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The Use of Concordances in the Classroom

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Použití konkordančních programů ve výuce

Diplomová práce

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Abstract

Corpus-based studies have been in vogue for the past two decades. Linguists have investigated the language by searching corpora, large banks of machine-readable text, to confirm or refute their hypotheses. It is apparent corpus linguistics has established a firm position in academic circles. Now the question arises whether corpus search can prove to be applicable in the classroom, especially as most scholars are not in accord on this issue. This work will outline some of the reasons why to exploit a corpus in the classroom. Furthermore, it will give an account of how to use the corpus with students and will present self-designed classroom activities. Last but not least, it will assess feedback and the application of corpus search from the students' and teacher's point of view.

Abstrakt

Studie v korpusové lingvistice jsou předmětem zájmu posledních dvou desetiletí. Lingvisté ke zkoumání jazyka využívají korpus, velkou banku textů zpracovaných počítačem, aby prokázali či vyvrátili své hypotézy. Je zřejmé, že korpusová lingvistika si vytvořila pevnou pozici na akademické půdě. Vystává ale otázka, jestli práce s korpusem se může také uplatnit ve třídě a to především z toho hlediska, že většina akademiků mají na tuto věc rozdílný názor. Tato práce poukáže na důvody, proč by práce s korpusem měla být využita při výuce. Dále objasní, jak používat korpus při práci s žáky, a předloží samostatně navržené aktivity pro použití v hodinách. V neposlední řadě zhodnotí zpětnou vazbu a aplikaci hledání v korpusu z pohledu žáka a učitele.

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Introduction

The objective of this work is to draw attention to corpus linguistics, a progressive branch in language studies, and to offer insight into its development and its applications for students and teachers of English. In international circles corpus linguistics has been a subject of investigation and fervent discussion for the past two decades. Advances in corpus linguistics have affected nearly all language areas of study: Old English, language acquisition, lexicography to name just a few. Eventually, concordancing also broke free from university research centres and with the advances of computer technology entered the classroom. Since the 1980s concordancing in the classroom has become the topic and focus of international conferences and related publications have been appearing (Sinclair, Johns, Tribble, Grange, Meyer, McEnery).

The reason why teaching concordancing is encouraged is that apart from learning new vocabulary or structures, students have an opportunity to notice how words behave and interact together. The corpus displays that words do not choose their neighbours in a haphazard way but tend to chunk together in repetitive patterns and relations. In other words, concordancing is a perfect tool for teaching students about collocations, colligations, and patterns, which are now believed to assist substantially in language acquisition. Another advantage of concordancing is that authentic corpus texts can provide original examples. Textbooks often fail to offer a sufficient number of exercises and comprise sentences which are simplified and limited in their range. Inventing examples for classroom use, especially by non-native teachers, can lead to unnatural sentences detached from real-life situations.

There is a great deal of documentation over why and how concordancing should be conducted in the classroom, but it is difficult to find evidence of actual classroom application. Sceptical voices ask whether concordancing can prove its position next to more traditional approaches. The most common criticism is that the authentic and run-on concordance lines are difficult for interpretation and are only suitable for advanced students. Today English computer classes are based on multimedia computer programmes tailored to students' needs and developing reading, writing and listening skills. The aim of concordance classes is not to compete with these programmes, but to offer an alternative in

order to enhance the syllabus of computer classes. Concordancing offers a new approach for learning in the computer room. The main goal is not necessarily to find a “right” answer, but to get students involved in a discovery process which can generate a range of answers. The computer room becomes a language laboratory where students examine corpus data and at the same time notice interesting examples of language use and language behaviour.

This work would like to respond to the challenge of whether concordancing can be implemented at schools. It will question the assumption that concordancing is only suitable for advanced students by testing it with pre-intermediate and intermediate students at a Czech primary school. The decisive factor for concordancing at this level is that the designed activities do not demand understanding of all words in the concordance lines, but only neighbouring text surrounding the keywords. Furthermore, it is presumed that students, who have studied English for 4 or 5 years, might find the vocabulary input of their coursebooks inadequate and would like to enrich their vocabulary. The results of testing will reveal students’ attitudes to concordancing and their stance on concordance application at schools.

The other aim of this work is to provide information for teachers who are not familiar with concordancing. It will provide some information and facts about the historical background to concordancing, but will mostly focus on its practical side. Teachers can find a list of accessible online corpora with a description of their advantages and disadvantages for classroom use. In addition, the appendix offers a range of tested practical activities teachers can tap into and use as a source for their own classes. The activities are evaluated in the work by the means of a student feedback survey and teacher monitoring. The evaluation will show which type of activities proved more appropriate, whether those with lexical or structural elements, or the less and more guided. Above all, teachers can learn about first-hand experience including the problematic and successful moments. This can help them avoiding the same mistakes as well as well as encourage them to embark on their own experimenting with the corpus.

1. CONCORDANCING, CORPUS AND CORPUS LINGUISTICS

1.1 The Definitions of Concordancing

The aim of this section is to provide definitions of concordancing and corpus and to show that such terms as concordances and corpus linguistics were in use long before the IT revolution. For many centuries scholars had to face limitations which would only later be overcome through the development of computer technology.

Originally, a concordance was used for literary studies. It was an alphabetical index of all principal words in a work or in all the works of one author, eg. a concordance to Shakespeare. Keywords were copied together with surrounding co-text and the place of their occurrence. Of course, it was a laborious task and a concordance of the Bible would employ “no fewer than 500 monks“ (Tribble 7). Nowadays, computers allow us to carry out instant searches for words in a large bank of text material called a corpus. The search results are displayed as concordances, a collection of word-form occurrences. The following figure shows a concordance sample for the keyword “daunting”.

Fig. 1. Sample of Corpus Output, Keyword “daunting”

of professional publishers" readers, whose daunting task is to reduce the thousands of entries h mountain passes are incredibly steep and daunting , rising to something over 17,000'. Our of subject areas. It is often a pleasant but daunting task finding your way through the thousands model. At four hours long, the prospect is daunting ; doubly so when some lengthy scenes contain S just who are the five decorators with the daunting task of continuing and developing such a rivate life are escalating now but, however daunting these may be, don't allow a lover to conserving this architectural heritage is a daunting task. With the government printing money to hnic Minorities Directory. [p] The task was daunting and costly and extremely difficult during a
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The advantage of concordancing is the visibility it renders to the patterns and collocates surrounding keywords. To improve visibility a sorting device called KWIC (Key Word in Context) was designed to facilitate the scanning of texts. Now the keyword appears in bold in the middle of each line surrounded by co-text from both sides. It is usually optional to choose the amount of surrounding co-text. However, it is necessary to distinguish between co-text, defined by Lewis as “co-occurring language” (103), and context which relates to “the situation in which the word may occur” (Lewis 103). The concordance reveals co-text where we examine the immediate surroundings of the keyword, i.e. predominantly the

words or patterns it tends to collocate with. Concordancers also allow us to take a closer look at the context of the word. By clicking on the keyword the source of literary origin can be displayed. A concordancer is a special search programme, which can find the keyword, count its frequencies, or sort its co-text alphabetically on both sides. The search options are also becoming more sophisticated. It is possible to search in an annotated corpus whose words carry tags defining their word classes, syntactic functions, or sometimes even semantic types. For example, it is possible to examine the lemma “play”, and retrieve concordances including all its word-forms “plays”, “playing”, “played”.

The potential of this powerful tool did not remain confined to literary studies for long. Scholars realised the opportunity of “a division of labour between the corpus and the human mind” (Leech). At the end of the 20th century the corpus invigorated studies in various language fields such as linguistics, historical English, language acquisition, lexicography and others. Today lexicographers can compile dictionaries with statistical accuracy based on the results of computational concordances. Searches can reveal information not only about the frequency of words, but also about their co-text and collocates, information inaccessible at the time of pioneer lexicographers like Samuel Johnson.

1.2 Types of Corpora

Nowadays, the chronological division of the history of the corpus into three generations is firmly established, with corpus size as the main distinguishing feature (Leech). The first generation, including the American Brown Corpus (1967), totalled about 1 million words. The corpus was smaller but the samples were carefully selected in order to secure good representativeness. A corpus of this size sufficed for grammatical purposes and enabled confirmation of “the generally agreed positions on English grammar” (Sinclair 1995:100). The second generation had the advantage of using newer technology “the KDEM optical character-recognition device” (Leech) which freed the corpus compilation from manual input. The corpus size reached some 8 million words, which was enough to evaluate grammatical structures and to investigate lexical words. Yet, it was still difficult to raise funds for a corpus project. The second-generation scanner would cost “an exorbitant 70,000

pounds, which can be purchased today for 80 pounds” (University of Birmingham). The technology has advanced in such leaps that the current British National Corpus contains 400 million words. Due to its size these enormous corpora have been labelled megacorpora. Nevertheless, the sheer size of a corpus does not guarantee a reliable source of information. In other words, quantity does not pre-establish quality and a corpus must be constantly updated and monitored to secure a high standard. There still remain a few unsettled issues. The major problem is how to secure a good representativeness of samples in a corpus. Shall all registers be included? Sinclair suggests handing over this responsibility to “language-orientated social scientists” whose task would be to devise strategies for corpus compilation (1995:13). At this moment regarding representativeness the user has no other option but to believe the corpus has been compiled with the intention to achieve the most accurate picture of the language. Another vexing problem is that the proportion of written and spoken samples is not balanced as the compilation of natural spoken data is costly and must still be transcribed manually. Luckily, there are a few spoken corpora available and they also have a tendency to grow in size, though at a slower pace. The evolving and refining third generation corpora have made another significant advance. They have broken free from university laboratories and become available to the layman. The table below (Fig.2.) gives an overview of some publicly accessible corpora which can be used in the classroom, free of charge. If teachers want to use corpora in the classroom it is imperative for them to be acquainted with the range of available corpora including the pros and cons they involve. In terms of size and representativeness the best choice are arguably the British National Corpus (BNC) and Collins Cobuild Wordbank, which have been carefully selected and edited by linguists. However, there are some strings attached: without a subscription BNC permits a search of no more than 50 hits. In addition, the result page does not appear in the KWIC arrangement, which is rather impractical for orientation in the text. Collins Cobuild Wordbank restricts its result to 40 hits, but fortunately in the KWIC format. Compared to BNC which shows results at random, where each search provides different results, the CC Wordbank always displays the same result page for the input keyword. Nevertheless, the restricted search result does not necessarily have to be a disadvantage as students may feel overwhelmed when they have to

“plough through” an extensive corpus output. Online Concordancer and Corpuseye provide a wide range of corpora and the search results are not restricted by a limit of hits.

WebCorp retrieves concordance output from the Web, which might not be a suitable source for studying standard English. Today it is allowed to publish nearly anything on the Web and this may result in a great deal of editing for classroom use. Also the searches take a longer time to proceed, however it can still be of value to investigate new or rare words which do not appear in dictionaries. Another aspect, which should be taken into account, is the level and aims of students. Corpora texts might be too difficult for beginners and on the other hand may not serve the needs of learners specialized in technical topics. MICASE, a corpus of spoken academic language, has been listed here to illustrate there are a kind of corpora on the Web which can be exploited in classes with special purpose learners.

Fig. 2. Overview of Internet- accessible Corpora

Corpus	Website and Characteristics
British National Corpus (BNC)	http://sara.natcorp.ox.ac.uk/lookup.html Simple search of no more than 50 hits.
Collins Cobuild Wordbank	http://www.collins.co.uk/Corpus/CorpusSearch.aspx Search restricted to 40 lines. (British and American books, newspapers, radio, British transcribed speech)
Online concordancer University of Montreal	http://132.208.224.131/concordancers/concord_e.html Search various corpora online (Brown Corpus, US TV Talk, UK News, Extensive readers)
WebCorp University of Birmingham	http://www.webcorp.org.uk/ Search the World Wide Web for new and rare words.
Corpuseye University of Southern Denmark (SDU)	http://corp.hum.sdu.dk/cqp.en.html Search various corpora online including Wikipedia, the free web encyclopaedia. This site provides a virtual guided tour.
MICASE University of Michigan	http://micase.umdl.umich.edu/cgi/m/micase/micase-idx?type=revise Corpus of Academic Spoken English

Another distinguishing feature of the corpus sites is the choice of searches they can offer. Each corpus site provides various search possibilities, some are more or less refined with regards to tagging and collocation, and usually employs a different set of symbols, which requires familiarity before starting a search.

Last but not least, it is important to realise what can be expected from a corpus. It allows us to handle authentic occurrences of language but it is represented in the form of samples and they can not capture the full scope of the real language. In other words, a corpus does not comprise all the possible occurrences of the language and it may fail to yield answers to the input query (Gavioli 85).

The choice of which corpus to use is of major importance. It is necessary to keep in mind its representativeness, possibilities and restrictions. The world of corpus compilation and concordancers is evolving very fast. Nowadays, corpus spin-offs are emerging such as parallel corpora designed for translation purposes, which have been under construction in many countries, including the Czech Republic. It is not possible to mention all ongoing state-of-art developments but it is safe to say that future corpora will be labelled “the fourth generation” and will take concordancing still further.

1.3 Corpus Linguistics

In the previous two chapters it has been described which tools are necessary for concordancing. The following chapter will look at how corpus linguistics has taken advantage of these tools and how developments in this field have affected the whole language community. For several decades corpus linguists were overshadowed by generative grammarians, who, as Meyer explains, are engaged in constructing an abstract picture of the language known as the Universal Grammar (2-5). To find the universal laws of language generative linguists rely heavily on introspection and elicitation. In contrast, corpus linguistics investigates authentic language and attempts to confirm or refute hypotheses on statistical grounds. Generative grammarians argue that a corpus can not reveal information shared by a community of native speakers. This can be illustrated on the example of prototypes. When an English speaker is asked to name the most typical bird, the answer would be “a robin, rather than chaffinch or wren“ (Widdowson 74). On the other

hand, corpus linguists argue that the “unbiased” computer can retrieve information which may go unnoticed through introspection. The corpus linguist Biber points out that people tend to notice “unusual occurrences rather than typical occurrences” (3) of language, which makes introspection unreliable.

To illustrate this point it is necessary to look back at the corpus project of the Collins Cobuild Collocational dictionary. This project was conducted in the early 1980s through cooperation between the University of Birmingham and Collins publishers with John Sinclair as the head of the project. The corpus and concordancer were regarded only as more effective tools to help with sorting and searching during the process of the dictionary’s compilation (Sinclair 1995:2). However, while dealing with the raw corpus data, Sinclair and his team virtually “stumbled upon” new relations. First, Sinclair noticed that words tended to choose their neighbours, to collocate with other words depending on the context. Nowadays, a dictionary of collocations is a commodity one can easily obtain at any bookshop, but at that time this idea was revolutionary. Secondly, Sinclair detected a close relation between meaning and structure. To give an example, the occurrences of the word “yield” from the corpus confirmed that the meaning of “yield” varies with its syntactic function. As an intransitive verb it means “give way, submit or surrender” as in

“...But we didn’t yield then and shall not yield now. ...” (Sinclair1995:54)

as a transitive verb carries the meaning “leads to” as in

“...adolescents. Free acting out and talking through yields satisfaction. At the same time it ...” (Sinclair1995: 55)

, and as a noun has a third meaning “produce” as in

“...the water 100 per cent and have a far better yield than any farm round here for miles. Our...” (Sinclair 1995:55)

Sinclair had shown that the boundary between grammar and lexis is vague and that the lexical component of language plays a more significant role than had been considered. As a result, the attention from Universal Grammar veered towards redefining the relationship between lexis and syntax and initiated a discussion how these two “separate” areas are intertwined and interact together. Moreover, Sinclair’s work proved how a corpus and a computer can facilitate research and that together with introspection they can create a

powerful combination. His project was followed up by a number of corpus studies and so corpus linguistics has established its position as one of the current cutting-edge research methods.

2. APPLICATIONS OF CONCORDANCING

2.1. Language Materials

Sinclair's findings and Collins COBUILD dictionary have given a boost to the production of new language materials. The fact that the dictionary compilers drew on authentic texts provoked applied linguists to lessen their reliance on impressions and find more accurate and contextual examples from the corpus. Since the 1980s significant publishing houses have followed suit and corpus-based dictionaries, grammar and vocabulary books have all been based on corpora.

Greenbaum's Oxford English Grammar (1996) is based almost entirely on grammatical information extracted from The British Component of the International Corpus of English (ICE-GB). The Collins COBUILD Project has created a series of reference grammars for learners of English that contains examples drawn from Bank of English Corpus (Sinclair 1987). Biber et. al.'s Longman Grammar of Spoken and Written English (1999) is based on the Longman Spoken and Written English Corpus, a corpus that is approximately 40 million words in length and contains samples of spoken and written British and American English. (Meyer 17)

Dictionaries sprang from large corpora which not only automated searches but also enhanced their contents (Meyer 15). Biber observed that a survey of dictionaries showed a "bewildering array" of meanings of the word "deal"; where "some dictionaries have just one entry while others have as many as four" (39). The corpus size allowed for frequency counts of less-occurring content words which led to the improvement of the display and classification of word meanings. The access to authentic texts also facilitated the design of illustrative examples and definitions.

The corpus gave birth to a new type of dictionary: The Dictionary of Collocations. Currently, collocation is a key issue in learning foreign languages. It is believed that knowing collocations will help learners achieve better fluency and is vital for communicative competence in English (Cobb b). The use of authentic and contextualized examples has also influenced reference books. The grammar reference and practice book "Exploring Grammar in Context" takes advantage of CANCODE (Cambridge and Nottingham Corpus of Discourse in English), which contains five million words of

naturally-occurring spoken English in everyday situations. The difference between “grammar as structure” and “grammar as choice” is illustrated in a variety of contexts (newspaper articles, recipe books, advertisements and more). For instance, the chapter “If-constructions” gives an outline of the three main conditional clauses, but it also contains another three sections: “If-constructions” in speech, functions of “If-clauses”, and “If” in fixed expressions such as “if in doubt, if so, if not, if ever, if only”. As a result, the learner can realise that the three conditional clauses represent the essential core, the grammatical model, but will see that this model is quite flexible depending on the communicative goal and contextual factors.

It has been demonstrated by way of a few examples how useful a corpus can be for the preparation of language materials. Frequency counts, collocations and a wide range of context are indispensable for the design of textbooks, dictionaries and reference books. Concordancing has enriched publications with a focus on spoken language, genre variation, vocabulary, in other words, issues omitted in the past, representing a step forward in our understanding of language use.

2.2 Concordancing and The Lexical Approach

Evidence from computational linguistics and discourse analysis influence syllabus content and sequence. (Lewis vi)

This is one of the key principles stipulated in The Lexical Approach by Michael Lewis, an approach which appeared in the early 1990s and which is currently regarded as one of the most influential. The springboard of the Lexical Approach was the well-established Communicative Approach but it was enhanced by focus on lexis and real language. The Cobuild project had a share in the conception of the Lexical Approach. Lewis stresses the point repeatedly in The Lexical Approach and according to him the Cobuild project “contributed to our knowledge of natural language use” (45). The most significant principle according to Lewis is to put emphasis on vocabulary and meaning from the starting levels and at the same time to downgrade structural accuracy. The word-building process constitutes absorbing various lexical items such as words, phrases, and

learned utterances which tend to stick together in collocations and chunks. The Lexical approach appeals to teachers to make chunking a part of the lesson from the lowest levels and introduce them without prior explanation or analysis (4). It is believed that chunks are a prerequisite to fluency. As evidence shows, native speakers are in command of tens of thousands of such chunks (Lewis 19). Students should encounter these chunks and understand their meaning but it is not necessary to grasp them from a structural point of view.

Next, the Lexical Approach proposes replacing the PPP paradigm (Presentation, Practice, Production) by the Observe-Hypothesis-Experiment procedure (149). Lewis recognises the tendency of corpus linguistics to rely more on an empirical approach based on evidence and analysis, and encourages teachers to adopt a similar attitude (149). Students should explore the grammar rather than be just presented with explanations and rules. The new procedure should facilitate the acquisition of vocabulary and chunks as the OHE method provides an opportunity for the learner to internalise his discoveries and, eventually, learn to perceive language features. The underlying reason is that the holistic and organic nature of language can not be learned but must be acquired and acquisition can be facilitated if students grow aware of language features (Lewis 154). This can be done by awareness raising activities which make students should deal with questions such as: “Did you notice...?”, “Can you find...?”, “What is the difference ...?”. Grammar should be intermediated by means of activities involving receptive skills such as recognising, sorting, checking, matching, comparing, etc. (Lewis 154).

The pedagogical application of concordancing is also in compliance with the tenets of the Lexical approach. The OHE method means to encourage students to observe search results and eventually to formulate a hypothesis and internalise their findings. Furthermore, corpus searching should develop learners’ awareness of language features. Last but not least, students are forced to tackle instances of the language including lexically-significant collocations, the use of synonyms and phrases which is valuable for the process of acquisition.

2.3 The Role of Concordancing

As has been shown, today concordancing has become indispensable for the preparation of learning materials and has affected approaches to teaching. From the learner's point of view concordancing has also emerged as a new kind of reference tool. The main asset of concordancing is, that compared to textbooks or dictionaries, it provides a rich source of context. Textbook articles present new vocabulary, but often lack enough clues for students to use the vocabulary in any other situation than the textbook presents. Consequently, students fail to use the word flexibly. The following extract comes from the Advanced Masterclass CAE textbook (Oxford): "Betsy Byars, an American, writes about children in realistic, often daunting situations. Her books are funny and she writes in a direct and economical style" (15). It might be difficult for students to infer the meaning of "daunting" from the context. They can consult a dictionary entry, in this case the Oxford Advanced Learner's Dictionary:

daunt /do:nt/ verb [VN] [usually passive] to make sb feel nervous and less confident about doing sth: *She was a brave woman but she felt daunted by the task ahead.* Daunting adj.: *She has the **daunting** task of cooking for twenty people every day. Starting a new job is a **daunting** prospect. Dauntingly adv.* (336)

Let's look at a concordance sample retrieved by the online Cobuild Concordance and Collocation Sampler. Here are the first eight lines copied out of a total of forty:

Fig. 3. Sample of Corpus Output, Keyword "daunting"

of professional publishers" readers, whose daunting task is to reduce the thousands of entries h mountain passes are incredibly steep and daunting , rising to something over 17,000'. Our of subject areas. It is often a pleasant but daunting task finding your way through the thousands model. At four hours long, the prospect is daunting ; doubly so when some lengthy scenes contain So just who are the five decorators with the daunting task of continuing and developing such a private life are escalating now but, however daunting these may be, don't allow a lover to conserving this architectural heritage is a daunting task. With the government printing money to thnic Minorities Directory. [p] The task was daunting and costly and extremely difficult during a

Comparing the data, the dictionary provides reliable information about sense, grammar, and use of words. The main advantage of a corpus is that it offers an abundance of examples, which are missing in textbooks and the dictionary provides sparingly due to lack of space. By reading the concordance lines students can create a hypothesis about word meaning and

collocates, which can be verified in the dictionary. By contrast, the corpus data can help the student to make sure he understands how a certain lexical item he has just learnt is used in various real-life situations. Another point is that it is impossible to overlook significant collocates in the KWIC arrangement. Only the first eight lines produce the striking collocate “a daunting task”. Of course, this collocate is also included in the dictionary entry, but will the student notice it and understand its typicality?

The data are also distinct in their presentation. Whereas a meticulously compiled dictionary includes trimmed sentences, a corpus is a collection of sample texts amassed without any corrections to spelling or poor use of grammar and may contain “abuse of the language alongside the general use of the language” (Cobb b). Consequently, the learner can not fully rely on the information as would be the case with a dictionary. As has been already pointed out, a corpus comprises a segment of the real language and a corpus search does not guarantee an answer to one’s question. At the back of his or her mind the learner must be wary of corpus results. The strength of corpus data nevertheless lies in the exposure to language use while honing the skills of observation and inference.

Another significant facet of corpus application is in the nature of the search. A student consults a dictionary in order to find information concerning a certain word and as he is familiar with the structure of dictionaries he can anticipate the kind of information a dictionary entry contains. By contrast, a concordancer allows a broad but also refined search where a question can generate more than one answer and the student is also exposed to other language features. Students may be assigned a task to investigate the pattern “It is adjective to”. Prior to searching they might complete the pattern with adjectives such as “possible”, “important”, or “difficult”. The corpus search would confirm that these adjectives represent quite frequent variants of this pattern, but it would also yield other adjectives such as “likely”, “advisable”, “essential”, “fair”, or “wrong, a kind of information unavailable in a dictionary.

To sum up, the concordancing in the classroom, from the methodological point of view, can be viewed as a new kind of referential aid and an extension of dictionaries and reference books. From the learner’s point of view it reinforces the skills of inference, and observation, which have an impact on awareness-raising in students. The corpus search

gives an opportunity to examine various aspects of language and to take into account different poles of language: its variability and fixedness, the possibility and probability of occurrence.

2.4 The Possibilities of Searching

It has been said that one of the assets of concordancing is in the process of searching itself. Today, an annotated corpus and a sophisticated concordancer can give classes an interesting twist. The search results can be surprising or novel for both the students and the teacher. Thomas Cobb has written an introduction on how to approach and use the Collins Cobuild Concordance sampler (Cobb b). Those who are interested are not expected to have sound linguistic knowledge; they are taken for a tour where Cobb defines some linguistic essentials and guides the reader through short hands-on activities. The following review of search options imitates Cobb's model to the extent that the description is based on the linguistic areas he suggests. However, it is summarized in an independent way and is supplemented with examples of activities from other sources as well. Furthermore, it is necessary to point out that the symbols used for searching apply only to the CCC sampler. This is to prevent misunderstanding as each concordance programme uses a different set of search symbols.

Morphology and Lexicology

Students can get insight into inflectional processes and word formation. It is possible to investigate lemmas. A lemma is defined as a group of words formed through inflectional processes, so the lemma "cheap@" will generate the word forms "cheap", "cheaper", "cheapest". Wildcard search can be used to examine word formation processes of derivation and compounding. Students can examine prefixes like dis*, im*, or compounds of the word school and a noun school+NN (noun). To illustrate the application, look at an activity by Tim Johns (Johns).

Fig. 4. Concordance Activity by Tim Johns

arachno-	ary	Reduction of body temperature
avi-	cosm	A false name
biblio-	dox	Hatred of women
eu-	geneous	A small representation of a world
hetero-	gyny	Fear of spiders
homo-	nym	Someone who loves books
hypo-	phile	A large open-air cage for birds
micro-	phobia	With beliefs different from the usual
miso-	phoric	With a feeling of happiness
pseudo-	thermia	With parts that are all the same

Students can examine the results of these prefixes in the corpus, first, to carry out the matching task, secondly, to find other examples of use. Unfortunately, the CCC sampler is not able to carry out a suffix search like *able.

Parts of Speech Searches (POS)

The tagged corpus permits searching of parts of speech. The query “house/VERB” denotes the function of “house” as a verb. The result page has displayed sentences showing it is possible to house a fine collection, large dogs, garden tools, or prisoners. The table of POS Tags is available on the COBUILD site. Furthermore, Cobb presents one activity for illustration. (Cobb b)

Fig.5. Concordance Activity by Thomas Cobb

<u>Activity POS</u>		
Question: what parts of speech (POS) can fast function as?		
Type the word fast into the box.		
Can you say which lines exemplify which POS and how many of each?		
FAST	Line numbers	Totals
Noun		
Verb		
Adjective		
Adverb		

Patterns

Hunston defines a pattern “as all the words and structures which are regularly associated with the word and contribute to its meaning” (37). Especially complementation patterns of nouns, adjectives and verbs are conspicuous in the concordance lines and are often the focus of concordance activities. There are two angles of how to look at the complementation pattern: either the various patterns of one word, or a specific pattern and the words which fit into this pattern. For instance, complementation patterns of the verb “explain” can be “explain about”, “explain how”, “explain what”, “explain to”, “explain that-clause” (Hunston 38-39). On the other hand, words like “bicker”, “disagree”, “fight”, “quarrel” complete the pattern verb+over, and are related together through the meaning (Hunston 44). Hunston claims that one of the objectives of her publication is to provide teachers with groups of typical patterns, which can be exploited for the classroom (262-265). There are possible various modifications to the complementation patterns. With the introductory or anticipatory “it” the query might take the form “it+is+a+NN+to”, “it+is+adjective+of”. Yet, these are still disguised complementation patterns, but there are no limits and if fantasy and creativity are put into practice, other intriguing patterns may emerge for classroom investigation.

Another type of pattern is based on integrating auxiliaries, the building blocks of grammar structures. The formula “If+1had+VBD+6would” denotes the past unreal conditional. (Notice that the search features can be combined in various ways and numbers indicate the distance between the words) By finding the correct formula various grammatical aspects can be investigated: the perfect and continuous aspect, the passive, causative, or conditionals.

Semantics and Lexis

The pre-eminent advantage of concordancing is the possibility to investigate language use. The large number of examples from a corpus can illustrate the multiple senses of words as well as contrast the differences in meaning between synonyms (colossal, enormous, vast), false friends (economic, economical), or homonyms (lead). One of the tasks designed by Tribble was to examine the synonyms “look”, “see”, and “watch” (see Appendix A).

Clearly, it is the surrounding co-text, the grammatical and lexical words associated with the keyword that bring to light the differences in use and meaning, and these are easily identifiable in the KWIC arrangement. In a similar vein, the concordancer can be used to study collocations (as in “vivid memories”); multi-word lexemes (break up); fixed phrases (by the way); idioms (to beat about the bush), and many more. Another interesting option is to visit the Collocational Sampler. This programme is devised to show the most frequent collocates of words. If the word “bread” is queried, the sampler will yield collocates such as “butter”, “a loaf”, “a slice” but will also provide thought-provoking information, for instance, that “white bread” appears more frequently than “wholesome bread”.

Language varieties and registers

It is fortunate that the COBUILD corpus sampler offers an opportunity to choose between the American and British variety of written English. It must be said it is a luxury that the COBUILD sampler also contains a corpus of spoken British English. In addition, it is possible to select the kind of corpora respectively for your search. To investigate registers, however, it is necessary to move to other online corpora. For instance, MICADE comprises a collection of academic lectures; email or chat corpora are available at Corpuseye.

Considering all the search possibilities, it should be clearer at this point why the combination of a corpus and a concordancer is so enticing for people enthusiastic about languages. It is impossible to enumerate all the possibilities of what can be searched with the concordancer, especially, as several search options can be combined together. It is evident that features from various language areas can be explored and in large measure it depends on the inventiveness of the user. How practical search modes prove to be applicable for the classroom application will be exemplified in the case study of this work.

2.5 Concordancing for Teachers

Teachers themselves can profit from corpus data. Non-native speakers can use it for their own reference and guidance. Amy Tsui gives an account of a project where English

language teachers based in Hong Kong asked language specialists for advice on a website, TeleNex (46). Over the period of seven years more than one thousand questions were received and out of these three major problematic areas were described in more detail.

The first type is lexical items, which, although synonymous, have different usage, and teachers have difficulties explaining the difference to students; also items which appear to be synonymous, and teachers have problems differentiating them. The second type relates to linguistic evidence that contradicts the prescriptive grammar rules that teachers had been taught when they were students. The third type is lexical collocations that teachers try to rationalize. (Tsui 40)

For instance, Chinese teachers asked how to explain to their students the difference between the words “tall” and “high”. They knew when the choice was correct, but they had difficulties in underpinning the difference, especially, as there are no corresponding equivalents in their native language. “The Longman Dictionary of Contemporary English” had been consulted but the definition did not provide a satisfactory answer. On the other hand, the corpus revealed that “high” is used in a metaphorical sense with more abstract nouns whereas “tall” rather collocates with concrete nouns such as people, trees, and buildings (Tsui 46). Teachers also sought advice regarding discrepancies in the subject-verb agreement such as: “There is a man and a woman outside. There are a man and a woman outside.” (51). As the rule dictates, the singular form of “be” is used when the first noun that follows is singular, and the plural form of “be” is used when the noun group after is plural. However, the corpus data showed that “there’s” is often used in informal and spoken English before a plural noun. As Tsui claims the question is “not about possibility but probability” (52). In other words, the language elements can generate an indefinite number of word combinations, chunks and sentences, but knowing how these can combine and what their probability of occurrence is, is a key skill to correct language use. And the corpus is the gate to this knowledge. In the course of the project teachers themselves began to refer to the corpus data (Tsui 58). Teachers do not have to rely only on dictionaries and reference grammars anymore because a corpus allows them to compare generalizations against linguistic data.

Moreover, teachers can cease to lament over the lack of practical exercises in textbooks. Although they can draw on exercises from reference books, even here the diversity and number is often insufficient. Often teachers turn to the process of inventing their own examples, but this entails the danger of producing “contrived and incorrect” examples (Sinclair 1997:31). Concordance lines can be copied from the corpus and edited with a word-processor, as was done in the vocabulary activity supplementing the coursebook “True to Life” (see Appendix B). Normally, it would be difficult to invent natural-sounding examples for such words as “charge”, “gather”, “treatment”, or “struggle”. The richness of corpus data gives the teacher a chance to select different examples and he or she can be sure that they are also authentic. It can be time-consuming to edit the text, but it is worth it especially as students appreciate that they can achieve better understanding of the new vocabulary. It is interesting to note that some concordance programmes offer the possibility to choose a gapped-version for the corpus output. For example, Online Concordancer (University Quebec Montreal) has the option to display the output with the keyword erased on each concordance line. Concordancing has a valuable potential for teachers, but as a great deal of corpus linguists solicit (Gabrielatos 2), concordancing should be integrated into training courses and university programmes. Teachers also need to be informed and trained to be able to understand and make use of concordancing’s many different possibilities.

2.6 Concordancing in the Classroom

Sinclair’s publication and the application of corpus in linguistic research also sparked interest to introduce concordancing into the classroom (Leech, Johns, Tribble). Among the first pioneering efforts the most influential was Tim Johns’.

Johns’ (e.g. 1991) work on data-driven learning has proved extremely influential and ground-breaking in showing the relevance of corpus analysis techniques to the wide and varied audience of language teachers and students around the world. (Bernardini 16)

Johns propagated the idea of a pedagogical application called data-driven learning (DDL). Through DDL students are motivated to analyze concordance samples in the same way as linguistic researchers. He suggested they would assume the role of “language detectives” (Gabrielatos 22) who would learn to observe data and interpret patterns. Johns tried to apply the innovative methodological approach of his time in the sense that he supported the redefinition of roles in the classroom. The teacher would become a surrogate teacher or a facilitator; at the same time the student would be granted more independence and responsibility (Gavioli1). Furthermore, he promoted the principle of inductive learning. Students would set their questions and study concordance output in order to find solutions to their queries. One of the DDL worksheets, produced by students from Usti nad Labem during a workshop with Johns, set students with the task to examine the difference between the words “great” and “big”, and adjectives ending in “-ic” and “-ical”.

Johns tried to imitate the whole researcher’s environment and wanted to set up a laboratory to conduct hands-on activities. Obviously, corpora were not publicly accessible in the late 80s so to implement such a plan it was necessary to design a programme which could store a micro-corpus and have its own concordancer. In 1993 Mike Scott, with Johns’ assistance, succeeded in developing such a software programme named the Microconcord. The Microconcord converted the classroom into a language laboratory where students had an opportunity to investigate and teachers were free to choose for them suitable corpus data. Nowadays, big English publishing houses offer their own miniconcordancers on the market, or Mike Scott’s updated version WordSmith Tools can be downloaded at his website.

Principally, what Johns achieved was to have concordancing trickle down from research centres to language laboratories. However, over the past two decades the university environs has remained the main setting for concordancing, used by students with academic needs. Laura Gavioli has published observations of corpus application with undergraduate translators at the University of Modena (83). Students analyzed output from parallel English and Italian corpora; for example they were given a task to compare the English word “crucial” and the Italian word “cruciale” (94). Gavioli confirms that as the students got more involved in the research they gradually learnt to “categorize and

generalize” the data. For example, they noticed that “cruciale” compared to “crucial” can never take a superlative form. Furthermore, the students’ task was to find differences in collocations of the key word in the two respective languages. Silvia Bernardini captures her experience with undergraduate interpreters and translators of English at the University of Bologna (23). The students’ reaction was quite positive and stimulating. Bernardini describes their development towards self-initiation and independence. Acquiring experience in sorting and analyzing data, they began to follow up on accidental findings and propose their own queries for further investigation (23). To conclude, it seems that concordancing has pedagogical merits but the question arises whether it should continue to be limited only to proficient students. Thomas Cobb has come forth as the supporter of concordancing with intermediate students.

Hands-on concordancing has been regularly described for more than 15 years as an interesting approach in computer assisted language learning. However, it is not clear that concordancing is ever used with any but advanced students (while the vast majority of language learners are intermediate)... (Cobb a).

Cobb conducted research with students of English of Academic Purposes who, in order to enroll in a business course, had to acquire a large bulk of new vocabulary over a limited period of time. Using concordancers, students selected a set of sentences for recently acquired lexical items which were later inserted into a learning programme and used for practice. Cobb showed that students learning vocabulary with the assistance of concordance examples retained the vocabulary longer and retrieved the words more easily than using only the translation method (Cobb a).

Disapproval of using concordancing with lower-level learners stems from the fact that, although the corpus offers rich data, students must be equipped with experience and proficiency to deal with raw text. The seeming complexity of concordance output also tends to influence the design of “complex” classroom activities, rather than easier ones. Mark Davies describes a project where advanced students of Spanish investigated syntactic variation across different registers and dialects (257); Yukio Tono presents the results of a study which investigates the acquisition of verb sub-categorization frame (SF) by Japanese students (45). And so on. It is true that concordance lines give a first impression they have

been ripped out of context, which can be confusing for readers. Nevertheless, it is argued that studying concordances is beneficial – and not only for advanced students. Cobb posits that incomplete concordances offer an advantage in the sense that students would rather notice features in chopped lines than rapidly reading a complete text (3). Gabrielatos calls concordance reading “condensed reading” (10), which shares the features of intensive and extensive reading. Intensive reading entails focusing on specific features and extensive reading is represented by the learner’s task to scan a larger number of texts. In condensed reading the learner is forced to examine the language in co-text and form and prove his hypothesis, although as Gabrielatos claims “not necessarily consciously” (10). McEnery believes it is important for students to be exposed to concordances as they get a chance to experience the language in a real life context (1). Most students are taught in the pampered environment of well-formed textbook sentences. Highlight Upper-Intermediate Student’s book includes the sentence: “*I’ve bought more food **in case** more people turn up*” (34). As a result students may feel frustrated when they encounter more complex sentences such as those produced by Online Concordancer (University Montreal):

*“Chairman C. Richard Mears pointed out that perhaps this was not strictly a school board problem, **in case** of atomic attack, but that the board would cooperate so far as possible to get the children to where the parents wanted them to go.”*

As Aston points out, it is vital for students to be prepared to face unpredictable situations. (7). There is unanimous agreement that concordancing reinforces the skills of noticing and analyzing language features, inferring lexical items, and tackling more complex linguistic situations. In addition, it has been illustrated that dealing with concordances contributes to autonomous learning. However, critics are convinced that the complexity of concordance output can be intimidating: in their view recent projects indicate there is not much evidence that concordancing is suitable for any other than advanced students. It is the task of the following section to show the results and feasibility of concordancing with pre-intermediate students at the primary school level.

3. THE CASE STUDY

3.1 Introduction to the Case Study

One major reason for introducing concordance classes at secondary or even primary school levels is that it can be a means of breaking the routine of regular computer classes. Even the most interesting approaches need to be varied regularly for classes to remain original and fresh. In addition to introducing something new, the raw data of the corpus output can add an important contrast to the otherwise “safe” environment of the usual programmes and coursebooks. Concordancing can give students a glimpse of the complexity and beauty of a language. This can be a crucial experience, especially for older primary pupils who often adopt a critical attitude towards coursebooks they have used for several years, or towards the teacher’s authority. Working with a corpus stresses the act of finding evidence and checking hypotheses against linguistic data. This is a way how to foster the students to question their knowledge as well as the surrounding world as being stable and flawless.

The case study was conducted at the Benito Juarez primary school in Prague, which specialises in English-language teaching. At the school students begin learning English from the 3rd grade on and are encouraged to practice in supplementary computer classes. Pilot testing for the case study took place from October to March 2007 with a few experimental classes in the spring of 2006. The COBUILD sampler concordancer and corpus were selected for classroom use for several reasons. The COBUILD corpus guarantees a high quality and a variety of represented samples. Its concordance programme enables refined searches (see chapter 2.4) and a wide range of search possibilities for classroom use. Another important factor is that concordance output is displayed in the KWIC arrangement. Also, the limit of 40 hits for one search is fairly practical. During the preliminary phase in the spring of 2006, students also used the concordance programmes “Corpuseye” and “Online Concordancer” (see chapter 1.2), which proved too difficult. Students were overwhelmed by its output of 300 concordance lines per keyword. The COBUILD concordancer always retrieves the same result for a query, which can be limiting for researchers or undergraduate students of English, but which proved to be an

advantage at the primary school level. The possibility to survey search results can be economised during the preparation of activities.

As concordancing requires a certain language maturity and experience, concordancing was tested with students from grades 8 and 9 only. Most of these students, whose ages spanned between 13 and 15, had already reached the pre-intermediate level in English and some were intermediate. Altogether, there were 60 students, 41 students from classes 9.A and 9.B (4 groups) and 19 students from the class 8.A (2 groups). It is important to point out that the concordancing classes were conducted by a visiting teacher, so there was no previous rapport; no classroom routines had been established prior to testing.

The case study is divided into three sections. The first introduces a set of ten activities for grade 8 and grade 9 students and gives an account how these activities were designed, along with which types of searches proved more suitable for this level. The experience from the classroom application is described in the following section. Finally, the third section offers a thorough assessment of the case study including analysis and evaluation of activities from both the students' and teacher's point of view.

3.2. The Preparation Stage

3.2.1 The Aims of the Activities

The aim was to design activities (see Appendix C), which would supplement the contents of the Project 2 and Project 3 textbooks. In this way the set of concordance activities could be used as a direct source for classroom use, or inspiration for teachers working with these textbooks. Furthermore, drawing on the coursebook contents aimed to give the students a chance to find links between what they have been taught and the linguistic data from the corpus. The following two tables offer an overview of the tested 10 activities. The first column of the table indicates the number of unit the concordance activity was modelled on. The second column shows the number and title of the activity. Sample vocabulary and grammar are illustrated in the third column. The fourth column shows which linguistic area was applied within the range of search possibilities as described in chapter 2.4.

Fig. 6. Table of Activities for PROJECT 2

Coursebook UNIT	ACTIVITY number and title	Vocabulary / Structures in the activity	Linguistic Area Applied
UNIT 4	Activity 1 Containers	Food and containers/ partitives	The Pattern A packet of _____
UNIT 5	Activity 2 Geographical articles	England, The Nile, The Pacific Ocean, Mount Blanc etc.	Lexico-grammar
UNIT 4	Activity 3 Crossword	Pour, grate, slice, mix, fry, peel	Vocabulary, Co- text

Fig. 7. Table of Activities for PROJECT 2

Coursebook UNIT	ACTIVITY number and title	Vocabulary / Structures in the activity	Linguistic Area Applied
UNIT 1	Activity 4 Past Tense forms	Jump, hop, grab, fry, marry, stay, enjoy, move, clap, carry, stop	Morphology
UNIT 2	Activity 5 Sports Vocabulary	Golf, football, swimming, skiing, diving	Vocabulary and Compounding
UNIT 3	Activity 6 Transport Vocabulary	Plane, car, spaceship, taxi, train, horse, bus	Vocabulary and Collocates
UNIT 4	Activity 7 Time Expressions	Prepositions with days, parts of days, months, seasons etc.	Lexico-grammar
UNIT 5 UNIT 6	Activity 8 Adjectives	Crooked, thick, thin, fast, hot, plain, miserable, gripping Little and big	Collocations
UNIT 7	Activity 9 Phrasal Verbs	Pick up, look after, put on, look for, run out of, take off, get on, put out, break down	Co-text and collocations
UNIT 8	Activity 10 Verb Quiz	Twist, trip over, stick to, drop, spread, sink, reach, keep	Co-text and collocations

Initially, it was important to consider what the corpus could offer that the textbook lacked. Obviously, one of the alternatives how to build on the textbook material was to expand topic-based vocabulary. For instance, sport vocabulary, Unit 2, Project 3, contains an article about golf including words describing the sport's location and equipment (14). The concordance activity's objective was to expand the vocabulary by examining more types of sports with related locations and equipment. To give one more example, target vocabulary from Unit 4, Project 2, deals with collocations of "containers", "partitives" and "food". As most of the vocabulary (packet, tin, bottle) is familiar to students from junior

coursebook Chatterbox 2, there seemed to be room to stretch the vocabulary by adding words such as “a can”, “a loaf”, “a clove”, and others. It is common that coursebooks are used as primary sources for classes, but nevertheless it is not expected they need to be slavishly followed. It is natural to respond to the needs of the class and extend the range of vocabulary or to dwell longer on certain topics.

Another area, arguably the “trump card” of concordancing, is collocations. The motive behind using collocation activities was to teach about typicality and fixedness, forcing students to notice which words are usually attracted to each other. Although collocations are not entirely neglected in the coursebooks, they are a part of exercises labelled “words that go together” (Project 3 39, 79). But there remains great potential to broaden the scope. The word “crooked” appears in an article in Unit 5, Project 3, as the collocation “crooked streets” (52), and it is also contrasted with its opposite “straight” in the workbook (40). In activity 9, after having examined the concordance output of the word “crooked”, students could learn that the word also collocated as “crooked walls”, “crooked teeth”, “a crooked nose”, or “crooked police”. Basically, the criterion for the selection of words was to choose words that occur in rich co-text, but where their collocations were not respectively illustrated in the textbook.

Another cluster of activities was based on lexico-grammatical relationships and ensuing rules. By scanning the article in unit 5, Project 2 (53), students were supposed to find the comparative forms and formulate the rules. However, the same article contains geographical names and it is expected students would also learn how to use the definite article with geographical names. Instead of dealing with the same article to derive rules about two different aspects, it seemed apt to invent a complementary concordance activity.

On the other hand, some of the activities were created for the sake of highlighting concordancing as a tool – to have students test the different search possibilities. These activities represented a bridge between textbook suggestions and linguistic possibilities. In this case, activity 4 focused on simple past forms by using the lemma search option.

All in all, the textbook was the starting point for the design of the activities; most of the vocabulary in the worksheets has its roots in the textbook. Moreover, there was an

effort to test the various search possibilities: morphology, lexicology, lexico-grammar, collocations and co-text, and semantics.

3.2.2. The Design of the Worksheets

In the course of testing it became clear that students did not have the right skills to work with the corpus without guidance. At first, activity 5 was tested without direct guidance and students were encouraged to discover collocates with different means of transport. At the beginning of the class students brainstormed English words which can be associated with the word “plane” and then more suggestions followed in their mother tongue. Their task was to use the concordancer and find equivalents to their suggestions, or other interesting collocates with the word “plane”. Unfortunately, the outcome of the lesson was largely problematic. Students roamed aimlessly in the concordance lines with half of the class asking what exactly should be searched, the other half how to find the words. Due to the great number of unknown words, students were not capable of interpreting the data, and as a result the whole lesson had to be interrupted.

The outcome of this lesson proved how important it was to give students proper guidance and assign clear objectives. The activities needed to be sharply defined on a worksheet, which would pinpoint the aim of the search and convert the activity into purposeful research.

For activities, which required the formulation of lexico-grammatical rules, it was necessary to render plentiful evidence and a great number of examples. Board games appeared to be one of the more suitable options. Board games such as The Maze in activity 4, or the Hexagon Field in activity 3 provide ample board squares students have to pass through in order to achieve their goal; and subsequently, to deduce the relations from the examples.

One of the types selected for collocation activities was the “Odd One Out” exercise. A selection of collocates hides one word which would be considered odd if it were used with the keyword. The adjective “crooked” offers the following choices: “walls”, “teeth”, “finger”, “dog”, “police” with the odd one out being “dog”. The title of the activity itself is reassuring.

Sorting and matching is also efficient with collocations and vocabulary exercises: sorting words into two groups depending on whether they collocate with the words “little” or “small” or matching locations, equipment and a type of sport.

In vocabulary activities the task was to infer the meaning of words from the co-text. Drawing on the board was implemented in activity 1. Students would draw “a bar of soap, a tin of cat food” etc. to visualise the meaning, but also to realise that packaging can differ from one country to another. Translation was also put into practice, for instance, in activity 10, where the task was to guess the multiple meanings of a phrasal verb from its collocations; for example, “a car breaks down”.

However, the objective was to design not just innovative types of exercises, but above all to consult resources, particularised in the bibliography, and to modify the exercises for concordance use. The worksheets contain purposeful exercises – finding a path, an odd word out, crossword, drawing – but at the same time their aim is to narrow down the choice of answers. It would not be feasible for students to read and interpret every single concordance line (even in the output of 40 lines). The activities were designed in such a way that the vocabulary focuses on the more typical and significant examples which students should notice. Most activities are limited in the range of vocabulary, although vocabulary retrieved from the corpus. For instance, in activity 10 the choice of vocabulary for the phrasal verb “look after” is “a baby, your car, the environment, clouds, customer, daughter”. To find the answer students must input a query and check their hypothesis. In this case, the query is “look+after+NOUN” and the odd word out is “clouds”. The other type of activity is open-ended regarding vocabulary and answers. Here students are given a query and investigate what results the query generates. For instance, in activity 10 the query is “spread/VERB”. The task is to skim the concordance lines and find different instances of use such as “spread a disease”, “the message”, “your fingers”.

As classroom application has revealed, it is necessary to concordance items on the activity sheet in advance. One lesson (see Appendix D), conducted without having checked the items on the concordancer, resulted in a tangled situation. In this activity the students’ task was to determine whether words presented in a table could be labelled as “countable” or “mass nouns”. The distinctive features of mass nouns were elicited during the design

phase; but the corpus contained instances of “cheeses, weathers, perfumes, weathers, or works” as well as the expression “the news are”. Taking this experience into account, concordancing the words and patterns during the activity’s drafting phase became an indispensable part of preparation and eventually, had a great impact on the final version. For instance, when drawing up activity 6 the plan was to include also the words “boat”, and “camel”, but the corpus output did not produce any conspicuous and relevant collocates, so the words had to be excluded. This can be put down as one of the drawbacks of the COBUILD Corpus sampler. The sampler always shows the same result page, which might not render the requested diversity of examples. Furthermore, during the preliminary concordancing stage unwelcome results can be detected. In activity 1, the pattern “a packet of _____” yielded “a packet of Marlboro cigarettes” an expression, obviously not appropriate for use with teenage students. Certainly, some results can be surprising and unwanted; on the other hand, they can lead to a range of original examples so lacking in textbooks. To give an example, searching the pattern “a packet of _____” students found expressions that were new to them such as “a packet of cotton buds”, or “a packet of chocolate covered peanuts”. While concordancing for activity 6, the corpus output produced original results, for instance “to hop on a bus”, “to levitate in a spaceship”, which were later integrated into the activity.

Preparation entails three stages: selecting the language area suitable for concordancing; creating a blueprint for the activity; and concordancing the lexical items in advance. Although there are constraints imposed by the concordancing software, the corpus retrieves unique and natural examples, which helps create interesting exercises. This is also stimulating for teachers who at times may feel “stuck in a rut” with conventional exercises.

3.2.3. Advantages and Disadvantages of Search Possibilities

As has been outlined in chapter 2.4 the COBUILD concordance sampler offers a range of search options with regard to various language areas. This chapter will examine to what extent it was possible to graft the search options onto the coursebook contents and which search options were more suitable and practical for application with pre-intermediate students.

The morphology aspect was the foundation for activity 4 and it was necessary to characterise the query by the lemma search - verb@. The objective was for students to find a path of past irregular verbs on a maze board. The lemma query produced all four morphological verb forms and although students had no difficulty in recognising the present simple third form or the gerund, they were confused when the past participle form was encountered. The potential problem was not pinned down while concordancing during the preparation phase. On this occasion, the concordance output was not suitable for the students, a reminder that the students must be familiar with all the morphological forms.

One of the word-formation processes, compounding, was integrated into activity 2. The objective was not only to extend sports vocabulary, but also to raise students' awareness that sport names often appear as a part of location and equipment compounds. By entering the query "hockey+noun" compounds such as "a hockey stick", "a hockey rink", "a hockey team", "a hockey match", and "a hockey player" were retrieved. The process of studying derivations appeared more intricate. The intention was to examine the suffixes for occupations and people derived from action verbs (Workbook 3, 23), but the concordance output was too untidy and disorganized for actual application. The formula "win*/NOUN" encoded the query: find a noun which starts with win, which produced examples like "wind", "window", "wing", "wine", "winter". The effort to find the right word (winner) while trying to understand all the other meanings would have intervened with the original aim of the activity. Probably, there is a reason why this mode of search is called a wildcard – it can really produce results in a haphazard fashion.

Concerning patterns, activity 1 was based on the pattern "a container/ partitive of _____". This pattern is highly productive which can result in thrilling discovery. Students had an opportunity to experience the pattern in real use and to notice the pattern's role and structure. However, the corpus does not contain sufficient information to examine all kinds of patterns. For instance, Project Workbook 2 includes an exercise for the pattern "as adjective as _____" (53). In spite of the fact that expressions such as "as cold as a cucumber" or "as light as a feather" are well known to native speakers, there is not a single instance of them in the corpus even if the COBUILD corpus includes British transcribed speech. It was disappointing to abandon the plan for the investigation of this pattern,

although the pattern yielded interesting results: “as cold as a block of ice”, “as light as a petal”, but it would not have been fitting to teach one set of phrases from the workbook, and another one from the corpus at this stage. An activity on verb complementation patterns was also considered. When students reach unit 7, Project 3, they are already familiar with modal verbs and some verb complementation patterns (would you like, like, want, decide, have to). The trouble arises that at this pre-intermediate level students are just being introduced to complementation patterns, but this is obviously not respected by the corpus. The concordancer does not recognise the difference between “have” in the sense possess and “have” in the sense must, a query “like+VBG” (like followed by gerund) shows both like as a verb and a preposition followed by a gerund. It confirmed that the output comprises structures and forms the students would not be able to handle. By the same token, grammar patterns were also excluded from the case study. The structure “going to” for future intentions also generated examples, where “to” denoted a preposition. The formula “was/were+VBG” for the past progressive tense would show the progressive past passive form “was being kept”. Moreover, it was somewhat difficult to construct a purposeful activity with the grammar patterns for the students’ level. At the intermediate level the grammar pattern activities are conceivable. For instance activities based on recognising state verbs, categorizing the uses of “future will”, or finding time expressions with past simple and the present perfect tense. It was pointless to undertake the analysis of grammar patterns when more effective methods are available for classroom use.

Collocation activities in the coursebook primarily concentrate on delexical verbs (get, have, take), but the effort to build further on them in activities fell flat. This was expected. These verbs are called delexicalised on purpose - they are so frequently used that they have become a meaningless part of collocations, and for this particular reason the concordancer would crop a great deal of atypical collocates. The aim was to find lexical words, which would generate interesting collocates in a restricted output and this condition was met, for instance, in the case of adjective-noun and verb-noun collocations.

There was an attempt to found some activities on semantic relations. The advantage of concordancing in this regard is that it shows a great deal of instances of use which are necessary in order to understand the multiple meanings of polysemy or the shades of

meaning of synonymy. This facet of the language was partially applied in activity 10, where it is illustrated how words can convert from one class to another and change their meaning. For instance, “a kitchen sink” and “sink an idea”. However, activities which would involve interpreting a wider context were not implemented since the COBUILD concordance sampler lacks the possibility to show the keyword in context. This means that students would have to understand the meaning only from the “running” concordance lines, which is not suitable at their level.

Activities based on lexico-grammatical relations have proven to be adequate for the pre-intermediate level. The advantage is that the strain to decipher the co-text is considerably lower. The activities include colligations consisting of two parts grammatical words: in activity 2 the definite article, in activity 7 prepositions, and lexical words in activity 2 geographical names, in activity 7 time expressions. It showed that it was not difficult to find evidence whether the words match or not. The demanding part of these exercises is to discover the underlying rules on the basis of the revealed evidence, which does not involve concordancing.

The COBUILD sampler offers the opportunity to choose a language variety, either British or American English. It was tempting to seize this opportunity for classroom concordancing and link it to the coursebook’s cultural issues (Project 3, Unit 5 London, Unit 6 New York). An activity was drafted presenting a list of pairs of words (see Appendix D), for example “pants/ trousers”, with the aim to classify whether their use prevailed in American or British English. But during the preliminary concordancing the corpus revealed little information about the typicality of use. Most of the listed words appeared in both British and American corpora even showing the same frequency count. It was still possible to use the corpus of spoken British English to design an activity which would focus on the differences between spoken and written language. A number of colloquial words were tested, for example “hubby”, “go bananas”, “knackered”, but they showed up in both kinds of corpora. The root of the problem is that, although there is a corpus of transcribed speech available, it cannot be juxtaposed to the written corpus because this corpus also includes newspaper, magazine, or radio samples using colloquial language.

It is clear that not all modes of search are suitable for use at the pre-intermediate level. At the bottom of the scale there are grammar and complementation patterns, which must be used cautiously. Despite restricting the search, the corpus can reveal complex structures incoherent to pre-intermediate students. Likewise derivation in some cases can prove unsuitable as the wildcard search can generate a number of unwanted words converting the exercise into chaotic guesswork. In terms of semantic activities concordancing can be conducted with certain limitations. Polysemy and synonyms pose the risk of being unintelligible on the condition the context is not understood. On the other hand, collocation is a more convenient form as the lexical items usually appear in proximity and only co-text is necessary to be interpreted. At the top of the scale compounding and colligations can be ranked, which demand less interpretation of data, since a part of compounds is usually a familiar word, and a part, or parts of a colligation are represented by grammatical words.

3.3. Application in the Classroom

3.3.1 Searching in the Lesson

This section will describe the experience of actual concordancing in the computer laboratory. It will provide details concerning how students came to grips with using the concordancer, defining search queries and dealing with the corpus output.

Before taking plunge into the “sea” of concordance lines, it was clear the students needed to first learn about the background of concordancing. Today, children are used to working with the Internet, so it seemed appropriate to draw an analogy between Internet search engines and concordancers. Concordancers find words in the corpus, a ragbag of texts, in the same way Internet search engines sift through the Web. The concept was not difficult for students to grasp. In fact, after a few lessons a student asked, if they were going to use the special corpus dictionary again.

A brief demonstration on how to search was carried out at the beginning of each lesson. When students typed in a wrong query, the sampler would produce no result, which was, however, often accepted for an answer. It is necessary to stress that the query

characterization described below is only applicable to the Cobuild Corpus Sampler. As a rule of thumb, it proved useful to review some basic search techniques: the + sign must be inserted between words such as “the+winter” because leaving gaps between words will give no result. Capital letters in queries must be avoided because they denote word classes in the corpus. The button *Showconc* will retrieve the pop-up result page. Other quirks of searching were introduced gradually when necessary for a certain type of activity. Symbols for word classes were introduced during vocabulary and collocational activities. For activity 7 it was necessary to specifically clarify how to search words with an apostrophe and numbers. The lemma search for finding morphological forms was first explained for activity 4 and so on. Yet, there were occasions when students made mistakes in defining the search query. In activity 1 the students failed to accurately copy the structure of the possessive case. Comparing the corpus output of these two queries, it is visible that a simple mistake can generate information of little value.

Fig. 8. Sample of Corpus Output “packet+NN”

Britain on average we buy almost a pound of **packet** sugar pers person per week. And we eat twice you, we will send you an entire application **packet** specific to the Academic Year Abroad
 [/h] Packets (both letter and small **packet** service) are liable to examination by customs
 D Ref 6177 £ 7.95 [p] [c] PHOTO [/c] K. **Packet** Mix Storer - Keep packet mixes close at hand.
 c] photos and captions [/c] [h] SOUP/SAUCE **PACKET** STORE (2) [/h] [p] Another innovative,
 of North Wales. From 1819 a regular steam **packet** service sailed between Holyhead and Ireland.
 large flower faces, the 'giant blooms' of seed-**packet** legend, smother them, so that not a frond or
 urgent dry dock repairs, The Isle of Man Steam **Packet** Company say they will be contacting all
 for a new range of boats from the Falmouth **Packet** Company. Innovative building techniques ar
 something about it. So he set up the Falmouth **Packet** Company, enlisted the aid of several

Fig.9. Sample of Corpus Output “a+packet+of+NN”

ountries [/h] When you buy a handcraft or a **packet** of coffee you are taking part not in
 [p] Egg and mayonnaise sandwiches, and a **packet** of salt and vinegar crisps. Not a good
 at home on The Day [p] [p] It contains: [p] a **packet** of Neroli Facial Wipes [p] a 30ml tube of
 large prawns with shells [p] 12 radishes [p] 1 **packet** of bread sticks [p] salt and pepper [p]
 and empty its contents - she'll bite into a **packet** of pastry, open a yogurt or break a couple o
 the ceiling, the flight of an insect, a crisp **packet** of bowling down the street in the wind. All
 floods of grateful tears when I gave her a **packet** of aspirin. A nine-year-old Bosnian orphan
 Good Guitar is really a straightforward **packet** of pleasure from Hiatt's house, built on hard
 and watching it till it stopped, pointing at a **packet** of fruit drops. [p] What's kept him away, d'
 quarter bottle of wine with a screw top and a **packet** of dog biscuits. The little dog whined and

For the most part, students had a tendency to omit or add definite and indefinite articles into the query formula as was the case in activity 7 when they searched both “the night” and “night”. Activity 6 emphasized the diversity of output depending on the succession of words in a formula.

Fig. 10. Sample of Corpus Output “plane+VERB“

political asylum. The applicants arrived on a **plane** owned by the Egyptian company, ZAS, that flew that the hi-jacker set off explosives as the **plane** tried to land at Canton. its original en held with President Najibullah when his **plane** stopped in Iran (at Mashad) last Friday to [h] A19 CORRECTED) A Somali Airlines **plane** hijacked last week after taking off from the local police by now. From the time his **plane** touched down at the airport, the terminal stifled the fire with jets of foam as the **plane** halted. Back on terra firma I said a short erything that moved, the way a carpenter's **plane** overtakes a block of wood. I needed a aid a spokesman. The problem is that if the **plane** carries enough drink for them, there is thick mist and lost sight of the runway. The **plane** found the ground, just, landing at terrifying wood Crescent, where the main body of the **plane** fell, was rebuilt a year ago and most of the a cockpit window blew out of the BAC 1-11 **plane** bound for Malaga from Birmingham of his passengers. The BOAC four-engined **plane** crashed 1,300 miles off course and Ted, seven

Fig.11. Sample of Corpus output “ VERB+DT+plane“

five minutes. [p] Club Med had chartered the **plane** for a 45-minute domestic flight from Dakar to ove them straight to Heathrow and boarded a **plane** to the Middle East. [p] Police say there is me: `How high would you like me to fly the **plane**?' I said: `Three foot six inches, because perhaps 500 metres away, when we heard the **plane**," she said. [p] It was very low and then we s aviation equipment business, has owned the **plane** for just a week. [p] He said: `It is a very But some travellers refused to board the **plane** at Newcastle. [p] Brian Illingworth, 26, get over the houses as if was just getting the **plane** up to miss us. We have got used to it because btain abortions on demand. `We could fill a **plane**-load a week said one Danish women's rights heroic pilot Gilbert managed to steer the **plane** away from several small boats sailing 300ft orizon through the scope. When he found the **plane**, it was no more than a dot in the sky. At nt to be," Sweeney replied. Stevens nosed the **plane** slightly to the right. `Ten thousand feet to an hour, fires a burst, the rounds leave the **plane** with an initial velocity of about 3000 miles Jewish name); because of the eight she said the **plane** crash was `a tragedy." During free-discussi

The main point of this exercise was to see the richness of vocabulary, but in this case it also reinforced the correct use of articles. If the DT symbol denoting both definite and indefinite articles were not inserted in the formula “VERB+DT+plane”, the concordancer would retrieve past participles or gerunds as adjectives, for instance “a captured plane”, “a shaking plane”. Another kind of snag was to recognize chunks of language. The students’ task was to find out whether “would you like” is followed by the pattern “to come” or “coming”.

They were uncertain how to specify the query since they were not able to discern the chunk “would you like”, and instead used only “like”.

All in all, it was confirmed that constructing a right query is in itself an awareness-raising task. Students had a chance to realise they must enquire with accuracy and think about the character of their search. They could notice that how words are strung together plays a major role, and that inconspicuous grammatical words can have immense clout. Concordancing entails two tasks: first, defining a query, and second, examining the results in the corpus popup table. It became clear that longer result output is unsuitable for the classroom use. Obviously, it is time-consuming to examine 150 concordance lines of one keyword considering the lesson takes 45 minutes, but moreover students felt completely overwhelmed and refused to cooperate. The output of 40 concordance lines, as in the case of COBUILD corpus concordancer, was found adequate. While interpreting concordance lines with students other problems appeared which had not been anticipated. Above all, students confused word classes of a keyword. During activity 7 students felt confused that “the summer” permits both the preposition “in” and “at”, which was caused by the fact that they had not notice that the word “summer” can assume different roles as a noun “in the summer” and as an adjective “at the summer Olympics”.

Another kind of problem was that students had a tendency to ignore the co-text, which led them to draw rash conclusions about the search results. When they were given the task to discover the past form of the word “hope”, they were convinced it was “hopped” because that was what they had found in the corpus. Often students were impatient or had inadequate skills to read the surrounding co-text and understand the meaning of words. Reading the corpus output revealed that it fosters students’ awareness about the ambiguity of language. Although it was not the primary objective of the activities, students could notice how flexible the behaviour of language is - words having more lexical meanings, falling into different classes, and that the surrounding co-text plays a major role in deciphering the message.

3.3.2 The Timing of Activities

All the activities were designed for a standard 45 minute lesson. It was taken into account that there had to be at least five minutes reserved for introducing the activity and 10 minutes for a feedback phase at the end of the lesson. As a result the average time for concordancing amounted to 30 minutes. With regards to timing, lessons in which activities were completed are marked in white on the following chart. By contrast, activities marked in dark grey are those that could not be completed by the end of the lesson. Activities in light grey are those which were completed earlier than expected, before the end of the lesson.

Fig.12. Overview of Timing Results

Activity	1	2	3	4	5	6	7	8	9	10
Number of keywords	10	30	15	35	25	22	18	10	10	10

The differences in lesson outcome can be explained in several ways. Activities, where students were familiar with the lexical items and which focused on creating lexicogrammatical rules, comprised a higher number of keywords (activity 2,4,7). Including more examples was done deliberately with the purpose to facilitate the deduction of rules and relations. It was assumed that the search would be faster, taking about 1 minute per keyword, as it was necessary to check either the form or occurrence and not the meaning. Eventually, in order to meet the limit of 30 minutes, the activities were drawn up with an average of 30 keywords. However, the number of keywords sometimes proved too high as in activity 2. This activity was run as a competition in pairs and the students' interaction slowed down the process of searching.

Activities which required studying the concordance lines in the corpus output included an average of 10 keywords. In this case students had to examine all the 40 lines of the result page in order to find the collocations. The search time was estimated at 30 minutes with 3 minutes for a keyword. As activities 1, 3, 8, 9 and 10 indicate the scheduled time limit was met.

Another aspect which influenced the number of keywords depended on the range of the students' understanding of a particular vocabulary or grammar area and their ability to anticipate the answer. Activity 4 was completed before the time limit because the difficulty did not correspond to the students' level. On the other hand, in activities 5 or 6 the students had to tackle a great deal of new vocabulary. Moreover, the vocabulary activities stretched searching in the concordance lines beyond the neighbouring words of the keywords, which was also more demanding.

The ability to complete the activity also varied from group to group. Class 9A managed to find collocations in activity 9 so that they were assigned another task to compare the collocations of adjectives "little/high" while class 9B only succeeded in finding the collocates in the same time frame. In activity 1 the leftover time with one group from class 8A was dedicated to students' suggestions to examine other kinds of partitives.

To sum up, the number of keywords depends on two scales of difficulty. It is important to take into account how familiar students are with the language area, second, it is necessary to consider what degree of difficulty is posed by the extent of search. Checking forms and occurrence of words opens up room for more keywords, but the number of 30-35 proved to be high and needed to be reduced to the average of about 20 keywords (as in activity 7). The tested number of keywords for collocational activities, where mostly adjacent words are investigated, was 10 and proved to be adequate. Vocabulary activities, where whole concordance lines needed to be interpreted, showed that it was necessary to reduce the number of keywords to 15 items like in activity 3. However, the testing also revealed that every lesson could have a different time-range depending on the students' skills. It is advisable to have a short back-up activity which can extend the lesson if necessary.

3.3.3 Interaction Patterns in the Computer Room

A concordance class can be implemented in different interaction set-ups. During the case study the prevalent interaction was a teacher with the whole class. The role of the teacher was to guide students in their search throughout the whole lesson. Students would provide answers found in the corpus. Their suggestions would grow into a discussion with the teacher in order to find the right answer. The teacher's role was to evaluate all the

suggestions, understand the origin of the answers, and find a way how to explain inappropriate answers. The advantage in this type of interaction was that students could instantly compare their search results with their classmates and grow aware of features they had not noticed. In addition, the teacher could pin down problems students might encounter with characterizing the query or interpreting the corpus data.

Another type of interaction downplayed the teacher's involvement and emphasised the students' independence. A task would be set at the beginning of the lesson, which students would pursue by themselves. The answers would be compared and consulted with the teacher during the feedback phase. The advantage of this setup was that students gained more independence to plan the order of items to be searched and to choose their own pace of work.

It is noteworthy that the groups tended to prefer one of the interaction models. Some classes (8A, 9B) were reluctant to work independently. On the other hand, students from class 9A felt more comfortable to carry out the search without teacher supervision.

Furthermore, pair work was tested in activity 2 which gave students the opportunity to solve problems together. There is a general presumption that computer classes should be run as self-study lessons, but experience from the lessons showed that students were seldom fond of working in isolation and actually prefer interaction with the teacher or their classmates. Generally, computer classes are based on multimedia learning programmes where students are forced to work in isolation. Concordance classes offer an alternative to interact in the computer room also as a whole class, in pairs, or to work individually.

3.4. Feedback

3.4.1 Assessment of Students' Feedback

In the course of the case study the students' reaction to concordancing was continuously monitored. First, students completed a feedback sheet at the end of each lesson (see Appendix E), which was supposed to reflect their immediate response to the lesson and concordancing. After the testing, when students have experienced more concordance classes, the final feedback sheet (see Appendix E) was distributed.

The first question of the monitoring sheet “Do you find this exercise useful?” is directed at the activity asking how much it contributed to their knowledge of English. The second question “Do you like working with the concordancer?” aims to reveal students’ attitude to concordancing. As the feedback sheet shows students also had an opportunity to comment on the lesson and express their opinion freely. The chart “The Results in the Monitoring Feedback” (see Appendix E) presents the statistical evaluation of the two feedback questions. The final mark has been calculated as the mean of all circled answers from one group. To illustrate, question 1 from activity 10 received the following marks: 1, 10, 8, 4, 10, 7, 1, 5, 8, 1, 2, 8, by a group of 12 students. The sum of these marks totals 65. When 65 is divided by the number of students, it equals the mean 5.41 which has been mapped as the green column into the graph. Similarly, question 2 produced the mean 6.75 so the concordancing lesson received the mark 6.75 out of 10 which is charted into the red column. The horizontal axis shows the number of the activity. Every activity was evaluated by two groups, and the number of students in each group varied from 9 to 12 students.

As the chart reveals, most of the figures fluctuate around the average mark of 5. At first glance, this can be interpreted that concordancing was not entirely rejected by students, on the other, it was not found exciting. However, the situation is more complex. Analysing the marks individually, in each group there were two or three students whose feedback would have the lowest marks and comments were: “boring, nothing, or no comment“. These students were reluctant to learn about concordancing and participate in the class. The main part of the class had mixed reactions. Mostly students wrote that the lesson was interesting and useful because they could learn new vocabulary and understood the use of the lesson vocabulary much better through found examples. On the other hand, students thought the corpus output looked disorderly and found it difficult to understand because it contained too many unknown words.

“This programme is interesting and quite useful, but it was strange to work with it.” (8A, activity 1)

“There are too many letters and too many flaws.” (9B, activity 6)

There were also remarks that working with the corpus is not very reliable. In the spring of 2006 some of the classes had to be interrupted since the COBUILD corpus sampler would freeze when more students were logged on at the same time. This situation, fortunately, did not recur during the testing period of school year 2006/2007. But other problems were encountered which were not caused by the concordance programme, but were connected with computer facilities: denied Internet access or blocked pop-up windows. Some students were of the opinion that concordancing was not as an effective method as working with a dictionary or learning with a teacher in the classroom.

The reactions varied from group to group as well, students from the 9th grade classes seemed to give more positive feedback, but it must be added that they had experienced several concordance classes, whereas the 8th graders had not. Some students commented that concordancers can revitalise the English classes. In addition, there were a few students who found concordancing exciting and even admitted they would use it for their private use.

As the results from questions 1 and 2 indicate, for most activities (2,5,6,7,8,10) the scores were nearly identical. Unfortunately, students seldom distinguished the two questions apart, which might have been caused by the feedback sheet written in English. But as can be seen from the graph, they always slightly perceived the classes as more useful and concordancing as less enjoyable. There are only two activities where a positive approach to concordancing overbalances learning. This is activity 4 and as the students' remarks (9B) show discovering the past simple forms was simple and effortless, but they found concordancing interesting. Significant difference appears also in activity 9, "Adjectives", however examining the answer sheets revealed little evidence to account for this discrepancy.

The graph discloses which activities were more or less successful. Activity 6, "Transport vocabulary", got the lowest score, which corresponds to the situation in the classroom. As mentioned earlier, this lesson was carried out with minimal teacher's guidance and students did not know how to handle the data on their own. The second least popular activity was activity 4, searching the simple past forms. This result was expected as the students confirmed that the task was too easy for them and did not really need the

concordancer to find all the answers. An activity with the third lowest score is activity 2, geographical articles, followed by activity 7, time expressions. In both cases, this was a surprising result. The remarks in the feedback were reassuring that the lessons had a positive effect. Regarding the geographical articles, students explained that finding the rules at the end of the lesson was a difficult task for them. It seems that activities which require only checking the occurrence of items (the presence of articles, prepositions, inflectional forms), are unpopular with students because these tasks can grow into a mundane searching activity. Activities with the higher scores, activity 1, 3, 5, 8, 9, 10, involve vocabulary building and finding collocations. In their comments students appreciated they can learn new vocabulary.

“I think this programme is useful because I can understand new words, even if it is in English.” (8A, activity 1)

“I liked it, I learnt new words.” (9B, activity 5)

“I can learn new words. I enjoy searching on the computer, but I would hardly use this programme on my own.” (9B, activity 9)

“This programme is good for finding words in sentences.” (9A, activity 10)

The fact that the highest position is held by activity 3 is interesting. Probably, students appreciated that they were familiar with the vocabulary and had an opportunity to see it used in additional context. Also the crossword is an easily recognisable form of exercise they enjoyed completing.

Obviously, students want to learn new vocabulary, but it seems that the success of the vocabulary and collocation activities lies in the fact that they emphasise the discovery process. Proving whether a verb is irregular is not as exciting as discovering what everything can be packaged in a “tin”, or what meanings the adjective “thin” can take.

At the end of the testing period students were asked to complete a final feedback form which included the following questions in the Czech language:

1. Do you think concordance programmes should be used at primary schools? Yes/ No
2. Is reading concordances easy? Yes / No

3. Do you enjoy searching and discovering in the corpus? Yes / No

The detailed results have been charted and are displayed in “The Results of the Final Feedback” (see Appendix E). Concerning the first question, 27 out of 41 students from the 9th grade think that concordance programmes should be used in English classes. On the other hand, concordance classes were not accepted by the majority of 8th graders, where 12 out of 19 students hold the view that concordancing should not be applied at schools. However, this result is distorted by the fact that most of the concordance classes were predominantly conducted with the 9th graders. While the 8th graders had a concordance class only 2 or 3 times, the 9th graders had experienced from 5 to 7 classes. This implies the fact that positive reactions increase with more direct experience with hands-on concordancing. As most of the activities were tried and tested for the first time, students had to deal with flaws in the design of activities and several mishaps during the lesson. Taking part in more classes, students had an opportunity to get acquainted with the different modes of application and, clearly, to formulate their judgment more accurately. Secondly, the results were also influenced by groups’ receptiveness and maturity. The rejection of some groups was in great part caused by their attitude to the English language, or learning in general. In the case of the 8th grade, one group (mostly girls) was more cooperative and inquisitive about the programme than the other. Furthermore, the survey showed that concordancing addressed mostly girls, probably, because at this age they are usually more ambitious to learn, but also more mature to make objective evaluations.

Interestingly, the generally-held view that reading the corpus output is difficult for students was not confirmed. The results of question 2 show that reading concordance lines is easy for the majority of students from the 9th grade (29 out of 41) whereas it was more demanding for students from the 8th grade (only 8 students out of 19 found it easy). It can be assumed that it is less demanding for the 9th grade students as, after all, they are more advanced in English and more mature to cope with unexpected and more complex language situations.

On the other hand, question 3 produced a contradictory result compared to questions 1 and 2. The figures show that 27 out of 41 9th grade students are not fond of searching in

the corpus and that the 8th graders completely resent the discovery process (only 2 out of 19 found it positive). One of the reasons which accounts for the students' reluctance to work with the programme is the abstract character of concordancing. In the process of searching it is necessary to create abstract queries and interpret lines of text without any visual support. Another reason can be that students lack the linguistic knowledge to use the programme independently and experiment with the data. They must rely on the teacher's guidance to show them what can be searched in the corpus which makes them feel secure, but does not make them enjoy the process of searching.

If the results from both feedbacks are combined, it is evident that the final feedback confirms the results first obtained during the monitoring feedback. Concordance activities are useful, especially those focused on the acquisition and use of lexical items, but the process of searching in the corpus is less favourable. Despite the fact that the actual handling of the concordance programme is less attractive, the final feedback showed that about 70% of 9th graders give teachers "the green light" to integrate concordance classes at primary schools. But the students also send a signal that the online concordance programmes are not the best option for the classroom use.

3.4.2. Assessment of the Teacher's Feedback

This section will outline evaluation from the teacher's point of view. It will bring to light how effective the activities were and how appropriate particular tasks appeared. Furthermore, it will look at how concordancing contributed to the students' learning. The activities will be assessed according to three criteria following the Observe-Hypothesize-Experiment (OHE) paradigm. First of all, it is important to consider how the activity succeeded in exploiting the search possibilities of the corpus. To what extent the students had an opportunity to observe various language features like the productiveness of language, frequency of use, chunking, or the role of co-text. Secondly, whether activities succeeded in raising the students' awareness and helped them formulate their own hypotheses or rules will be evaluated. Third, it will be assessed to what extent students assumed the roles of researchers who were willing to discover the corpus and experiment

with concordancing. There is one more aspect, which is necessary to consider, and that is how the activity appealed to students and whether it raised their motivation to participate.

In all activities students came in touch with corpus output and were forced to observe how keywords behave in the co-text: what are their collocations (activity 3, 8, 9, 10), how the pattern can be completed (activity 1), what words can precede or follow them (activity 2, 6, 7). The side product of observation led to learning about different language features, which are hardly ever captured in the textbooks. One of the features was the productivity of language. In activity 1 the evidence from the corpus output displayed which partitives were more productive (a packet of, a carton of, a tub of) and which were more restricted in their use (a loaf of, a clove of). Activity 5 illustrated the productivity of compounding in English. Compared to Czech, students learned that the names of sports equipment and locations in English are often represented by compounds: ski boots, ski poles, a ski resort, swimming trunks, a swimming pool and as a result, that compounding belongs to productive processes in English.

The corpus data enabled students to become more aware about the use of words. Collocation activities showed convincing evidence that the map between the English meaning and the Czech meaning was not equivalent. In activity 9 one adjective carried multiple meanings only expressed by different words in Czech, as the example illustrates:

Thin air – řídký vzduch

A thin slice – tenký plátek

Thin lips – úzké rty

A thin woman – hubená žena

The corpus data also revealed the richness of language. This is quite important because students are mostly exposed to a distorted and simplified picture from textbooks. Vocabulary exercises demonstrated that one sense can be expressed by a range of synonyms. A passenger can get on or hop on a bus, a driver can go by car or drive a car. Students could also notice that they must be careful about the choice of words. It is possible to say a golf course, but not a golf field, although these two meanings are identical. In

activity 6 it is exemplified that the words “get in” can be associated with a car, but not with a bus or a train. It proved that the task’s completion was only one of the objectives of the concordance lessons. The other objective was for students to observe and formulate a hypothesis about the behaviour of the language. This could be explicit like defining rules about prepositions and the use of definite articles, or implicit as described above.

The success of an activity depended on what extent the activity allowed students to experiment with the corpus data and to what extent students could independently discover the answers in the corpus output. The most successful in this regard were open-ended activities (see section 3.2.2.) where the range of answers was not limited. The queries of activity 10 “Verb Quiz” piqued the students’ curiosity about what answers the corpus might generate. What can follow the query “trip/VERB+over”? The design of activity 1 “Containers” also stood on the borderline of a guided and free activity. It is a guided activity in the sense that students are bound by the first half of a pattern; however, they could feel free to complete the pattern from the corpus in a number of ways. These activities entailed a moment of surprise. Students were not given a list of possible answers in advance, but got the gratification of discovering a range of answers themselves.

Unfortunately, most of the activities had to be fully guided to either meet the students’ level of English or to make the activity purposeful. It was already mentioned that a completely unguided lesson, as activity 6 proved, could not be carried out at this stage. At the pre-intermediate level the students lack skills to deal with the corpus output on their own. It has been tested that without sufficient clues what to search, students lose motivation and there is no discovery process taking place. However, the flip side is that the more restricted the search, the less room for discovery is provided. Activities 5, 8, 9 and 10 were at least succeeded in striking the balance between a guided search and discovery. Yet, these activities still imposed the choice of answers on the students and thus robbed them of the chance to discover their own original answers as in activity 1 or 10. To give an example, activity 9 asked which words can be associated with the word “plain”.

PLAIN	Chocolate, Girls, Shadow, Flour, Yoghurt, Design
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To initiate a more discovery-based process the choice should be omitted and instead open-ended questions should be raised “Find 5 nouns which collocate with the word “plain”. What are the different meanings of the keyword?”. This is a suitable technique to raise students’ awareness, but it also requires a certain amount of maturity and experience which is not conceivable with primary school students.

Activities 2, 4, 7 lead to the formulation and discovery of lexico-grammatical rules, but at the same time also put constraints on the range of answers. In activity 2 the answer is either the definite article or zero article, in activity 4 regular or irregular past form, and in activity 7 either the preposition “at”, “in”, or “on”. As the choice of answers is not very exciting, these activities did not initiate a genuine discovery process. Instead, the searching process had a routine character. Furthermore, these activities appeared less suitable for classroom use because students had to deal with lexical items completely uprooted from the context: prepositions, articles, morphological forms. It can be argued that the surrounding co-text can give the students idea about the meaning of the searched keywords, but this failed to be so. In activity 4, after having found the path in the verb maze, students were asked to make a sentence with the word “keep” and they were not able to give one single example.

Obviously, the possibility to discover more diverse answers in the corpus rises with less guided activities, but it has been shown that it also increases with lexical activities. It should be weighed carefully whether concordancing is the best option for teaching a certain grammatical aspect. Of course, using a story to teach past tense forms is more effective than concordancing verbs. Yet this is not to say that only lexical activities should be designed for classroom concordancing, but rather to suggest that grammatical features should be incorporated into lexical exercises. For example, the modification of activity 4 would include two tasks. First, to sort a list of ten verbs by their regular and irregular past forms and; next, to study the use and collocations of these verbs.

Feedback from concordance lessons conducted by various applied linguists showed that the students’ autonomy was increasing (see chapter 2.5). During the case study it was confirmed that once they got acquainted with concordancing they accepted the concept and used the concordancer more independently. However, there were no signs of interest to

really experiment with the corpus. Even if there were some unknown words, the students did not feel compelled to examine their meanings in the corpus. There were not really any instances when an issue would be raised on the student's part. For example, after having completed activity 4 (the verb maze) students could have asked why some regular verbs double their final consonant. They obviously regarded the corpus as a source of information they could use to perform their tasks, but not as an exciting source they could explore by themselves.

The design of actual exercises partially influenced the students' motivation and the success of the activity. The aim was to test a variety of exercises such as board games, a quiz, a crossword and sorting, matching, selecting vocabulary. The practical experience showed that some activities should contain more, but shorter tasks. The students' motivation declined when they had to spend the whole lesson by sorting words according to the preposition or just matching sports equipment with their locations, completing squares in a board and so on. The successful activity in this regard was activity 10 (Verb Quiz), containing ten short and different tasks. But the testing also proved that the contents and focus of the activities were more significant than the selected type of exercise. In vocabulary activities 5 and 6, matching sports vocabulary kindled more interest than matching transport vocabulary. In fact, during activity 5 students asked how to translate words which had not been listed, for instance "a baseball glove" and they also enquired about the particular context of some words, for instance for which kinds of sport words like "pitch" and "field" are typically used. Also, familiarity with the vocabulary had an impact on the students' motivation. The vocabulary in activity 7 (Time Expressions) and activity 4 (Past Forms) was easy compared to the vocabulary of activities 9 or 10. It was apparent that the motivation was higher when students were challenged with new vocabulary and collocations.

Several claims and statements were confirmed during the case study. It proved that handling the corpus data helps students develop their awareness about various language features as well as it supports their acquisition of the second language by their exposure to the typical use of vocabulary in chunks and collocations. However, it was not confirmed that students would like to experiment with the corpus data and would become more

autonomous in the course of the case study. Furthermore, the feedback revealed that activities which are less guided provoke a more engrossing discovery process and that these activities mostly focus on vocabulary and collocations rather than lexico-grammatical relations. Also it has been concluded that the lesson should consist of several short but different tasks which can either follow up each other or be joined by one theme or vocabulary. Hopefully, these findings will contribute to the expectations and the design of concordance classes of other teachers.

4. Conclusion

The main goal of this work was to bring concordancing into the classroom, principally at a level it had not really been tried before: with grades 8 and 9 at primary school. The aim was to show whether concordancing at this level could prove to be an effective teaching tool, broadening the students' understanding of language as well as sparking their interest in the many different permutations of language. There were, of course, obstacles. First and foremost, the preparation of concordance classes was more time-consuming than expected; exercises needed to be pre-tested to avoid confusion and needed to be limited in scope to prevent students from being overwhelmed. It was necessary to concordance every word in advance in order to check what the corpus produced and to select significant collocates and co-text. This took some time, especially, when the corpus failed to uncover interesting and suitable examples. In addition, some activities had to be abandoned almost immediately during the drafting phase because the corpus either didn't contain the requested information, or retrieved data too difficult for interpretation by grade 8 or 9 students. The question arises if teachers, who generally struggle with a lack of time, would find concordancing beneficial because of all the invested effort. Concordancing is definitely less user-friendly than more widely used tools with which students – and teachers – may be familiar with. At the same time, as the case study revealed, the corpus can be a big asset. It can contribute a great deal to the design of activities. As was highlighted, the corpus can help teachers invent original material and in this respect, the value of corpus data is immense. For teachers concordancing can contribute to the improvement and development of classroom techniques and concordancing can inspire teachers to design contextually rich exercises from an authentic source. That is one of concordancing's most notable strengths.

On the whole, the experience of classroom concordancing also proved positive. Testing showed that concordancing and the corpus evidence helped students shift their perspective on the language, to observe how meanings change and evolve in context. The range of uses was so diverse that students could gain valuable experience and knowledge usually acquired over several years of study. Dealing with the corpus did not aid only the acquisition process; in each activity there was a secondary goal to introduce students to the

behaviour of various language features. The students' feedback was also fairly positive. The majority of the 9th graders (70%) found the authentic corpus output easy to read. The students also acknowledged its usefulness, finding it gave them an opportunity to enrich their vocabulary and a chance to learn about the differences between English and their native tongue. Somewhat paradoxically they enjoyed actual searching in the corpus with the concordancers less, but this could have to do with the programmes' inherent dryness and mechanical nature, as well as unfamiliarity with some language in concordance lines, although the response also grew more positive with more mature students who had already gained a better grasp of the language. Overall, for most of the students the abstract elements of most concordance programmes proved to be less of an issue. This indicates that online concordancing could be used at this level as a first introduction with the prime objective to develop students' skill to notice how words behave and to include exercises based on lexical items, above all collocations, and colligations. It would make sense if students could systematically return to concordancing at secondary schools where the possibilities of concordancing could be exploited to a greater degree. At a higher level an extra dimension including grammatical structures, patterns, or semantic exercises could be added and the tasks could be more directed towards the analysis of corpus data.

It can be taken as a given that concordancing will not address all students and, on the same note, English as a subject probably does not appeal to all of them, either. In the course of testing some groups were more stimulated by concordancing and the inductive way of learning than others. It was also evident that as some students were excited to get more challenging tasks, others were discouraged by the amount and difficulty of presented vocabulary. For future use, the teacher should consider if concordancing is suitable for every group of learners and possibly adjust the frequency of concordance classes according to the group's receptiveness. Then also the question arises of how to make concordancing for primary school students more accessible. The advantage of online mega-corpora is that they are a ready-to-use option for the classroom and probably the first destination teachers will resort to in order to experiment with concordances. But as has been shown, the density of corpus data can limit access not only to some learners, but also in some search possibilities. From a great part the solution to this problem would be, if micro-concordance

programmes could be used in the classroom. In this way teachers could gain control over specific corpus input and consequently make the data more accessible and more easily comprehensible. This could be vital in the respect that it could change the students' attitude to concordancing and increase their ability to search the data autonomously, something which failed to appear during the case study.

Clearly, improvements could be made but the important thing is that concordancing has potential, something which teachers of English should not be afraid to apply in their own classrooms. Applied with care, concordancing can break a certain predictability of computer classes and make them fresh again not only for students but the teachers themselves. Concordance classes can add to an element of the unexpected (in an otherwise all too "safe" environment in which students are used to being taught), and that too can be positive. What is important is that students can be shown that new possibilities exist and that although they may have been learning English for a few years, there is still much more to discover. For some students that can be inspiring experience which can ultimately influence their approach to learning and their view of the language itself.

Resumé

V dnešní době se skýtá mnoho možností, jak přistoupit k výuce angličtiny. Vedle tradičních metod se objevily nové přístupy, při výuce se využívají internet a multimediální výukové programy v počítačových učebnách. Tato diplomová práce představuje konkordanční programy a její cílem je ukázat, zda-li tento program je také vhodný pro výuku žáků na základních školách.

Základem této výukové metody je korpusová lingvistika, která využívá korpus textů při zkoumání jazyka a ověřování svých hypotéz. Tato výzkumná metoda se uplatňuje v řadě jazykových disciplín, například v lexikografii, vývoji jazyka, osvojování jazyka a dalších. Konkordanční programy se při výuce mohou použít podobným způsobem. Žáci se stanou jazykovými detektivy a po zadání dotazu mohou zkoumat informace, které jsou v korpusu vyhledány konkordančním programem. Cílem této výukové metody je rozvinout v žácích schopnost všimnout si jazykových jevů a chování jazyka. Konkordanční program je především vhodný na poukázání významu kolokací, rozdílů v slovní zásobě, postavení slov ve větě, či produktivitě jazyka. Dále žák při práci s autentickými korpusovými texty má možnost rozvinout anticipační a dedukční strategie. Zaměření na tyto strategie je důležité, neboť pro ně žák nalezne uplatnění při situacích v běžném životě. Práce s korpusem by měla žáka vést k samostatnosti. Tím, že se naučí vyhledávat informace, by měl být také schopný tento program používat ke své vlastní potřebě. Největším úspěchem by bylo motivovat žáka, aby byl schopný formulovat své vlastní otázky a využil korpus k hledání odpovědi.

Z teoretického hlediska je jasné, jak mohou být konkordanční programy v hodinách angličtiny přínosné. Z praktického hlediska ale tato metoda byla využita jen omezeně. Vzhledem k náročnosti autentických textů se tato metoda aplikuje především při výuce na vysokých školách (Johns, Bernardini, Gavioli). Doložené studie ukazují, že se konkordanční programy používají buď se studenty anglického jazyka, nebo se studenty se speciálním zaměřením a specificky vytvořenými korpusy obsahující ekonomické, lékařské či jiné texty. Poukazuje se však i na to (Cobb, Tribble), že konkordanční programy mají větší potenciál a jsou vhodné i pro výuku na středně pokročilé úrovni. Tato práce se přiklání ke stanovisku, že konkordanční programy mají své uplatnění i na základní škole a

to se žáky osmých a devátých tříd, kteří dosahují mírně nebo středně pokročilé úrovně. Žáci osmých a devátých tříd se učí anglický jazyk od třetí nebo čtvrté třídy, tedy celkem již 5 až 7 let. Jejich znalost jazyka přesahuje často obsah učebnic také vzhledem k rozšířenému použití anglického jazyka ve společnosti. Postupem času však jejich zájem a motivace při tradičním postupu výuky klesá. Konkordanční programy zde mohou plnit roli motivační, mohou podnítit zájem žáků vnímat anglický jazyk z jiného úhlu.

Diplomová práce se skládá ze tří částí. První se zabývá teoretickým pozadím, druhá část vlivem konkordančních programů na vyučování a třetí část zachycuje průběh praktického testování.

V teoretické části jsou přiblíženy nástroje korpusové lingvistiky, korpus a konkordanční programy, na historickém pozadí. Konkordance významných literárních děl byly sestavovány v kláštorech již v době středověku. Zpracovávání textů však bylo pracné a zdouhavé. Teprve rozvoj počítačové techniky umožnil rychlé a přesné zpracování dat. Na přelomu sedmdesátých a osmdesátých let však došlo k významnému posunu, na korpus nebylo již nahlíženo pouze jako nástroj pro uchování dat, ale také jako na zdroj informací, který může odhalit nové souvislosti a vztahy na jazykové úrovni. Korpusové studie potvrdili, na co začaly poukazovat i další jazykové disciplíny (textová lingvistika, pragmatika), že je nutné se více soustředit na komunikační a lexikální složky jazyka.

Poznatky z korpusové lingvistiky ovlivnili tvorbu jazykových materiálů. V dnešní době se při tvorbě slovníků, referenčních materiálů a učebnic využívá statistických údajů z korpusu a upřednostňuje se použití autentických příkladů a zdůrazňování kolokací a roli kontextu. Korpusová lingvistika také měla svůj podíl na tvorbě metodologického přístupu k výuce. Kromě výše uvedených důvodů, byl také nahrazen model PPP („presentation“ prezentace, „practice“ procvičování, „production“ produkce) modelem OHE („observation“ pozorování, „hypothesis“ hypotéza a „experiment“ pokus), který má simulovat vědecký přístup zpracování a zkoumání dat a rozvíjet v studentech schopnosti samostatného kritického a analytického myšlení.

Hledání informací v korpusu může připomínat vyhledávání slov ve slovníku s tím rozdílem, že informace z korpusu pochází z autentických zdrojů a nejsou předem upravené. Atraktivnost práce s korpusem spočívá ale v tom, že konkordanční programy umožňují

blíže specifikovat charakter hledaných informací, např. specifikovat slovní druh hledaného slova, jaké slovo má následovat či předcházet klíčové slovo a jiné. Nalezené konkordance potom můžou obsahovat příklady použití, které jsou nejen autentické, ale také originální či překvapivé. Na druhou stranu, korpus je obsahově omezený a zahrnuje pouze výběr textů. Je tedy možné, že konkordantní program nenalezne v korpusu požadované informace. Nicméně, práce s většími korpusy, kde texty byly pečlivě vybrány, aby byla zaručena reprezentativnost jazyka, toto riziko snižují. Z tohoto důvodu byl pro praxi vybrán COBUILD corpus sampler. Další výhodou COBUILD korpusu je, že má vysoce sofistikovaný konkordanční program, který nabízí širokou škálu v možnostech hledání. COBUILD korpus je také volně přístupný na internetu.

Konkordanční programy byly testovány se skupinami žáků z osmých a devátých tříd od října do března školního roku 2006/2007. Celkem bylo navrženo a otestováno 10 konkordančních aktivit. Slovní zásoba a gramatika v aktivitách byly vybrány na základě učebnic Project 2 a 3 (OUP), které žáci používali v hodinách anglického jazyka. Aktivity doplňují učebnici ve třech hlavních bodech. První typ aktivit rozšiřuje a konsoliduje slovní zásobu, druhý typ se soustředí na slovní kolokace a třetí typ na lexiko-gramatické vztahy. Vybraná cvičení byla volena tak, aby žáky zaujaly a podpořily akvizici nové učební látky. Úkolem tedy bylo třídít slova do skupin, vybírat nevhodná slova, přiřazování, doplňování lexiko-gramatického vzorce či hledání správných cest v bludišti. Hodina byla koncipována na základě OHE modelu. Během první fáze hodiny studenti zkoumali a pozorovali korpusový výstup a v druhé fázi si vytvářeli hypotézy. Tato fáze byla podpořena otázkami, které měly žáky navádět ke správnému řešení a vést je k tomu, aby si vztahů sami všimli a odvodili. Otázky byly typu: „Ve kterých případech se používá určitý člen u zeměpisných jmen?“, „Jaké platí pravidlo, když spojíš více časových výrazů dohromady?“, „Který vzorec lze doplnit více slovy a který pouze jedním?“. V některých aktivitách byla třetí fáze hodiny určena pro otázky ze stran žáků a jejich samostatné experimentování. Cílem aktivit bylo však nejen naučit nové látce, ale také zároveň rozvíjet schopnost vnímat různé jazykové rysy. Jak se ukázalo při vlastním testování, žáci se museli naučit charakterizovat svůj dotaz a brát přitom v potaz přítomnost členů, pořadí slov či slovní druhy. Při čtení

konkordancí si žáci uvědomili, že je důležité pochopit i okolní kontext, že některá slova mají více významů, některé vzorce jsou produktivnější.

Testování bylo monitorováno zpětnou vazbou ze strany studentů. Studenti měli možnost ohodnotit známkou od 1 do 10 samotnou aktivitu, jejich postoj ke konkordančním programům a zároveň měli prostor napsat svůj vlastní názor. Znamky z jednotlivých aktivit se pohybovaly okolo průměru. Průzkum tedy ukázal, že použití konkordančních programů bylo žáky vyhodnoceno jako užitečné a že studenti souhlasí s integrováním těchto programů do výuky. Studenti především oceňovali možnost naučit se nové slovní zásobě a použití kolokací. Lexiko-gramatické cvičení se setkaly s nižším hodnocením, neboť studenti měli pocit, že v tomto případě je práce s konkordancemi jednotvárná. Jejich negativní postoj byl ovlivněn dojmem, že často nerozumí významu slov a vět v korpusovém výstupu.

Vyhodnocení učitelem se zaměřilo na jednotlivé fáze hodiny a typy aktivit. Potvrdila se hypotéza, že při práci s konkordančními programy se u žáků rozvíjí schopnosti všimnout si chování jazyka a vést k osvojování strategií analýzy a dedukce. Vzhledem k náročnosti porozumění autentických textů bylo nezbytné koncipovat hodiny pod vedením učitele a žáci tak neměli příležitost zcela samostatně experimentovat s konkordančními programy. Z hlediska typu aktivit se ukázaly vhodnější lexikální aktivity, které generují více odpovědí a které dávají žákům příležitost objevovat nové informace v korpusu. Dalším závěrem je, že koncept některých aktivit nebyl zvolen optimálně. Aktivity by měly obsahovat více kratších lexikálních cvičení a gramatické nebo lexiko-gramatické cvičení by neměly tvořit samostatné aktivity, ale být součástí lexikálních cvičení.

Při zvážení přínosu a vlivu, které přináší výuka s konkordančními programy, je zřejmé, že tato výuková metoda by měla být ve školách aplikována a to dokonce již ve vyšších ročnících na základních školách. Zůstává ale otevřena otázka jak často a s jakým typem korpusu a konkordančního programu. Je nezbytné přiznat, že COBUILD korpus není zcela vhodný pro výuku mírně nebo středně pokročilých studentů. Bylo by zajímavé, kdyby učitel měl prostředky vytvořit si vlastní korpus, který by byl pro žáky více srozumitelný. Je také možné, že v budoucnosti budou vydavatelé doplňovat učebnice digitálním korpusem pro práci s konkordančními programy.

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APPENDIX

APPENDIX A

Activity “See, watch, look” by Chris Tribble

Concordance output as teaching material

groups of four in the new configuration. An easy way to manage this is to ask each of the original groups to allocate a number to each of its members: 1, 2 and 3, then to designate an area of the room for each number: “Number ones over here please, twos over there and threes over there”. This ensures an even distribution. Any extra students can choose which group to join.

In the new groups students compare their findings from stage A. They compile a complete list of phrasal verbs (task B.1) and formulate an explanation of the way in which each verb differs in meaning from the other two (task B.2). They compare their explanations with the definitions and examples given for *look*, *see* and *watch* in their dictionaries. If they have more than one different dictionary they decide which one corresponds most closely with their own findings.

Stage D: Each group reports back briefly to the class.

Concordance output as teaching material

1 actual and emotional problems and watched as she struggled to bring up a bar
2 res, especially girls, preferring to see them as innocent children, so conse
3 hem and would not be without them. Looking back, they would have done a few
4 ers so other people can read it and see what others have gone through. I lik
5 e were excluded because he couldn't see them stiff and proper quite fitting
6 ot dinner and dinner and finally he saw them only as through the one winking
7 many papers tied with string that looked official and held no interest. And
8 himself. He also did not appear to see too well and this the boy liked, for
9 s shook so much that the boy would watch in fascination as more often than n
10 his presence. Then after a while he saw that the man noticed him in a shy ki
11 ably the uncle's age though now he looked twice as old. He would spend endle
12 is: it was the way the man used to watch his. Even in those days before he b
13 instinctively that for one man to look at another man like that was sinful.
14 e yard - feeding the young calves, looking after the chickens, helping the a
15 h his chores he could feel the man watching him, would turn suddenly and the
16 would be. He knew the man was not watching the chickens or what he was doin
17 ckers or what he was doing. He was watching him. And watching him the way he

Group (a)

18 as doing. He was watching him. And watching him the way he should be watchin
19 watching him the way he should be watching a woman. Bro. Justice went out o
20 t herself to plead with her please look after the little boy. But the aunt,
21 ng at all but was surreptitiously watching him beneath half-closed eyes. At
22 e room again. So he continued to watch the man and to visit the room while
23 . But now he knew that the man was watching him, he grew more conscious of h
24 would go and stand by the bed and look down on the unheaven face and try to
25 ding so close to him was no longer looking coy or foolish. His hair was stan
26 ring the eye of the spirit level he saw the man advance towards him. He sta
27 t have shifted several times, for I saw her once as if from above, moving th
28 d point of the dream where I stood watching her, left forefront. She wote t
29 and started to go round and round, looking out at me as she turned. I wish I
30 ned right. I understood what I had seen in the dream when I learned the wor
31 ably: the puzzlement of the child watching from the pavement, wondering wha
32 ng on the platform with her fastly seeing her off, for the through train to
33 t the some, she managed that to , looking after the three-year old my noble
34 r right for him; he doesn't have to look after you), and I wish I could tell
35 ack suede shoes, her lipstick. She looked so much better than the fat, sprae
36 cked amazement of one who had never seen what she knew written down before.
37 t her and her mother long before I looked them both in the face, or heard ab
38 nd to have achieved viability if he saw that it was rapidly consuming its ca
39 nderstand the problem and begin to see the possibility of evolving a new li
40 nance. Produc- tivity will then look after itself. In industry, we can in
41 following chapter is an attempt to look at the whole situa- tion again, from
42 d be universal prosperity. One may look in vain for historical evidence that

Group (b)

18 as doing. He was watching him. And watching him the way he should be watchin
19 watching him the way he should be watching a woman. Bro. Justice went out o
20 t herself to plead with her please look after the little boy. But the aunt,
21 ng at all but was surreptitiously watching him beneath half-closed eyes. At
22 e room again. So he continued to watch the man and to visit the room while
23 . But now he knew that the man was watching him, he grew more conscious of h
24 would go and stand by the bed and look down on the unheaven face and try to
25 ding so close to him was no longer looking coy or foolish. His hair was stan
26 ring the eye of the spirit level he saw the man advance towards him. He sta
27 t have shifted several times, for I saw her once as if from above, moving th
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29 and started to go round and round, looking out at me as she turned. I wish I
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34 r right for him; he doesn't have to look after you), and I wish I could tell
35 ack suede shoes, her lipstick. She looked so much better than the fat, sprae
36 cked amazement of one who had never seen what she knew written down before.
37 t her and her mother long before I looked them both in the face, or heard ab
38 nd to have achieved viability if he saw that it was rapidly consuming its ca
39 nderstand the problem and begin to see the possibility of evolving a new li
40 nance. Produc- tivity will then look after itself. In industry, we can in
41 following chapter is an attempt to look at the whole situa- tion again, from
42 d be universal prosperity. One may look in vain for historical evidence that

FIGURE 8

Stage A:
1. (Pre-reading task) Before you look at your printout, try to answer this question in your group:
What are the differences between *look*, *see* and *watch*? Make a note of these, with examples if you like.

2. Now look at your printout. Do the examples support what you said in 1? Put a cross by any examples that are not covered by your notes.

3. Make a note of any phrasal verbs formed with *look*, *see* or *watch* that you find.

Stage B:
Now get together with the other groups and compare notes.

1. Write a list of phrasal verbs formed with *look*, *see* and *watch*.

2. Write a short note about each verb to explain how it differs from the other two. Choose one or two good examples from the printouts to illustrate your explanations.

3. Compare your explanations with the definitions and examples in your dictionary. While you have your dictionary open, look up the meaning of any phrasal verbs that you are not sure about.

Concordance output as teaching material

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APPENDIX B

Vocabulary Activity “True to Life”

Complete the sentences with the following words:

Run	Charge	Intimidated	Treatment	Struggle
Provide	Feature	Cope	Reveal	Gather

1

- A. He had to _____ with baggage in one hand and an umbrella in the other to get through the crowd.
B. We overheard a heart-warming story of a woman's _____ to keep her three children together after the war had broken out.
C. We have reached the eleventh hour in the _____ to save the rainforest.

2

- A. He accused his team of being soft and _____ by the fame of the rival team.
B. He stopped again, suddenly _____ by the steep slope before him.
C. Judge Paul and witnesses had been _____ by the government during the trial.

3

- A. EC leaders themselves _____ in Rome for the first formal summit.
B. I paused to _____ my thoughts and check my notes.
C. The guests often _____ on the beach to grill sausages and socialise.

4

- A. Greenpeace will work to _____ the true extent of the environmental damage.
B. Astronomers tested a system that can _____ hidden planets.
C. This novel is special and somehow seems to _____ the secret of life.

5

- A. The characteristic _____ of Duracell batteries is that they last longer.
B. Paul Jonson has just finished filming his first major _____ film.
C. The restaurant _____ delicious French cuisine and seafood seven days a week.

6

- A. _____ depends on the type of cancer.
- B. Norris expressed anger at her _____. The boss didn't have to shout at her in front of everybody.
- C. The accident motivated the patient to enter into alcohol_____.

7

- A. Advertising to be placed completely free of _____!
- B. The editor in _____ of a project is going to give us a briefing this afternoon.
- C. Everyone needs time to relax and _____ their batteries.

8

- A. Germany has _____ a successful recruiting campaign for Eastern brains.
- B. If you _____ a family shop and business slowed down would you contact other investors?
- C. Let your imagination _____ wild and design a very personal gift.

9

- A. Iran was trying to _____ with the already difficult economic situation.
- B. Could Britain _____ with the situation if the bomb attacks happened again?
- C. Problems with teenagers are always terribly difficult things to _____ with.

10

- A. The tutor will _____ advice in case you need some.
- B. I think the company will be willing to _____ financial resources for the research.
- C. The travel agency agreed to _____ an additional 50 places in the hotel.

APPENDIX C

The Case Study: Lesson Plans and Worksheets

LESSON PLAN ACTIVITY 1: Containers

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler.
- Learning objective: to investigate the pattern “a _____ of _____”, and to expand the vocabulary of the collocations food and containers. Learn about cultural differences.
- Extension Activity to Project 2, Unit 3

Lesson plan:

Stage 1 Introduce the sampler. Learners complete the pattern.

Ask students to match a word with the first lexical item “a packet of _____” using the COBUILD Corpus Sampler. When you get an answer, ask a student to draw a picture of “a packet of bread” on the blackboard. Is it the packaging and the kind of bread the same as in the Czech Republic?

Stage 2 Learners look for other collocates.

Ask students to look for more words that fit the pattern “a packet of _____”

Have students visualize their findings and ask them to draw pictures on the blackboard.

Stage 3 Learning about use and restrictions

Learners have an opportunity to realise that some patterns allow more variation and some tend to be fixed. Ask learners to notice which patterns allow only one or two words for completion.

Stage 4 Extension

If there is time left, elicit if students know some other words, which would fit the first part of the pattern. Look at possible collocates on the sampler.

WORKSHEET ACTIVITY 1: Containers

1. Which words usually go with the following containers?

Soap	Garlic	Bread	Cola	Cream	Aspirin
Mashed potatoes	Orange juice	Dog-meat	Eggs		

A Packet of _____

A Bar of _____

A Carton of _____

A Pitcher of _____

A Tub of _____

A Clove of _____

A Lump of _____

A Can of _____

A Tin of _____

A Loaf of _____

2. Find more words associated with each container. Can you draw them?

LESSON PLAN ACTIVITY 2: Geographical Articles

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: to observe and learn about the collocations of articles and geographical names.
- Extension Activity to Project 2, Unit 5 / Project 3, Unit 5
- Resource: *Games for Grammar Practice* (95)

Lesson plan:

Stage 1 Demonstration

Look at the names on the board and elicit from students if they are familiar with the places like the Pennines, Kilimanjaro, Lake Michigan and so on. Ask students what article precedes “Pacific Ocean” whether none or the definite article? They can verify their hypothesis with the COBUILD corpus sampler. Explain that their task today is to discover what precedes the geographical names while playing a board game. Next, outline the rules of the game (see the worksheet). They play in pairs and their aim is to achieve a higher number of hexagon squares over their opponent. They can win the hexagon square if their guess is correct. They should confirm their hypothesis with the COBUILD corpus sampler.

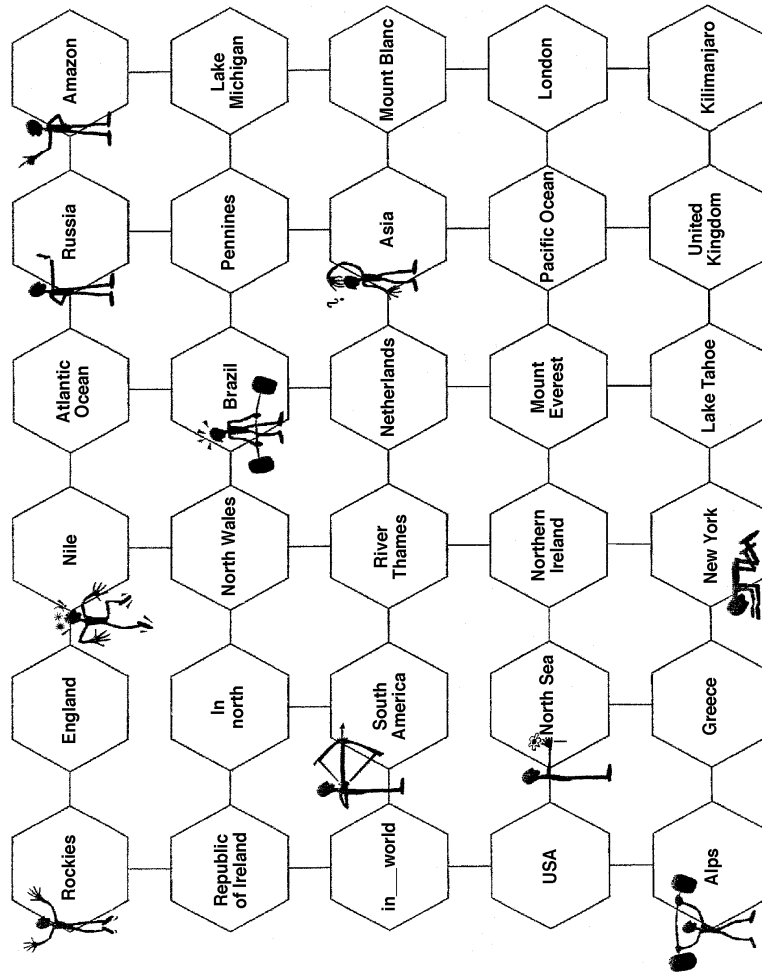
Stage 2 Playing the Game

Stage 3 Feedback and Learning about Use

Learners get a feedback slip in order to induce the rules about the use of geographical articles. They should draw on their experience from the game. After a few minutes the whole class checks the answers. If there is little time left, this can be set as homework and checked the following lesson.

WORKSHEET ACTIVITY 2: Geographical Articles

WORKSHEET ACTIVITY 2



FEEDBACK SHEET ACTIVITY 2

Can you work out the rules about using Geographical Articles?
THE/ O article? Find Examples in the maze.

Oceans _____

Rivers _____

Lakes _____

Mountain _____

Mountains _____

Cities _____

Countries _____

Continents _____

In _____ north, south, west, east

In _____ world

LESSON PLAN ACTIVITY 3: CROSSWORD

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: to consolidate vocabulary, learn about the typical co-text, the pattern “food and food”
- Extension Activity to Project 2, Unit 4

Stage 1: Revise verbs for cooking actions included in the crossword (peel, mash, slice, grate, mix, pour, boil, fry). Students can act out the meanings. The aim of this activity is to complete the crossword from the corpus data. The input of “slice/VERB” will produce corpus output where students can find “slice lamb thinly”. There are also other clues. The number of squares and some additional letters in the crossword will help students to tackle the task.

Stage 2: Students carry out the search individually or in pairs. Tell them to use an online dictionary if there is some new vocabulary.

Stage 3: During the feedback phase check that students understand the expressions in the crossword. Ask if there are some surprising expressions. Have your students cover the worksheet and check their memory. What can you slice?

Stage 4: Extension. If there remain a few minutes, students can find how to complete the patterns “bread and ...”, “sweet and ...”, “fish and ...”

LESSON PLAN ACTIVITY 4: Past Tense Forms

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler.
- Learning objective: to practice forms of regular and irregular verbs, to formulate rules about regular past simple forms, awareness-raising
- Extension Activity to Project 3, Unit 1
- Resources: The Grammar Activity Book (69)

Stage 1: Introduce the sampler and hand out the worksheets. Ask students if they know the past forms of some of the verbs in the maze. How can they recognise if the verb is regular or irregular? First, their task is to find a path out of the maze following irregular past verb forms. Show them how to specify the query.

Stage 2: Students work independently with the concordance programme. When they finish, check the answers with the whole class. Elicit also the meaning of the verbs. Can they give you an example of use? If not, they should look at the corpus output to find some interesting examples of use.

Stage 3: There is one more way out of the maze. The clue is to follow regular verbs which double their final consonant in the past simple. Students are carrying out their task.

Stage 4: Again check the answers with the whole class. Ask them how they can tell which verbs double their final consonant or not. Next, let students find verbs with the ending “y”, what can they say about their past forms? If there is time left expand on the meanings of the regular verbs as well.

LESSON PLAN ACTIVITY 5: Sports Vocabulary

- Learners: Pre-intermediate/ Intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: to revise and expand vocabulary around the topic of sports. Learners can grow aware of the different use, compare and categorize their knowledge, learn about compounding.
- Extension Activity to Project 3, Unit 2
- Resource: Boost your vocabulary 3

Lesson plan:

Stage 1 Setting the Task

Explain to students they will learn words around the topic sports. Hand out the worksheets and draw the table on the board. As a whole class complete the middle column with the names of sports. The next step is for students to complete the table from the selection of words at the top of the sheet. Ask them which group of words refers to sports equipment and which to locations.

Stage 2 Searching concordances







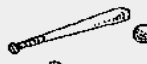




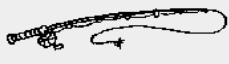
Students may have a suspicion where golf is played. Ask them to prove it with the COBUILD corpus sampler and write the correct answer into the table on the board. Continue to complete the rest of the table with students.

WORKSHEET ACTIVITY 5

Put the following words in the correct place.

Bow, Bridle, Ball /3/, Puck, Rod, Goggles, Mask, Stick, Club, Sticks, Bat, Saddle, Arrow, Air cylinder, Paddle, Line, Skis, Canoe

Pitch, Field, Rink, Slope, Course, Court, Pool

	a) Equipment	b) Sport	c) Location
1	 <i>racket</i> <i>ball</i>
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

LESSON PLAN ACTIVITY 6: Transport Vocabulary

- Learners: Intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: To consolidate and extend the vocabulary around the transport topic, to learn about verb and noun collocates with different means of transport.
- Extension Activity to Project 3, Unit 3

Stage 1: At the beginning of the lesson introduce the lesson aim to learn transport vocabulary and ask students which words they would typically use with the word “plane”. Write the word “plane” on the board and add words which students suggest, even in their first language (“take off” in English, “land” in Czech and so on). Hand out the worksheets and ask them to find the words in the word box. Then use the concordancer to find the missing collocates and words.

Stage 2 Searching and matching. The vocabulary in this activity is quite demanding. It depends how advanced and independent the students are, but it would be advisable to conduct this activity either as a pair work or whole class. Before setting out on the search, emphasize that some words can appear twice, for example, the word “ride”.

Stage 3: Feedback. Check the answers with the whole class and translate into their first language. Then you can ask each pair of students to find examples of use for one kind of transport. For instance, one pair would get the word “horse” and would find three examples in the corpus for “ride a horse”, “dismount a horse”, “fall off a horse”. These examples can be used in the following lesson for practice.

WORKSHEET ACTIVITY 6: Transport Vocabulary

Match the words in the box to the right means of transport.

Journey	Go down	Land	Hire
Rank	Levitate in	Launch	Get in
Take off	Dismount	Fall off	Hop on
Get aboard	Get on	Jump out of	Ride
Ride	Fare	Compartment	Enquiries
Pass	Stop	Station	

BOARD

_____			_____
_____	A PLANE	A PLANE	_____
_____			_____
_____			_____
_____	A CAR	A TAXI	_____
_____			_____
_____			_____
_____	A HORSE	A TRAIN	_____
_____			_____
_____			_____
_____	A SPACESHIP	A BUS	_____
_____			_____

LESSON PLAN ACTIVITY 7: Time Expressions

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: to observe and learn about the use of prepositions with time expressions, to deduce rules, to notice exceptions.
- Extension Activity to Project 3, Unit 4

Stage 1 Setting the task

Hand out worksheets and make sure students understand the task. The aim of this activity is to sort words into three groups according to the preposition they take. Demonstrate on two words how to specify the query. Explain how to characterise an apostrophe and numbers. Point out that the context must be checked carefully before drawing conclusions. For instance, the word “summer” can stand for either an adjective or a noun, which means that it can be preceded by different prepositions.

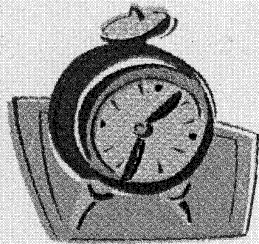
Stage 2 Students work individually using the concordancer, or the whole class can search under the teacher’s guidance.

Stage 3 Feedback phase

When sorting is completed, students should have enough examples to work out the rules. There are two feedback questions - one aims at generalizing the use of prepositions with parts of the day, months and so on, the other focuses on exceptions.

WORKSHEET ACTIVITY 7: Time Expressions

WORKSHEET ACTIVITY 7



TIME EXPRESSIONS

Group the time expressions into the right box.

the winter, August, the morning, Sunday, birthday, Saturday afternoon, the afternoon, night, Tuesday, the summer, March, 1984, December 12, the spring, the evening, New Year's Day, Christmas, December

AT	IN	ON

What is the typical preposition? Write an example.

Days _____
Part of Days _____
Years _____
Months _____
Time _____
Seasons _____

Can you find any exceptions? _____

What is the preposition rule when two time expressions are connected? For example Saturday night, December 12, tomorrow morning, yesterday evening?

LESSON PLAN ACTIVITY 8: Adjectives

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler
- Learning objective: to observe and learn about the collocations of adjectives and nouns, to learn about the difference in use and meaning between English and Czech language.
- Extension Activity to Project 3, Unit 5 and Unit 6

Lesson plan:

Stage 1 Setting the task.

Students get worksheets with adjectives they know from units 5 and 6. Their task is to use the corpus output to find the odd word out, which does not associate with the adjective. Make sure they understand all the words on the worksheet. Elicit how to specify the query.

Stage 2 Students work individually using the concordancer.

Stage 3 Classroom Feedback, exercise 1

The teacher writes the adjectives on the board and elicits the answers from students. At the same students attempt to translate the adjective-noun collocations and count the number of Czech equivalents for each adjective.

Stage 4 Extension

In the remaining time students can carry out exercise 2. Their task is to sort the words if they either collocate with the adjective “little” or “small”, or both of them. Students should be able to deduce that abstract nouns typically collocate with the word “little”. Discuss the words, which can collocate with both adjectives but take on a different meaning.

WORKKSHEET ACTIVITY 8: Adjectives

1. Which is the odd one out?

HOT	Dog, Lamp, News, Summer, Prospects, Food
FAST	Asleep, Food, Growing, Pace, Gasoline, Car
THIN	Lips, Woman, Air, Hat, Hair, Slice
THICK	Lights, Wall, Fog, Hair, Glasses, Grass
MISERABLE	Job, People, Weather, Knife, Performance, Life
GRIPPING	Book, Story, Phone call, Novel, Movie, Performance
PLAIN	Chocolate, Girls, Shadow, Flour, Yoghurt, Design
CROOKED	Walls, Teeth, Finger, Dog, Police, Nose

2. Put the following words in the correct boxes:

bit, kitchen, village, difficulty, time, child
girl, while, office, plants, brother, problem

LITTLE	LITTLE/SMALL	SMALL

LESSON PLAN ACTIVITY 9: Phrasal Verbs

- Learners: Pre-intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler.
- Learning objective: to extend the vocabulary of phrasal verbs, to learn about the importance of co-text, to develop the strategy of inference, to realize the wide range of meanings phrasal verbs can realize.
- Extension Activity to Project 3, Unit 7.

Lesson plan:

Stage 1: Introduce the phrasal verbs. Revise the concept of phrasal verbs. Use the first phrasal verb on the list to demonstrate the difference between “switch“ and “switch on“. Elicit from students what things they can switch on.

Stage 2: Set and demonstrate the task. Hand out the worksheets and explain to students their task is to find out the odd word from the list of collocates. Ask them to suggest the odd one out with the verb “switch on“. They should use the COBUILD Corpus Sampler to check their estimate. Next, work out the meaning of the phrasal verb.

Stage 3: Discovery phase. Students work individually using the concordancer.

Stage 4: Feedback phase. The teacher can copy the phrasal verbs and collocates on the board while students are working with the sampler and prepare for the whole-class feedback. Teacher encourages students to discuss their findings and infer the meanings of phrasal verbs.

Stage 5: Extension. Students can prepare a gap-filled exercise for their classmates.

WORKSHEET ACTIVITY 9: Phrasal Verbs

What is the odd one out? Use the concordancer to find the odd word.

1. You can **switch on**: the radio, the lights, the car, the computer, the lamp
Meaning _____

2. You can **put on**: a friend, a record, weight, a dressing gown, the light
Meaning _____

3. You can **take off** or it can take off: shoes, a plane, my house,
a rocket, advertising
Meaning _____

4. You can **look after**: a baby, your car, the environment, clouds, customer, daughter
Meaning _____

5. You can **get on**: the bed, with people, with work, the train, well
Meaning _____

6. You can **pick up**: a bag, the phone, the fight, the pieces, a plant
Meaning _____

7. You can **look for**: a house, papers, a marriage, clues, a compromise
Meaning _____

8. You can **run out of**: time, English, fuel, luck, food
Meaning _____

9. You can **put out**: flames, records, the light, fire, water
Meaning _____

10. You can **break down** or something can **break down**: a relationship, a neighbour, a
car, a television, a door
Meaning _____

LESSON PLAN ACTIVITY 10 : Verb Quiz

- Learners: Pre-intermediate/ Intermediate
- Time available: 45 minutes
- Facilities: Computer laboratory, access to COBUILD Corpus Sampler.
- Learning objective: to enrich the meanings of verbs and learn a verb can also take a noun form, to learn about the importance of co-text, to develop the strategy of inference
- Extension Activity to Project 3, Unit 8.

Lesson plan:

Stage 1 Introduce the activity.

Tell students that most of the verbs on the worksheet have appeared in unit 8. Check they understand the sample sentences in the quiz.

Stage 2 Set and demonstrate the task.

Explain that they are given a query and that its result page should provide answers to the assigned task. For example, the query “twist/ VERB” shows a corpus pop-up table where they can find out that “words” or “the truth” can also be twisted.

Stage 3 Discovery phase.

Students work individually or in pairs using the concordancer.

Stage 4 Feedback phase.

Students compare their answers in a whole class discussion.

Stage 5 Extension

If there is room for some experiments, ask students to go through their vocabulary notebook and find some verbs they would like to know more about. Help them specify the query.

WORKSHEET ACTIVITY 10: Verb Quiz

1. You can twist your ankle or a screwdriver. What can you twist when you speak? Try **twist/VERB**.
2. You can stick things with glue. What does it mean when you stick to something? Try **stick+to**.
3. What can you trip over? Try **trip/VERB+ over** and find two examples.
4. You can drop a pen on the floor. What words can follow a drop of? Try **a+drop+of** and find three examples.
5. Butter can be spread on bread. What else can be spread? Try **spread/VERB** and find three examples.
6. You can dump dishes into a kitchen sink. What does the word sink mean as a verb? Try **sink/VERB** and find three examples of use.
7. When you travel, you can reach a city at the end of your journey. What else can you reach? Try **reach/VERB+NOUN** and find three examples.
8. Your teacher often says keep a copy for yourself. Find out what follows the verb keep in **keep@+JJ**, **keep/VERB+VBG**, **keep/VERB+1NOUN**. Find three examples for each query.

Don't forget, there are no gaps between words and signs in the queries.

APPENDIX D Tested and Unsuitable Activities for Concordancing

1. Countability

Countable or Uncountable? Find the path from the top row to the bottom of the box.

Cheese	Spoon	Meal	Fridge	Carrot
Movies	News	Envelope	Magazine	Newspaper
Work	Job	Idea	Thing	Salary
Lightning	Weather	Rain	Umbrella	Snowflake
Toothbrush	Towel	Toothpaste	Soap	Perfume
Highway	Lorry	Traffic jam	Traffic	Accident
Wallet	Cash	Money	Coin	Note

1. The news **are/ is** terrible!
2. Have you got all the **information/ informations**?
3. Can I have **some/ a** perfume?
4. Do you like **a / some** cheese?
5. She needs to do **a /some** work.

2. British and American English

Use the concordancer and circle the British expressions.

Time

Fall/ Autumn
Vacation/ Holiday

Food

Sweets/ Candy
Chips/ French Fries
Chips/ Crisps
Cookies/ Biscuits

Clothes

Trousers/ Pants
Sneakers/ Trainers
Waistcoat/ Vest

Homes

Garbage/ Rubbish
Wardrobe/ Closet
Faucet/ Tap

Roads

Cab/ Taxi
Petrol/ Gas
Underground/ Subway

Buildings

Elevator/ Lift
Restroom/ Toilet
Flat/ Apartment

APPENDIX E

The Case Study: Feedback Sheets and Charts

The Monitoring Feedback Sheet

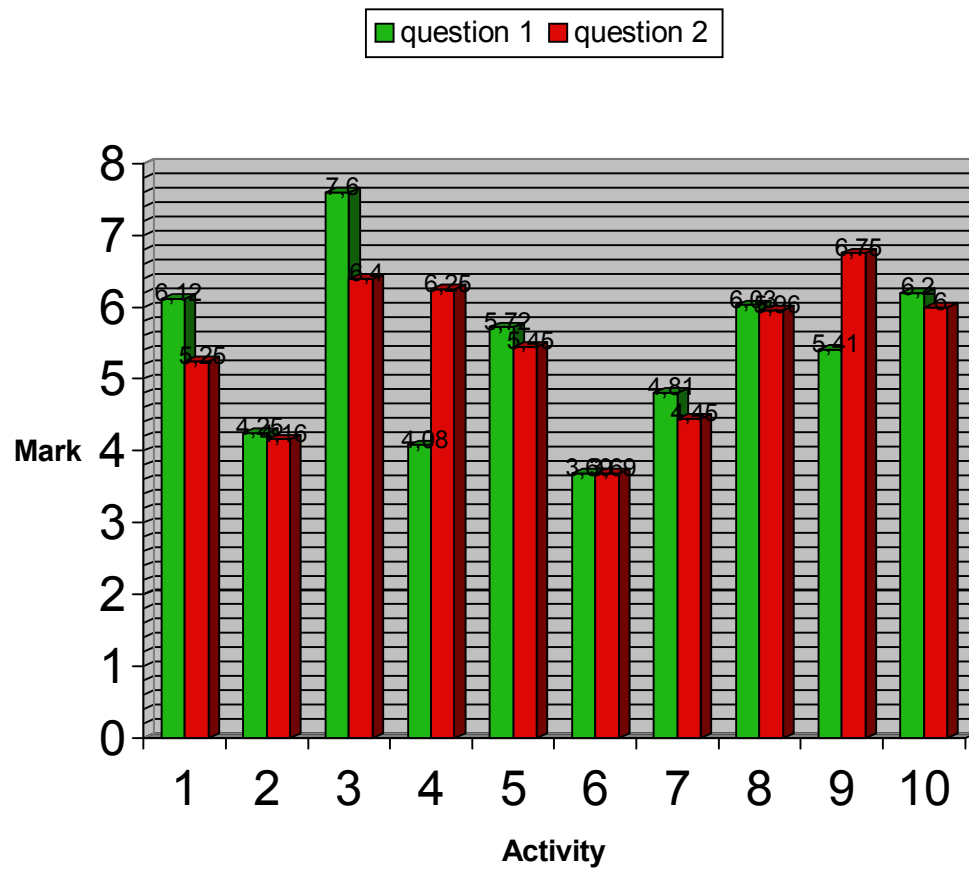
Pupil's Feedback sheet

1. Did you find this exercise useful? Circle on the scale. 1 is the least useful and 10 the most.
 1 2 3 4 5 6 7 8 9 10

2. Do you like working with the concordancer? Circle on the scale.
 1 you like the least 10 you like the most.
 1 2 3 4 5 6 7 8 9 10

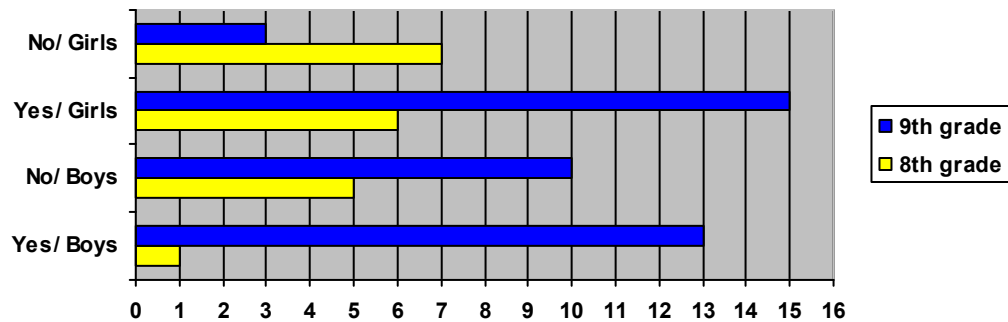
Your comments

The Results of the Monitoring Feedback

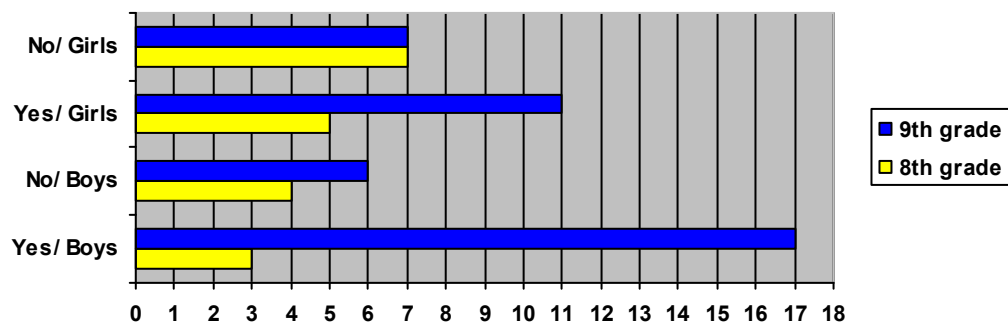


The Results of the Final Survey

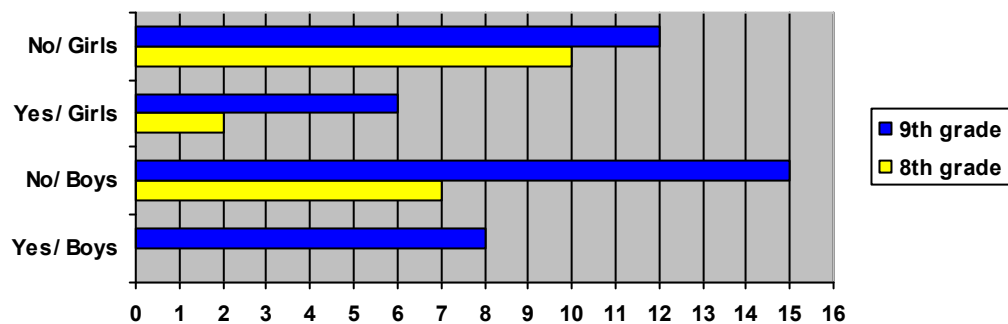
Question 1 Do you think concordance programmes should be used at primary schools?



Question 2 Is reading concordances easy?



Question 3 Do you enjoy searching and discovering in the corpus?



APPENDIX F

Údaje pro knihovnickou databázi

Název práce	Use of Concordances in the Classroom
Autor práce	Michala Velingerová
Obor	Učitelství anglického jazyka
Rok obhajoby	2007
Vedoucí práce	PhDr. Šárka Ježková, Ph.D.
Anotace	Práce je zaměřena na využití konkordančních programů při výuce anglického jazyka. Obsahuje sadu deseti aktivit testovaných na programu COBUILD Corpus Sampler.
Klíčová slova	počítače ve vyučování, konkordanční programy, COBUILD, korpusová lingvistika, aktivity