the spoken language was unusual to you
S6: For me yes because I don't… I don't hear any English conversation here… but…in England for example it is
T: ⌊Of course it is easier. And you think of course that these programmes are not for clever students only or for advanced learners…ehm ok… you would like to do that at home. ⌋
S6: Yes
T: Once you have internet connection
S6: One +
T: ⌊Ok why not? ⌋
S6: + one day we will have
T: I'm sure you will ehm…When you were using computers sometimes you you had some problems because you couldn't understand them as you said before
S6: Yes
T: Because they were incomplete. Were there any other problems?
S6: No there weren't.
T: What about any unknown words?
S6: The unknown words were not a big problem. If you read the tense you might understand what it says.
T: If you read
S6: ⌊From the meaning. ⌋
T: **Ah** from the context.
S6: Yeah.

T: So you could do that by reading.
S6: Yes
T: The lines right very good. You enjoyed…passive voice a lot.
S6: Yes I liked that very much.
T: Why is that?
S6: <Pause>
T: Because it's a different way of saying something?
S6: If you want to use some emphasis for something.
T: mm-hmm so you like that.
S6: Yes
T: It was like a game to you. Right. At the beginning though you found causative form difficult.
S6: Yes…in the first time but now I'm …an expert
T: <chuckles> You are an expert and…you found conditionals and reported speech difficult a little bit especially reported speech that
S6: ⌊Yes ehm… the words… I …were a little complicated but now… ⌋
T: It's better.
S6: Yes
T: Fine ehm…What about the exercise that I gave you when you were introduced to reported speech and…passive voice and conditionals? Was that ok? For example when you had to fill in the table of verb be did you like that they were incomplete sentences?
S6: Oh yeah
T: It wasn't difficult.
S6: No it wasn't.
T: It was something different for you.
S6: Yes I like the different things.
T: **Ah** you like changes I see…ehm…ok and you didn't need me a lot.
S6: No
T: Because you didn't find it so difficult. It's not so difficult to find the rules but it's you say here sometimes in a way it is
S6: Yes because…the rules are not always…ehm…
T: Clear?
S6: Yes they are not always clear and you must concentrate on it.
T: Concentrate to look for it.
S6: Yes
T: Right concentrate. Right…ehm… now would you like to learn grammar through the computer or the grammar book? You say here that you like both.
S6: Yes
T: Wh what so good about grammar book?
S6: <Pause>
T: What's the advantage of studying through a grammar book?
S6: ehm the grammar book…you can have it everywhere…you…maybe…you maybe lose the book but you can find another one again.
T: Yes you can get another one.
S6: But with the computer you can't go there again.
T: Yes right what about if you had an internet connection at home? Of course when you are on holidays you don't want to have the grammar book with you but if you had internet connection at home would you like to access the
S6: ⌊Yes of course ⌋
T: And would you prefer to have only computer lesson and do grammar here and then go back home?
S6: Yes
T: And study from your computer again?
S6: Yes
T: So you like technology.
S6: Yes, I like very much.
T: Right ehm…of course you want to have access to corpora next year

S6: I like it because I have...ehm…a CD rom from the Greek…for the Greek lessons and it has some quizzes and I like.
T: You like it
S6: Yes
T: I see ehm…let's have a look now at this exercise. Why did you choose promised in the first gap?
S6: Because ehm…the promise
T: Because it has the word promise here?
S6: Yes
T: Right ehm…here it says that Nadine offered to share her prize with her very good ehm…Did you know what EDS mean?
S6: No I don't.
T: Did you have a problem that you didn't know that?
S6: No
T: You didn't.
S6: Maybe it is a company.
T: Right maybe it is a company right…did you know the word sincere?
S6: No but I think it is… I don't know what.
T: Is it something good for a person to be sincere?
S6: hmm <pause> it is good because the person begged
T: Right I see so The Meteorological office has warned that severe storms are likely to…it's not finished but you understand…hmm…if you would…translate it in Greek can you do that?
S6: (*translates it*)
T: Very good Readers are advised…now that you have these sentences in front of you these incomplete lines you didn't care really.
S6: No
T: Ok and you didn't mind if you didn't know these words fired or fine.
S6: Yes
T: You think that…ok …her mouth hanging open. No she refused Miguel no she took it out as…is this a problem with this sentence? Do you know what is going on with these people?
S6: I had a problem with this sentence...maybe it was the verb begged because it has +
T: ⌊mm-hmm right⌋
S6: + because it has no no
T: So you didn't know where to put it
S6: Because it has her mouth hanging open and saying no, Miguel no
T: Right
S6: And maybe it is that
T: I see. Thank you very much
S6: You're welcome.

## Student 7 – Low Scorer

T: So you don’t really enjoy studying grammar right?
S7: Yes
T: Do you find it difficult?
S7: Yes
T: Do you prefer me to give you the grammar rules or do you prefer to find them on your own?
S7: You should give them.
T: It’s difficult to find them on your own. Right. The activities didn’t help you to learn as I see here. Right. Wh wh what was it so difficult about it?
S7: <Pause>
T: Why was it so difficult?
S7: ehm…eh..
T: Were there any rules that you didn’t understand any unknown words?
S7: Yes
T: Even if I gave you the meaning of the words you still had problems with the activities?
S7: Yes
T: Ok I see you like unit 4 and 8 which is Simple Past and Past Progressive and unit 19 causative form. You liked causative form?
S7: Yes
T: What about Past Tenses?
S7: I like the past it’s easier.
T: You prefer them to Present and Future. And you didn’t like time clauses, passive voice and past perfect progressive. Why didn’t you like passive voice?
S7: It was difficult and
T: ⌊The table of verb be? ⌋
S7: Yes
T: What did you need the teacher for
S7: To explain what we have to do.
T: But you want to have access to corpora next year and you prefer the grammar book.
S7: Yes
T: Did you find the concordances difficult?
S7: Yes
T: What was so difficult about concordances?
S7: The sentences that were…
T: Incomplete?
S7: Yes
T: Ok thank you very much.

### Student 8 – High Scorer

T: Do you enjoy studying grammar?
S8: Yes a lot.
T: Right…ehm why do you like grammar?
S8: Because…it help to…learn English very much.
T: Right. It helps you learn English. Do you want me to give you the rules, do you prefer to learn to find the rules on your own or should we work together?
S8: ehm…we should work together.
T: I see. Now all the activities I gave you during the year did they help you to learn more?
S8: Yes
T: Yes? Did they motivate you to study grammar more?
S8: Yes
T: Right. Did you find them difficult?
S8: A little.
T: A little bit. What was the difficult what was the difficult part about them?
S8: ehm…
T: Not complete…as I see here you have written sometimes they were not complete?
S8: Yes
T: Right. Did you have any unknown words?
S8: No
T: …not at all.
S8: No
T: No unknown words.
S8: No
T: That wasn't a problem for you then. ehm…do you think it's a good way to learn a language?
S8: Yes because it helps you to… become someone
T: To become someone. But these exercises helped you to learn better?
S8: Yes
T: More than the grammar book?
S8: Yes
T: Ok…ehm you enjoy studying tenses. Why?
S8: Because I like this part of…grammar.
T: mm mm
S8: And that's all.
T: Was it difficult was it easy to confuse them?
S8: <Pause>
T: Sometimes we confuse them. Did that happen to you because of the common time expressions?
S8: ehm…
T: You have clear them out.
S8: Yes
T: But you didn't like what?
S8: <Pause>
T: Reported speech.
S8: Yes
T: Why not? It has to do with tenses?
S8: I can't understand something.
T: You didn't like the changes of the tenses.
S8: Yes that
T: What did you need me as a teacher for in the classroom?
S8: ehm…
T: What more did I offer more than these activities?
S8: ehm… you explained.
T: You asked me and I explained and then it was better.
S8: Yes
T: Ok Would you rather learn grammar through the grammar book, or through the computer, through these exercises which are available on the computer?
S8: ehm…from the computer and grammar.

T: Both of them.
S8: Yeah
T: Why?
S8: Because …with the computer these exercises that we have done +
T: ⌊mm-hmm⌋
S8: + and with the book that it has the rules.
T: uh-huh. So you like the exercises I gave you more but you prefer the grammar book in order to study the rules better.
S8: Yes
T: So the way we discovered the rules was more difficult while they are also provided in the grammar book.
S8: mm-hmm.
T: Ok I see. Would you like to do this next year?
S8: Yeah.
T: Ok enough with this let's have a look at this exercise. Did you find it difficult?
S8: No
T: ehm you chose promised here… why did you choose promised?
S8: Because it has promise here.
T: Yeah. Did you know all these introductory verbs?
S8: No. No begged.
T: You didn't remember begged. Did you know what…uh EDS means?
S8: No
T: Did you care?
S8: No
T: Did you know what he was fired means? And fine? Pay the fine
S8: No
T: You didn't know that. So it was a problem in these sentences.
S8: Yes
T: Right. Do you know what sincere means?
S8: <Pause>
T: Be sincere and always pay your tax. Is that good or bad?
S8: Good.
T: And you think that this is a piece of advice.
S8: Yes
T: Very good. Could you please translate this sentence. The meteorological Office has warned that sever storms are likely to…?
S8: ehm…(*translates it*)
T: Meteorological office?
S8: (*translates it*)
T: Do you know the word severe?
S8: No
T: The storms?
S8: (*translates it*)
T: Right so you don't really care about severe. Do you mind that the sentence is stopped here?
S8: A little.
T: You mind a little bit. Do you prefer to have complete sentences in front of you?
S8: Yes
T: Would you rather have a text?
S8: Yes
T: A text or complete sentences which are connected to each other?
S8: Sentences.
T: Because you do not need to read the whole text to understand its meaning?
S8: Yes
T: Ok that's it. Thank you very much.

## Student 9 – Low Scorer

T: You don’t like grammar right?
S9: Yes
T: Why don’t you like grammar?
S9: It is very difficult.
T: Is it interesting at all?
S9: Yes…ehm…but sometimes it’s boring.
T: Sometimes it’s boring, sometimes it’s interesting but always difficult. Right ehm…do you think that the teacher should give you the rules, I should give you the rules, should you find them alone, or we should work together?
S9: ehm…work together.
T: Work together. Did you enjoy the concordances what we did this year? Did you like these sheets I gave you?
S9: Yes it’s very…. I help me…
T: I helped, they helped you to learn. Right?
S9: Yes
T: But they didn’t really motivate you to study more grammar?
S9: No
T: You still don’t like it.
S9: No
T: Right ehm…They helped you find the rules on your own in some ways. Not always?
S9: No
T: Not always ehm…Did you find them easy to learn and understand?
S9: Sometimes
T: Like for example that you just did. Was it easy?
S9: ehm…yes…ehm
T: At some points?
S9: Yes
T: What is it so difficult at some points?
S9: ehm…the words because…
T: Yeah?
S9: Because they are difficult sometimes and…
T: Unknown words right difficult words ehm…what other problems did you have except from unknown words?
S9: <Pause>
T: Half sentences? Do you like incomplete lines?
S9: ehm yes
T: That too ehm…you enjoyed passive voice why?
S9: Because it is very easy.
T: It is easy?
S9: Yes
T: So you found the table with the verb be easy.
S9: Yes
T: You can remember that. And you didn’t like conditionals because they are difficult.
S9: And …three types but sometimes…I can’t understand.
T: They are confusing.
S9: Yes
T: Right. In what way did you need me to to help you?
S9: Sometimes…ehm…when I..I forget it some tenses or…ehm…all that.
T: I can remind you of the tenses and rules. Right…ehm…you prefer grammar book or computer?
S9: Computer because I believe that… the lesson is very …easy with that.
T: Easy and exciting?
S9: Yes
T: And..ehm…you would like to have access to corpora the next year.
S9: Yes
T: Ok let’s have a look at this exercise. You wrote promised here because

of…
S9: Promise
T: In the first phrase obviously. Did you find this exercise easy?
S9: Kind of.
T: Why?
S9: Because some words I can't remember.
T: Like which ones?
S9: ……fired
T: Fired and fine?
S9: Yes
T: Did you know what EDS mean?
S9: No
T: But was that a problem that you didn't know this word?
S9: Yes
T: It was a problem you couldn't choose the correct word. Did you know the meanings of all these introductory verbs?
S9: ehm…I remember advised offered and promised.
T: Right can you translate this *The Meteorological*….
S9: In Greece?
T: Yes in Greek
S9: In Greek….ehm (*translates it with difficulty*)
T: What is the word storms?
S9: <Pause>
T: (*translates it*) So what does the Meteorological office do with regard to storms?
S9: <Pause>
T: Warns
S9: Yes
T: ehm…there were some unknown words. The lines were not complete. Was that a problem that the lines were not complete?
S9: Yes
T: So that was difficult too?
S9: Yes
T: Ok thank you very much.

## Student 10 – High Scorer

T: You enjoy pretty much studying grammar but you think I should provide the rules I should give you the rules.
S10: Yes
T: You don't want to find them alone?
S10: It's more difficult than you… when you give us…the rules.
T: What about if we work together?
S10: If we don't know if I don't know one word, I can ask you but if I don't understand what it all means…
T: You mean the context?
S10: Yes
T: <pause> although I may give you the meaning of the unknown words, you still have difficulty
S10: Yes sometimes
T: So do you prefer to have a grammar book?
S10: Yes
T: Why is that?
S10: Because… ehm…it…it shows us the rules…and sometimes it has got translation…so we can…
T: Understand it better
S10: understand it better and ehm… it is difficult +
T: ⌊To find the rules on your own? ⌋
S10: +And it is difficult without… ehm…examples.
T: Do you prefer to read sentences that are not connected to each other or do you prefer to have a text in front of you?
S10: I think it's the same.
T: Which is easier to read? The fragmentary sentences or the text?
S10: The text is better as we did in the test.
T: Right
S10: I don't I could choose to read the whole text… just…what I had to
T: ⌊just the parts that you needed in order to answer the questions? ⌋
S10: Yes
T: You didn't like causative form why?
S10: Because…ehm… in the… in Greek language… it…does not…we do not
T: ⌊It doesn't exist in the Greek grammar.⌋
S10: Yes in the other…ehm…
T: In English.
S10: Yes but sometimes we are… ehm… choose what we speak in Greek so this is…not right so but and causative form has got huge rules so we don't know…what to do.
T: You mean you didn't need to translate it.
S10: Yes
T: What about passive voice?
S10: The first time we did it I loved it.
T: How come?
S10: I just liked the idea.
T: You like the way the verb be was transformed?
S10: Yes
T: Right, but you didn't like unit 10 and 11 past perfect progressive and simple future.
S10: Yes
T: Because you couldn't understand it? Why couldn't you understand it? What made it so difficult?
S10: ehm…I can't it was difficult…I think…
T: The exercises?
S10: Yes
T: Did you enjoy these exercises…the matching-up ones?

S10: ehm… I didn't understand their meaning because it's…
T: You don't like the half sentences?
S10: It's fun if you understand them.
T: So in what way did you need me?
S10: What?
T: In what way did you need me as a teacher?
S10: When we do not understand some words and you give us the meaning.
T: Right but I couldn't help you find the rules alone I didn't motivate you enough.
S10: It's not your fault but the lines.
T: I would like to ask you about this exercise here. Why did you choose promised here?
S10: Because of the word promise.
T: Right. Did you ehm…Did you find it difficult?
S10: <Pause>
T: Why did you choose ordered here?
S10: Because it says soldiers and…
T: Did you did you understand the sentences?
S10: The sentences yes but sometimes…the
T: ⌊vocabulary⌋
S10: Yes it was difficult.
T: But these sentences that are half sentences did you find them easy?
S10: Yes
T: Ok right
S10: Maybe maybe some words I didn't understand.
T: Yes
S10: But I understood the meaning.
T: Did you enjoy the exercise we did yesterday with the dialogue?
S10: What?
T: Did you enjoy the dialogue yesterday the conversation that we did yesterday?
S10: I didn't understand it.
T: You didn't
S10: It was half
T: It wasn't half … ah sometimes
S10: ⌊Sometimes it was half and was…+ ⌋
T: Tricky?
S10: + tricky and sometimes we were …+
T: Confused?
S10: + we were confused.
T: But you do not enjoy reading dialogues, you enjoy reading articles.
S10: Ok they are good but we need to imply what they said, to imply that's difficult
T: I see I see…ehm yesterday it wasn't a typical dialogue.
S10: Yes
T: It was authentic and that made it difficult?
S10: Yes
T: Ok thank you very much Jane.

## Student 11 – Medium Scorer

T: So do you enjoy studying grammar?
S11: ehm <chuckles> so and so
T: Do you prefer the teacher to give you the rules or do you prefer to find the rules on your own?
S11: ehm… the teacher.
T: What about the exercises that I gave you? Was it easy to find the rules on your own?
S11: ehm…yes
T: Sometimes?
S11: Sometimes.
T: Did you find the exercises I gave you difficult?
S11: Yes because sometimes I didn't understand…
T: You didn't understand what?
S11: The sentences
T: So you didn't like half sentences you prefer complete sentences.
S11: Yes and I didn't unders I didn't…I have many uknown words.
T: If I gave you…When I gave you the meaning of the words was it easy for you to do the exercises?
S11: <Pause>
T: After giving you the meaning of the words that were difficult.
S11: Easier
T: The concordances didn't help you learn, you couldn't find the rules…what about yesterday that I gave you the unknown words with the dialogue +
S11: ⌊Yes
T: + that I gave you was it difficult?
S11: Yes
T: Although I gave you the rules?
S11: Yes
T: Why?
S11: The questions were difficult
T: Did you like the dialogues? Do you prefer reading dialogues or articles?
S11: Articles
T: Why you don't like spoken language?
S11: It's more difficult than the articles.
T: I see. Ok you liked unit 7 4 and 19 used to simple past causative. You liked causative form?
S11: Yes because….ehm… it's unusual
T: Unusual ah I see. Ok. You don't like the time clauses, present perfect. Why didn't you like present perfect?
S11: The time expressions were more…difficult
T: So do you prefer to have grammar or these exercises?
S11: Because the exercises were difficult and I couldn't understand them.
T: So what are you looking for in a grammar book?
S11: To have the rules ready.
T: What about this one did you find it difficult?
S11: Because they are cut.
T: Were there any words you didn't know?
S11: Yes the fine….
T: What about this one The Meteorological…can you translate it?
S11: (*translates it*)
T: So even if the sentences were cut you could still find the correct word as long as there weren't any unknown words right?
S11: Yes

## Student 12 – Low scorer

T: Do you enjoy studying grammar?
S12: So and so
T: Do you think I should give you the rules or you should find them through the exercises?
S12: <Pause>
T: For example… Present Perfect should I tell you that it is formed with have or has and past participle or should you have a quick look through the exercises and find it on your own?
S12: <Pause>
T: What do you think?
S12: No
T: Ok did you find the book that I gave you difficult? Like the activity that you did yesterday.
S12: No…it's…
T: Not difficult
S12: Difficult…
T: Sometimes it was difficult, sometimes not?
S12: Yes
T: What made it difficult?
S12: Passive voice.
T: Why was passive voice difficult?
S12: The words….ehm….
T: You didn't know what they mean?
S12: No…. to put them in order and change the parts.
T: Ah I see…Did you have any unknown words in the exercises I gave you?
S12: Yes
T: Were the exercises difficult because of this?
S12: Yes
T: If I gave you the meaning was it easy then?
S12: Yes
T: Ok. Which units did you like most? The problems when using concordances was speaking you say here.
S12: Yes
T: You mean you couldn't participate in class?
S12: Yes
T: Ok… now you liked unit 7 used to unit 9 time clauses and number 19 causative form. Why did you like these so much?
S12: <Pause>
T: Were these grammar items interesting or you liked the way we did them?
S12: <Pause>
T: Ok you didn't like Present progressive, present perfect progressive all progressive tenses. Why did you like these tenses?
S12: Because they have the same time expressions
T: Right ok. You needed me to help you understand the concordances but you don't want to have access to corpora next year. Why?
S12: <Pause>
T: They were difficult?
S12: Yes
T: What did you think of this exercise?
S12: hmm
T: Let me see. You found it easy?
S12: Yes some of them. I just guessed in 2 or 3 of them
T: But you thought about the rest. For example in the first one that you chose promised, what led you to this choice?
S12: Here it says to give his…
T: Professional opinion
S12: Yes
T: What about refused?

S12: Because…
T: Because he refused what?
S12: To be fined.
T: So the fact that the concordances were incomplete didn’t bother you.
S12: No
T: And there were no unknown words that were not an obstacle. Or were there?
S12: mm
T: Maybe a few?
S12: Here EDS and…+
T: And?
S12: + sincere.
T: Yes but you had no problems.
S12: Yes
T: Right thank you very much.
S12: Yes
T: Ok see you.
S12: See you.

## Student 13 – High scorer

T: ok… you enjoy studying grammar pretty much as I see here… Do you think the teacher should provide the rules or should you find them on your own?
S13: mm I think that we have to find the rules on our own because… when…
T: Because you are at a high level.
S13: Yes
T: Or together?
S13: Yes
T: Did you find the exercises I gave you difficult?
S13: ahm…some of them.
T: What made them so difficult?
S13: Some words that…we didn't know them.
T: If I give you the meanings of the words could you do the exercise.
S13: Yes I think I can do it.
T: But can't you ignore these unknown words?
S13: No
T: You cannot understand the sentence you need to know the meaning of the
S13: ⌊Because if I don't know the words I cannot understand the meaning. ⌋
T: What about the context?
S13: Ah…sometimes.
T: It depends on the sentence
S13: Yes
T: Ok…you didn't find the rules on your own so sometimes it is easy to understand them, as you say here… right…ehm the units that you didn't enjoy are 13 14 up 20 which are tenses. So you hate tenses?
S13: Some of them.
T: ehm…why did you find reported speech and passive voice easier?
S13: <Pause>
T: They are not easy to confuse them like the tenses?
S13: Yes
T: What about the exercises I gave you. Did you like these exercises?
S13: About tenses?
T: No about those that you liked.
S13: I liked them.
T: You liked them. Ok and the exercises I gave you about tenses?
S13: I found them difficult because some tenses have the same expressions.
T: The same time expressions
S13: Yes
T: Right. You needed me to explain some words but you wouldn't mind doing these activities next year.
S13: Yes
T: Do you prefer to have a grammar book next year?
S13: I prefer a grammar book because…it gives us examples to understand it…and the concordances because I think that they help us with the spoken lessons and some differences from the lessons that the book has.
T: What about the exercise that I gave you a little while ago? Did you find it difficult?
S13: Some of them…because…
T: You did well though…ok there are a few errors.
S13: Some of them…the meaning was difficult to understand it.
T: Because?
S13: Well, the first… because these sentences helped.
T: What did you find difficult?
S13: <Pause>
T: What about the third one. You chose offered. Do you know what the fine means?
S13: No

T: Maybe that’s why you are confused. Fine means….
S13: **Ah**
T: Do you prefer full sentences or incomplete?
S13: I prefer full sentences
T: Why? You have the whole meaning?
S13: And this...but it continues.
T: So you prefer text, not even complete sentences.
S13: If the sentences are separated but connected to each other, I don’t mind.
T: Mm-hmm What about the exercise we did yesterday with the dialogue. Did you find it difficult?
S13: In one part…(*means partly*)
T: But do you enjoy spoken language more?
S13: Yes because we in our lives we speak more
T: Ok thank you very much

## Student 14 – Medium scorer

T: You don't like grammar why not?
S14: Because I I'd never stay to learn it.
T: You mean you don't try?
S14: I try but I don't take it seriously
T: I see ehm…now do you prefer me to give you the rules, do you want to find the rules alone or do you want us to word together and find the rules?
S14: I want to work together because if we work together I'll remember it.
T: I see…
S14: I chose that there quickly.
T: It's ok
S14: Because I would… I think
T: ⌊It's ok that's why I am asking you now again. Now th the exercises that I had given you like this exercise ehm…did they actually help you learn…like all these sheets that I have given you⌋
S14: Yes they helped me a lot and especially passive voice
T: Passive voice. How did they help you?
S14: Because it says about…tenses…it says simple present am is are plus PP (*means Past Participle*)
T: But **you** actually wrote the table.
S14: Yes that's why I remember it.
T: In general did they help you learn more?
S14: Yes
T: ehm…did they motivate you to study more grammar?
S14: Yes because I thought it…easy and I don't don't find the time.
T: So you found concordances easy?
S14: Yes because I had a plan and I knew what I had to do.
T: You had a plan.
S14: mm-hmm the box like this is like a plan as passive voice.
T: I see ehm… ok but were they easy to understand?
S14: These questions?
T: No was it easy…All this material that I gave you, was it easy?
S14: I can't remember.
T: <Flips through the material> For example like you said for passive voice, was it all the exercises that I have given you here were they easy to do? With reported speech here? The exercises These exercises wanted to… give details, we did these exercise so we could remember the most important rules from here.
S14: Can you explain further please?
T: (*explains in Greek*) They included all the situations of a grammar item in simple examples.
So these examples were easy.
S14: mm-hmm
T: Easy examples…mm… ehm…ok so so do you think this is for clever students… only?
S14: ehm…
T: Were they only for clever students?
S14: I didn't understand this at all.
T: Don't worry about your answers in the questionnaire.
S14: No what does it mean?
T: Are all these material here for clever students? <flips quickly through the book>
S14: No
T: Are they for advanced students only?
S14: They are for all students if they try to study.
T: I see
S14: They aren't difficult.
T: So, they are a good way of learning, you think
S14: I think not these… exercises. For example one which can give us the most important rules, only the rules in easy way in easy way.

T: Yes but the exercises were not so interesting.

S14: What?

T: The exercises apart form the rules the exercises were not so interesting.

S14: They were interesting because…(*switches to Greek*) we could easily find what we were looking for.

T: So you mean it was brief.

S14: (*replies in Greek*) Yes we could find them easily. It didn't have the details that a book has.

T: Ah, ok.

S14: The most important points were in here in few words

T: I see ok. For example was this exercise difficult?

S14: Yes because I…for…because I didn't revise the photocopies.

T: Did you know the meaning of the introductory verbs?

S14: The most of them yes

T: But some of them no. Did you have any unknown words?

S14: What?

T: Any unknown words?

S14: I don't think no

T: No

S14: ehm…I don't know what mean begged

T: Which one?

S14: This begged.

T: Do you know what fired means?

S14: ehm…

T: He was fired

S14: He was fired…

T: I am not checking you

S14: Yes yes

T: He had to pay the fine. What's that?

S14: The fine fine is a…bill

T: So although you have unknown words you can figure out the meaning from the context

S14: Yes yes

T: Ok…ehm…You like passive voice as you said but you find you find passive voice difficult?

S14: I didn't say that I liked passive voice. I find… I find it difficult firstly but when you gave us the book I got it.

T: In what way did you need me as a teacher?

S14: What?

T: In what way did you need me in the grammar lesson?

S14: I need you to………… Tell me what mistake I do all the time and to explain

T: ⌊the instructions in detail. Ok would you rather learn through a grammar book or through the computer? ⌋

S14: What?

T: Would you rather learn through a grammar book or through the computer? Is it easier to study grammar through a grammar book or through the computer with the concordances?

S14: The computer we will do it for a game.

T: It's enjoyable

S14: It isn't enjoyable, but you don't take it seriously.

T: If you had a lesson here on the computer and then go home to your computer and revise grammar

S14: I don't think that me or the other student would do this.

T: I see; not possible.

S14: Not possible.

T: So you think that the grammar book is a good solution?

S14: Not the grammar book, these papers that you gave us.

T: I see.

S14: It's better because we have them all together.

T: I see.

S14: Would you like to have these papers again next year?
T: Yes ehm…let's have a quick look at that wh why did you use the word promised here?
S14: Because he promised something as with this word
T: mm-hmm good. Right…ehm although you you didn't know the the word the expression pay the fine
S14: ⌊I⌋
T: ⌊you got⌋
S14: ⌊I know the expression…I put it at the end.⌋
T: At the end?...I see I see after you did the rest of them. Do you know the word sincere?
S14: No I don't.
T: But you understood that this is a piece of advice
S14: Yes
T: uh-huh ehm…invited…ca can you translate this The Meteorological….
S14: (*translates it with difficulty*)
T: Do you mind that it is incomplete?
S14: No not at all
T: And now you understand that ordered is not the right word.
S14: Yes I understand it now.
T: It doesn't matter.
S14: ehm…
T: It's ok. Thank you very much.

# APPENDIX 19: Transcription conventions

## Transcription conventions

| | |
|---|---|
| ? | high rising intonation at the end of an utterance |
| . | falling intonation at the end of an utterance |
| ↑ | rising intonation expecting the interlocutor(s) to complete an utterance |
| … | short pause or break of less than 1 second within a turn |
| <pause> | pause or break of more than 1 second within a turn |
| **Bold** | emphatic stress |
| *Italic* | italicized words indicate reading aloud an extract from the DDL materials |
| ⎣ | overlapping or simultaneous speech |
| ⎣ ⎦ | words in these brackets are utterances interrupting another speaker's turn |
| + + | continuation of a speaker's turn after being interrupted by another speaker |
| < > | words in these brackets describe silent reactions of the speaker |
| (  ) | italicized words in these parentheses interpret the speaker's intended messages and indicate the use of mother tongue |
| /?/ | indistinct utterance |
| T | Teacher |
| Ss | Students |
| S#? | student not recognised |

## APPENDIX 20: Written representations of sounds in both languages

| | |
|---|---|
| mm-hmm / uh-huh / mm | express agreement or understanding of something that has just been said |
| ah | used at the beginning of a statement to express rapid understanding and noticing of something that has just been said |
| eh? | used at the end of a question or statement to invite agreement |
| eh /ehm / ahm / hmm | express hesitation and uncertainty while talking or thinking about what to say next |