Corpus-aided Language Pedagogy: The Use of Concordance Lines in Vocabulary Instruction

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ABSTRACT

CORPUS-AIDED LANGUAGE PEDAGOGY: THE USE OF CONCORDANCE

LINES IN VOCABULARY INSTRUCTION

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This study investigated the effectiveness of the use of a concordance software and concordance lines as a pedagogical tool to learn the target vocabulary of a text book. The purpose of the study was to compare the effects of corpus-aided vocabulary instruction with traditional vocabulary teaching methods. This study also examined the extent to which students used the target vocabulary in paragraph writing exercises. Students' perception as to the use of concordance lines in their vocabulary learning was explored as well.

Eighty-two students from four intermediate level EFL classes at Karadeniz Technical University School of Foreign Languages participated in the study. The quantitative data were collected through the administration of three tests, three writing assignments and a student questionnaire.

The statistical analysis of the test results revealed that using concordance lines in vocabulary instruction was more effective and yielded higher scores when compared to traditional vocabulary instruction with the text book. Additionally, it was found that using concordance lines in learning the target vocabulary produced similar results when compared to using a text book in less controlled paragraph writing exercises. The analysis of the student questionnaire showed that the students had positive perception about using concordance lines in learning English vocabulary.

Key words: Corpus-aided language pedagogy, corpus-based approach, concordance lines, concordance software, vocabulary instruction, English vocabulary learning.

ÖZET

KORPUS-YARDIMLI DİL EĞİTİMBİLİMİ: KELİME ÖĞRETİMİNDE BAĞIMLI

DİZİN SATIRLARININ KULLANIMI

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Bu çalışma, bir ders kitabının hedef kelimelerinin öğrenilmesinde bağımlı

dizin satırlarının bir öğrenme aracı olarak kullanılmasının etkinliğini araştırmak için

yapılmıştır. Bu çalışmanın amacı korpus-yardımlı kelime öğretimi ile geleneksel

kelime öğretme yöntemlerini karşılaştırmaktır. Bu çalışma ile ayrıca öğrencilerin

paragraf yazma çalışmalarında bu kelimeleri ne kadar oranda kullanabildikleri

araştırılmıştır. Bu çalışmanın diğer bir amacı ise, öğrencilerin kelime öğreniminde

bağımlı dizin satırlarının kullanımı ile ilgili algıyı anlayabilmektir.

Bu çalışmada Karadeniz Teknik Üniversitesi Yabancı Diller Yüksek

Okulu'nda eğitim gören orta seviyede İngilizce bilgisine sahip dört farklı sınıftan

seksen iki öğrenci yer almıştır. Çalışmanın sayısal verileri öğrencilere uygulanan üç

kelime testi, üç paragraf yazma çalışması ve öğrenci algısını ölçen anket

uygulamasından gelmektedir.

Uygulama sonrasında elde edilen test puanlarının istatistiksel analizi göstermiştir ki kelime öğretiminde bağımlı dizin satırlarının kullanımı ders kitabıyla geleneksel kelime öğretimi ile kıyaslandığında daha etkilidir ve daha yüksek sonuçlar vermiştir. Ayrıca, daha az kontrollü paragraf yazma çalışmalarında bağımlı dizin satırlarının kullanımı ders kitabı ile karşılaştırıldığında birbirine yakın sonuçlar ortaya çıkmıştır. Katılımcı öğrencilerin ankete verdikleri yanıtların analizi öğrencilerin İngilizce kelime öğreniminde bağımlı dizin satırlarının kullanımı ile ilgili olumlu algıya sahip olduğunu göstermiştir.

Anahtar kelimeler: Korpus-yardımlı dil eğitimbilimi, korpus-temelli yaklaşım, bağımlı dizin satırları, konkordans yazılımı, kelime öğretimi, İngilizce kelime öğrenimi.

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ix

TABLE OF CONTENTS

LIST OF TABLES

Table

CHAPTER I: INTRODUCTION

Introduction

Corpus linguistics is an inherently empirical discipline which involves the compilation of specialized corpora to analyze keyword lists, word frequencies, and concordances. Corpus-aided language pedagogy embodies an approach to language learning based on authentic language data. It involves the exploration and analysis of language use by learners for language teaching and learning, especially in English as a foreign language (EFL) setting. Apart from being employed in the compilation of corpus-based dictionaries, books and syllabuses, concordances can also be utilized directly in the classroom.

The use of authentic linguistic examples through corpora and concordance based activities is defined as data-driven learning (DDL) and it exposes the students to examples of more realistic language than invented or artificial examples (Johns, 1994). Students can easily gain access to a huge number of authentic and sorted language examples through concordances. However, the inadequacy of solid and empirical data undermines the argument that DDL has positive effects on language teaching and learning.

Even though some language teachers and researchers are in favor of the use of corpora, the issue of using concordance lines in the language classroom to teach vocabulary is neglected. Therefore, this study will provide insights into corpus-aided language pedagogy by investigating the use of concordances in the classroom. The present study will try to examine the utility of concordance lines as a pedagogical tool by comparing the effects of corpus-based approach with the effects of the traditional approach to learning target vocabulary from a text book used in the integrated reading and writing lessons of a Turkish state university preparatory

school. The study will also examine the extent to which students utilize these words in paragraph writing exercises. Students' perception towards using these sources in their vocabulary learning and paragraph writing will be explored as well, with particular reference to pedagogical implications.

Background of the Study

The last decade has witnessed a strong impact of emerging technologies on language pedagogy due to the developments in the computer technologies, which has made the utilization of computers possible in ELT in various aspects. Computer-assisted language learning (CALL) technologies aim to enhance the learning environment by meeting learners' pedagogical needs and to resolve the impracticalities of second language teaching and learning such as rote-learning, limited opportunities… etc. by providing an alternative to traditional instruction. Computer-assisted language learning is succinctly defined in a seminal work by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning" (p. 1).

A recent approach to computer-assisted language learning, corpus linguistics has been reported to have benefited a variety of areas in language teaching. Corpus linguistics is the study of language and a method of linguistic analysis which uses a collection of natural or "real word" texts known as a corpus. According to Johns (1990), one of the most crucial contributions of the computer sciences to language pedagogy has been observed within applied linguistics in constructing, processing, and analyzing language corpora. In this context, corpus may be defined as a large and structured set of texts usually electronically stored and processed (Hasselgard, 2001; McEnery & Wilson, 2001). Language corpora can be either collections of written

texts using extracts from newspapers, books, magazines, essays, etc.; or recorded and transcribed spoken texts involving formal or informal conversations, radio and TV shows, weather broadcasts, business meetings etc. (Chen, 2004).

Over the past ten years, corpora have started to play an increasingly important role in determining how languages are taught. A growing number of studies have shown how learners can use corpus data to further their language learning. As Chapelle (2001) points out, there appears to be a ''corpus revolution'' (p. 38). Some scholars claim that a corpus approach provides meaningful and contextual input into the second language instruction (Chambers, 2007; Tao, 2001) and a corpus has ''the potential to make explicit the more common patterns of language use'' (Tao, 2001, p.116). As Gabrielatos (2005) states, corpus has now become one of the new language teaching catchphrases and both teachers and learners alike are increasingly becoming consumers of corpus-based educational products, such as dictionaries and grammars. Yet, incorporating corpora into language teaching requires concordancing tools. Data-driven learning advocates language learners' studying corpora by means of a data retrieval software program called the concordancer, which is one of the most widely used search tools in approaching corpora, especially in the field of applied corpus linguistics (Johns, 2002). A concordancer is a piece of software, either installed on a computer or accessed through a website, which can be used to search, access and analyse language from a corpus (Peachey, 2005). A corpus of language is virtually useless without a computer software tool to process it and display results in an easy to understand way (Anthony, 2006). This tool is considered as an extremely powerful hypothesis testing device for second language learners (Kennedy, 1998).

The concordancer makes it possible to analyze all instances of a linguistic form or structure in a corpus with the context in which the words appear. When a word needs to be examined, for example, the program scans the texts in its storage, locates all the occurrences of the word under examination, and lists these words on the screen in a list form within their immediate context (Barlow, 1996). These compiled lists are called concordance lists (Biber, Conrad, & Reppen, 1998; Sinclair, 1991; Tribble & Jones, 1990) and they enable teachers and learners to see how these words collocate with other words, which patterns they follow, which prepositions they go with in a natural context (Willis, 1990). A corpus offers the possibility to consult the entire text and reading as much as necessary for the development of contextual knowledge (Charles, 2007). Tribble and Johns (1990) point out that a concordancer can be utilized to find instances of authentic usage to demonstrate features of vocabulary, collocations, grammar points or even the structure of a text, to generate exercises based on examples drawn from a variety of corpora. In this respect, concordances offer an alternative to conventional grammar books, dictionaries and course books, because they provide easy access to huge amounts of "authentic'' language in use, foster the learners' analytical capacities, promote their explicit knowledge of the L2, facilitate critical language awareness, and support the development of learner autonomy (Gabel, 2001).

Several studies have been conducted in an attempt to test the efficacy of corpus-assisted language learning via concordancing tools. (e.g., Chao, 2010; Gaskell & Cobb, 2004; Widdowson, 1991; Yoon & Hirvela, 2004). Among these studies, some have investigated students' perception and examined how learners perceived the use of corpora in L2 learning (e.g., Sun & Wang, 2003; Vannestal & Lindquist, 2007; Yoon & Hirvela, 2004) while the other corpus-based studies that

can be found in literature focused on EFL learners performance (e.g., Gilmore, 2009; Jafarpour & Koosha, 2006; Yeh et al., 2007). Yet, there has been little attention to how corpus and concordance activities might be used as an effective and alternative method in the language classroom. For this reason, more empirical studies should be conducted in order to justify the conclusions coming from previous corpus studies.

Statement of the Problem

With the acceleration and recent developments in computer technologies in terms of electronic data storage and processing, the availability of a large and electronically structured set of written texts or transcribed speech texts, in other words, the collection of texts as corpora facilitated the development of corpus linguistics. Corpus data have become a valuable source of information for the empirical study of language use, while previously judgment on the relative appropriateness of linguistic forms was based on intuition (Biber, Conrad, & Reppen, 1998; Hunston, 2002; Sinclair, 1991). Several attempts have been made to investigate the effectiveness of corpus-based approach on language learning in reading, writing or vocabulary instruction (e.g., Gaskell & Cobb, 2004; Widdowson, 1991; Yoon & Hirvela, 2004). Yet, Römer (2006) claims that the English language teaching practice has been largely unaffected by the developments in corpus linguistics. So, very little work to date has been done on the effectiveness of using concordance lines to teach vocabulary (Chan &Liou, 2005; Chao, 2010; Chujo, Utiyama, & Miura; 2006; Koosha & Jafarpour, 2006; Sun & Wang, 2003). Thus, the lack of information to support corpus-consultation by concordancing in vocabulary learning causes an incomplete understanding about the practicality of this innovative approach. As pointed out by Kern (2006), there is a dearth of empirical studies

actually evaluating the outcome of using corpora for learning and teaching as a form of development in language pedagogy. Thus, this study aims to demonstrate the feasibility of corpus-aided language learning to the learners, teachers and researchers.

In English preparatory schools in Turkey, traditional methods involving book-based controlled practice exercises and translation activities are still used to teach vocabulary. Teachers and administrators are not familiar with corpus-aided language learning since it's a relatively novel approach to language pedagogy; so, they have not attempted to use a corpus-based approach in their teaching yet. Therefore, this study will provide the teachers and administrators with a modern alternative for teaching vocabulary in the classroom.

Research Questions

1) To what extent does the use of concordance lines to teach vocabulary improve students' performance on vocabulary tests using controlled exercises compared to the performance of students who have been taught these vocabulary items in class using text book materials?

2) To what extent does the use of concordance lines to teach vocabulary lead to students' greater use of these vocabulary items in less controlled paragraph writing exercises?

3) How do the students in the experimental group perceive the use of concordance lines as a tool for learning vocabulary?

Significance of the Study

Since recent developments in computer technologies have led to an increased interest in corpus-assisted language learning, the data collected in this study may contribute to the existing literature by ascertaining whether corpus consultation through concordance lines to teach vocabulary is an effective approach. The study will provide evidence for students' receptiveness to such new approaches in teaching and learning.

At the pedagogical level, the findings of this study will have a practical use in tertiary level EFL settings. This study will identify how well students are able to use target vocabulary items in controlled and less controlled exercises in achievement tests after undertaking a series exercises using concordance lines during their course. In the same vein, EFL students will have learned to make use of these authentic resources professionally throughout their life. As this is a new approach to teaching and learning in Turkey, this study will also examine students' perception to learning with concordance lines. It will contribute to the understanding of how a corpus can be used by intermediate level language learners to improve their knowledge of target vocabulary items.

Conclusion

This chapter discussed the rationale for the present study. In the first part, the topic of the study was introduced, and then the background of the study was presented. The problems that the study aimed to solve were discussed. Following this, the significance of the study was revealed. The next chapter reviews the literature on corpus linguistics starting from the integration of computer technologies into language pedagogy: the development of CALL.The role that corpora play in

language pedagogy is investigated and the literature regarding the indirect and direct applications of corpora in language pedagogy is synthesized. In the third chapter, the research methodology, including the participants, materials and instruments, data collection and data analysis procedures, is presented. The fourth chapter presents the data analysis procedures and the findings of the study. In the fifth chapter, the findings, pedagogical implications, limitations of the study, and suggestions for further research are discussed.

CHAPTER II: LITERATURE REVIEW

''By stages we have been able to move much closer to a situation where we can give the hoped for response: 'go to any of the labs, hit the icon which says ''Corpus'' and follow the instructions on the screen''.

(Fligelstone, 1993:101)

Introduction

In the present study the utility of concordancing as a pedagogical tool to learn the target vocabulary of a text book will be investigated. The effects of corpus-based approach in vocabulary instruction will be compared with traditional vocabulary teaching methods. The study will also examine the extent to which students use these words in paragraph writing exercises. Students' perception towards the use of corpus-based activities in their vocabulary learning and paragraph writing will be explored as well. In this chapter background on the integration of computer technologies into language pedagogy will be introduced to the readers as a starting point. Next, some information on the background of corpus linguistics will be provided. In the following section corpus-aided language pedagogy which is the basis to this study will be examined in details. In the final section the applications of concordancing in vocabulary instruction will be summarized and synthesized.

The Integration of Computer Technologies into Language Pedagogy:

The Development of CALL

In the second half of the 20th century, computer-assisted language learning (CALL) was a topic of interest to those with a special expertise in that area. However, with the advent of multi-media computing, computers not only have become an essential part of our daily lives but also they have started to permeate into the field of education. Computers are so widespread today that students and teachers can feel outdated if not consulting to the computers. Therefore, the question whether to use computers in the classroom is not valid anymore. On the contrary, CALL researchers, developers and practitioners are trying to find an answer to the question how computers could be integrated into language pedagogy? As Chapelle (1990) points out, "instructors need to understand how CALL can best be used to offer effective instruction to language learners" (p. 199). Today, computers are no longer tools for processing information, but they are ideal tools for communication. They are much faster, cheaper, easier to use, and they have more data storage capacity. For this reason, they have many implications for language learning. In fact, CALL does not include just the canonical desktop and laptop devices labeled as computers. CALL also includes the networks connecting them, peripheral devices associated with them and a number of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards and even DVD players, which have a computer of sorts embedded in them (Levy & Hubbard, 2005). CALL is a term used by teachers and students to describe the use of computers as part of a language course (Hardisty &Windeatt, 1989). It is traditionally described as a means of presenting, reinforcing and testing particular language items. Beatty (2003) also offers the following definition of CALL: ''any

process in which a learner uses a computer and, as a result, improves his or her
language'' (p. 7). So, CALL refers to the use of computers in education for teacher
professional development, materials development and language assessment.

CALL is used to promote the development of language skills in many ways.
Although computers have been used since the beginning of 20th century, they were
not used for educational purposes until the 1960s. The literal evolution of CALL was
as a result of research related to the use of computers for linguistic reasons and for
the creation of easy learning conditions. And it was not until early 1980s that CALL
emerged as a distinct field with the beginning of CALL-themed conferences. So,
computers have been used for language teaching for more than thirty years and
CALL has developed gradually within this three-decade period.
According to Warschauer and Healey (1998), the history of CALL can be divided
into three stages: behaviouristic CALL, communicative CALL and integrative
CALL.

Behaviouristic CALL

As the first phase of CALL, it was formed in the 1950s and implemented in
the 1960s and '70s. Based on the then-dominant behaviorist theory of learning Audio
Lingual Method, in this stage of CALL, repetitive language drills referred to as drill-
and-practice were used. The *computer as tutor* (Taylor, 1980) was a mechanical tutor
and served as a vehicle to deliver instructional materials to the students. Grammatical
explanations, translations at various intervals and non-judgmental feedback were
provided. Upon these notions, the earliest attempts to teach specific foreign
languages were on mainframe computers available at university campus research

laboratories (Beatty, 2003). Among the first and most significant applications for the teaching and learning of language at the computer was a large-scale project called PLATO (Programmed Logic/Learning for Automated Teaching Operations) developed in 1959 at the University of Illinois. It used a programmed instruction approach and provided students with practice material targeted at their presumed level along with feedback and remediation as needed (Hubbard, 2009).

The central concept of PLATO was individualization of learning. Each student proceeded through the material in privacy at his own pace (Curtin *et al.*, 1972; as cited in Kenning & Kenning, 1990) and each student could use the computer to review the grammar at his own speed with special emphasis on areas where he was weak (Nelson *et al.*, 1976; as cited in Kenning & Kenning, 1990).

Communicative CALL

In the early 1980s, behavioristic approaches to language learning were undermined and for this reason Behavioristic CALL was rejected at both the theoretical and the pedagogical level. The introduction of the microcomputers, in other words, personal computers also allowed a new range of possibilities for individual work. The new phase was set as Communicative CALL. Under the influence of Communicative Language Teaching, the proponents of Communicative CALL argued that since learning was a process of discovery, expression and development, the computer-based activities should focus more on the use of forms rather than the forms themselves. They criticized the advocates of the previous programs for not allowing enough authentic communication. With the new *computer as tutor* model, the students were provided with more freedom in their choices, control and interaction in a non-drill format (e.g., Dynamic English). The other

model designed in this period was the *computer as stimulus* (Taylor & Perez, 1989).

It included language games, text reconstruction and simulations (e.g., *Hangman, Text*

Tanglers, Sim city). The grammar was taught more implicitly and students could

generate original utterances rather than manipulating prefabricated language. A more

natural learning environment was created. The third model of computers in

communicative CALL involved the *computer as tool* (Brierley & Kemble, 1991;

Taylor, 1980), which did not provide language material but enabled learners to

understand and use the language. Examples of *computer as tool* include word

processors, spelling and grammar checkers, desk-top publishing programs, and

concordancers (e.g., Microsoft Word, Spellcheckers, MicroConcord).

Interactive CALL

By the 1990s it was felt that Communicative CALL was still failing to fulfill

its potential since computers were being used in a disconnected and ad hoc fashion

(Kenning & Kenning 1990). This time, educators started to seek for ways to teach

language in authentic contexts in a more integrative manner with task-based, project-

based and content-based approaches. The current approach provided the students

with multimedia computers. Multimedia technology which can be exemplified by the

CD-ROM provided the students with texts, graphics, animations, and videos.

Students were enabled to use a variety of technological tools. Hypermedia which is

entailed in multimedia also created a more authentic environment in which listening

was combined with seeing. Hypermedia integrated reading, writing, speaking and

listening skills in a single activity. For example, the students could have access to

grammatical explanations, exercises, glossaries, or questions while the main lesson

was on the foreground (e.g., *Dustin*). On the other end of the spectrum, in spite of

apparent advantages, multimedia could partially contribute to Integrative CALL, since it barely involved authentic communication into language learning. The last technological breakthrough Computer Mediated Communication (CMC) compensated for that by allowing users not only to retrieve information using the World Wide Web (WWW) and create their own materials but also to share messages and formatted or unformatted documents via synchronous programs such as MOO (text-based online virtual reality system to which multiple users are connected at the same time) or asynchronous tools such as electronic mail.

As could be deduced from the above mentioned ideas many of the CALL studies served to move CALL towards development in order to give it some credibility in the applied linguistics and ELT domains. Those studies attempted to demonstrate how computers can supplement to traditional language teaching. Nonetheless, how effective computers are in the language classroom depends on the way it is used by the teachers and students. The current software vendors of CALL no longer feel themselves bound to grammar exercises as the main goal. The trend is towards communicative teaching which in turn calls for assistance outside regular class time. For this very reason, there is more authentically contextualized vocabulary software today. As a result, corpus driven language teaching is a reason for preference for many researchers and practitioners.

Background of Corpus Linguistics

Linguistics is a major and interdisciplinary field that studies the knowledge system of human languages in all aspects, while corpus linguistics is a methodology used in every area of linguistics. It is concerned with how languages are used in the

production, that is, the language in use. Corpus linguistics is inherently the study of natural authentic language. Therefore, it is a method of linguistic analysis which uses a collection of natural or "real word" texts known as corpus. Conrad (2000) defines corpus linguistics as "the empirical study of language relying on computer-assisted techniques to analyze large, principled databases of naturally occurring language" (p.548). And according to Kennedy (1998), corpus linguistics is "based on bodies of text as the domain of study and the source of evidence for linguistic description and argumentation" (p. 7).

Before the computer age, corpora were collected, stored and analyzed manually. Since the 1950's, with the technological innovations, it has been electronically stored. And corpus-based research has been carried out predominantly all around the World. However, corpora first gained the attention of English teachers in 1987 with Collins COBUILD English Language Dictionary Project. Since then, there's an ever-growing body of corpus-based research going on language structure, use, language learning and teaching. Many journals have published articles and many scholars have written books about this insufficiently perceived breakthrough to make it more understandable.

Corpus linguistics has induced a dichotomy in Applied Linguistics also. There is a controversy among linguists; those who see corpus linguistics as providing new and beneficial methods for the future of language teaching and those who are reserved against the over-enthusiasm. The debates about corpus evidence mainly revolve around its implementation for teaching purposes.

At present, the existing corpora are collections of spoken and/or written texts produced by native speakers. So, sceptics express their concerns to the practitioners about the ability of corpora to capture language use (e.g., Widdowson, 1991) and ask

whether learners in fact need to imitate native-speaker behavior (Carter, 1998). Some going far more argue that corpus data may intimidate learners (Gabbrieli, 1998) or disempower teachers (Dellar, 2003) since native speaker corpora are incapable and irrelevant to serve as a model (Prodromou, 1997). Widdowson (1998) claims learners are unable to authenticate real texts since they do not belong to the communities for which those texts were designed. However, the opponents of corpora overlook the ways for authenticating discourse. Corpora, in fact involve many opportunities to authenticate discourse through observation. If teachers are allowed to make better-informed choices, learners can learn how to problematize language and explore texts and as a result add the reality of their own experience to the reality of corpus.

Types of Corpora

Corpora can differ in a number of ways according to the purpose for which they were compiled (general vs. specialized corpora), their text selection procedure (sample vs. full-text corpora), their medium (written, spoken or mixed corpora) , their representativeness of the language (monolingual vs. multilingual/parallel corpora), time (synchronic, diachronic and historical corpora), format (plain vs. annotated corpora), organization (closed/static/reference vs. open/dynamic/monitor corpora), and type of speaker (native vs. learner corpora).

General and Specialized Corpora

Corpora that is compiled for unspecified linguistic search is called general corpora and consist of a body of texts that linguists can analyze to seek answers to particular questions about varieties of the language such as vocabulary, grammar or discourse. General corpora reflect a specific language or variety in different contexts of use. The general corpora are the broadest type of corpus with more than 10 million words.

They are designed as a resource for a general representation of the language and they serve the basis for a wide range of varied linguistic studies: Brown, LOB (Lancaster-Oslo/Bergen corpus), BNC (British National Corpus) ANC (American National Corpus). They contain written texts such as newspapers and magazine articles, academic prose, works of fiction and non-fiction; as well as spoken transcripts from informal conversations to business meetings and government proceedings. General corpora or ''balanced'' corpora is sometimes referred to as ''core'' corpora, and can be used for comparative studies.

Corpora that are designed for a particular research project are called specialized corpora. Specialized corpora focus on specific contexts and users. They are usually smaller than general language corpora due to their narrower focus. Academic English is a specialized area under this respect, and quite a few corpora have been created to serve the needs of practitioners of English for Academic Purposes (EAP). MICASE (the Michigan Corpus of Academic Spoken English; 1.8 million words) is a corpus of spoken English transcribed from about 190 hours of recordings of various speech events in a North American university (Simpson et al. 2003, cited in Lee, 2010, p.114). Topic of specialized corpora can be variable such as child language development (Carterette & Jones, 1974, in Kennedy, 1998) or the English used in petroleum geology exploration, drilling and refining (Zhu, 1989, in Kennedy, 1998).

Sample and Full-text Corpora

This distinction refers to whether a corpus contains whole texts or samples. A sample corpus consists of sections of texts (samples) of approximately same length representing a variety of text categories (balancing, representativeness). It allows for

a more variety of texts by nature. Brown, LOB (Lancaster-Oslo/Bergen corpus), SEU (Survey of English Usage corpus) are all sample corpora. To exemplify, LOB has 15 text categories, 500 samples, 2000 words per sample. Full-text corpora consist of full texts (e.g., English Poetry Full-Text Database).

<p style="text-align:center">Written, Spoken and Mixed Corpora</p>

Written corpora contain only written texts, that is, texts that have been produced or published in written format. These may include traditional books, novels, textbooks, newspapers, magazines or unpublished letters and diaries. Electronically produced written texts such as emails, bulletin board contributions and websites are included as well. Written corpora generally tend to contain a higher number of conjunctions and prepositions than spoken data, suggesting longer, more complex sentences (Baker et.al., 2006). The Brown corpus is both the first electronic corpus ever known and also an example of written corpus entirely consisting of various kinds of written texts. Also the Hong Kong University of Science and Technology (HKUST) corpus contains only samples from texts books in computer science.

Spoken corpora consist entirely of transcribed speech and can be gathered from a variety of sources: spontaneous informal conversations, radio phone-ins, meetings, debates, classroom talks, etc. Spoken corpora can present some problems due to repetitions, false starts, hesitations, vocalizations and interruptions which tend to occur in spontaneous speech. The London-Lund Corpus is the first electronic spoken corpora. It is followed by other spoken corpora SEC. The Lancester / IBM Spoken English which include 50.000 words and various versions: orthographically

transcribed, prosodically transcribed, grammatically tagged and sound-recorded. The spoken section of SEU also has ½ million words of British English speech with detailed transcription by means of a prosodic notation showing features such as stress and intonation. The Canadian Hansard corpus is an official record of the proceedings of the Canadian House of Commons with over 60 million words and their French and English version. In MARSEC (Machine Readable Spoken English Corpus), each string in the orthographic transcription is linked to the corresponding section in the audio recording. COLT (Bergen Corpus of London Teeanage Language) is collected in 1993 and consists of the spoken language of 13 to 17-year-old teenagers from different boroughs of London where half a million words are orthographically transcribed and word-class tagged.

Mixed corpora use both written and spoken material. The Turkish National Corpus is considered as a mixed corpus since it contains both spoken and written texts, at the same time; it is considered a general corpus being not restricted to a particular genre or field. Other examples are the Birmingham Bank of English and the BNC.

Monolingual and Multilingual Corpora

In monolingual corpora texts are in one language (or language variety). However, a multilingual/parallel corpus consists of two or more corpora that have been sampled in the same way from different languages. While monolingual corpora contain samples from one language only multilingual corpora can either contain same text types in different languages or the translations of the same texts; in which case they are called parallel corpora (Hunston, 2002; Kennedy, 1998; McEnery & Wilson, 2001; Meyer, 2002). In multilingual corpora, parallelism comes from various

degrees; from the strictly parallel corpora (original and one or more translated versions of the same texts) which is referred to as translation corpora and the loosely parallel corpora (collection of similar texts in different languages or in different varieties of a language) which is referred to as comparable corpora. Translation corpora are very useful for language teaching and translation studies. In multilingual corpora, the two components are aligned on a paragraph-to-paragraph or sentence-to-sentence basis. The English–Norwegian Parallel Corpus (ENPC) and English–Swedish Parallel Corpus (ESPC) are good examples of a parallel bidirectional corpus. They are very useful for lexicography and each corpus has four 62 related components, allowing for various types of comparison to be carried out (Lee, 2010).

<center>Synchronic, Diachronic and Historical Corpora</center>

Synchronic corpus (Baker et.al., 2006) is "a corpus in which all of the texts have been collected from roughly the same time period, allowing a 'snapshot' of language use at a particular point in time" (p. 153). Examples of synchronic corpora are the International Corpus of English (ICE) which was specifically designed for the synchronic study of World Englishes, Longman Spoken American Corpus which can be used to compare regional dialects in the USA, and Linguistic Variations in Chinese Speech Communities (LIVAC) corpus. The METU Turkish Corpus (Say et. al., 2004) is also an example of a synchronic corpus as it contains Turkish samples of written texts collected from newspapers, articles and books that published after 1990. The Turkish National Corpus (TNC) can also be considered as a synchronic corpus since it includes the imaginative and informative texts representing contemporary use Turkish language in the late twentieth century.

Diachronic corpus is a corpus which is carefully built in order to be representative of a language or language variety over a particular period of time, so

that it is possible for researchers to trace the linguistic changes within. The Diachronic Corpus of Present-day Spoken English (DCPSE) was assembled at University College London. The corpus includes spoken corpus data drawn from both the London–Lund Corpus and the spoken section of the British International Corpus of English (ICE) covering a period of a quarter of a century or so from the 1960s and early 1990s.

A historical corpus is a finite electronic collection of texts to represent past stages of a language and to investigate the language change. A historical corpus covers the periods before the present-day language, roughly thirty to forty years (one generation) before the present. In other words, any corpus compiled in or around 2000 that goes back to 1960s / 1970s can be called historical (Claridge, 2008).

There are three main collections of historical English; the diachronic part of the Helsinki Corpus of English, ARCHER (A Representative Corpus of Historical English Registers), and COHA (Corpus of Historical American English). The Helsinki Corpus (1.6 million words) covers the period from around 750 to 1700, and thus spans Old English (413.300 words), Middle English (608.600 words) and early modern (British) English (551.000 words). ARCHER is a multi-genre corpus (currently 1.8 million words) covering the early 61 modern English period right up to the present (1650–1990) for both British and American English. It is divided into fifty-year blocks to facilitate comparisons. COHA is trying to create a 300-million-word corpus of historical American English covering the early 1800s to the present time, and is 'balanced' in each decade for the genres of fiction, popular magazines, newspapers and academic prose (Lee, 2010).

Plain and Annotated Corpora

Gutenberg Project texts could set a good example to plain corpora. They are produced by scanning and no information about text (not even edition) is given. It is not a real corpus but a collection of texts.

Annotated corpora have various annotation styles. They could be marked up for formatting attributes such as page breaks, paragraphs, font sizes, italics, etc. (e.g., Brown). They can be annotated with identifying information such as edition date, author, genre, register, etc. (e.g., BNC, ICE-BG).Or they could be annotated for part of speech, syntactic structure, discourse information, etc. (e.g., LOBTAG).

Static/Closed/Reference and Open/Dynamic/Monitor Corpora

If consisting of a fixed size which is not expandable, it is entitled as closed/static/reference corpora. Once the corpus is completed no more texts are added (e.g., the British National Corpus).

If it is expandable and more texts can be added, it is entitled as monitor corpora (e.g., the Bank of English). In open/dynamic corpus, monitor corpus or text bank, new materials are continually added, older materials are discarded. A balance between different types is maintained. Meyer (2002) defines monitor corpus, as " a large corpus that is not static and fixed but that is constantly being updated to reflect the fact that new words and meanings are always being added to English" (p.15). The Bank of English (BoE) is the best known example of monitor corpus.

Native and Learner corpora

Corpora may contain the language produced by native or non-native speakers. Or it may represent different dialects of a single language. Native corpora are the electronically stored authentic utterances produced by the native speakers of a language (e.g., The International Corpus of English (ICE) and British, Indian, Singaporean, etc. varieties).

However, learner corpora are foreign language learners' computerized representations of their L2 performance or output, usually written. A number of learner corpora worldwide have been established during the past two decades, such as the International Corpus of Learner English (ICLE) and Longman Learners Corpus (LLC). The major purpose of compiling a learner corpus is to gather natural interlanguage data for describing and analyzing learner language (Granger, 2008) because, analyzing learner language helps researchers better understand the process of second language acquisition (SLA) and the factors that influence it, and it is a useful source of data for practitioners who are keen to design teaching and learning tools that target learners' attested difficulties (p. 337). As for spoken interlanguage corpus, Louvain International Database of Spoken English Interlanguage (LINDSEI) consists of 1.1 million words of transcripts from speech by speakers from eleven different L1 backgrounds.

In the next section, the ways in which corpus linguistics has contributed to the foreign language teaching and how corpora are used for a variety of purposes with useful insights of pedagogic relevance will be presented.

The Use of Corpora in Language Pedagogy

Corpus Linguistics marked an era in the field of ELT through linguistic analysis of authentic real-life data. It would not be an exaggeration to say that corpus studies have revolutionized the study of language for a few decades. Although the benefits and contributions of corpus linguistics have been underestimated for many years, after millions of words were processed with the advent of high speed and large storage capacity computers, the attitudes towards its use has started to change. As Kayaoglu (2013) states ''Corpus is now of interest for not only lexicographers and researchers but also educators and language teachers as corpus linguistics offers a great deal of opportunities applicable to materials development, lexical diversity in production and receptive vocabulary, syllabus design and classroom activities'' (p. 130). So, it is quite normal that these readily available and systematic collection of naturally occurring language samples have different philosophies behind their design now.

There are two common pedagogical applications of corpora in EFL teaching and learning: indirect and direct applications. Indirect applications include researchers and teachers consulting corpora to inform curriculum and materials development, and may lead to authentic examples of language for textbooks rather than invented examples. Direct applications of corpora in language teaching and learning, on the other hand, typically involve learners accessing a corpus directly (Römer, 2011).

Whatever definition is given the novel corpus technology presents many opportunities to find innovative ways in the teaching and learning of languages. Different kinds of corpora help enhance the teaching of languages by means of representative examples from the realistic content. While in traditional teaching

fashion a rule is formulated, in the light of the new evidence exceptions to the rule can be formulated. Representative corpora which can be considered as an out-runner of extensive reading offer intensive exposure to language patterns. As Nation (1997) suggests, extensive reading is believed to facilitate learning, because it exposes learners to real language use in context and in amounts far larger than the short texts and dialogues usually preferred for the presentation of new language items. Through corpora learners experience various types of texts that they might not prefer to read outside class. This data-driven and awareness-raising approach is a good source for variety in the language classroom. It compensates for the intuition that non-native speakers do lack. It is a useful tool for learners to discern the subtleties of language and detect the nuances of language items. By allowing learners to understand how native speakers use the language, it helps them develop inductive reasoning skills. It is also possible for teachers and learners to have access to corpora by themselves. Since the introduction of corpus linguistics one of the new trends that has been proposed is DDL (Data-Driven Learning). It was first proposed by Johns in 1991 and it is claimed to "help students to become better language learners outside the classroom" (Johns, 1991a, p. 31) by encouraging noticing and consciousness-raising, leading to greater autonomy and better language learning skills in the long term. When provided with plenty of examples and good models in the corpus as shown in many scholarly articles, students learn to take responsibility of their learning.

Moreover, this hands-on learning opportunity has the potential to help learners in Vygotsky's terms (1978) develop their zone of proximal development. Johns (1991a) himself defines data-driven learning (DDL) as "the attempt to cut out the middleman as far as possible and to give the learner direct access to the data" (p. 30). DDL is the application of concordancing in language learning, and learners

exploit corpora by using concordancing while dealing with a language phenomenon (Payne, 2008). In other words, learners are not taught overt rules, but they explore corpora to detect patterns among multiple language samples (Boulton, 2010). This type of analysis represents a far more "natural" approach, as learners are using adaptive behavior in detecting regular patterns in the data that are meaningful to them, rather than attempting to learn and apply rules they are given, a more "artificial" intellectual activity (Boulton, 2009; Gaskell & Cobb, 2004, p. 304; Scott & Tribble, 2006, p. 6). The combination of corpora and concordancers shows that a promising future in the field of language teaching and learning is offered to language teachers and researchers by letting learners discover specific patterns and change their minds by observing extensive naturally occurring examples in real texts (Hill, 2000). Under the light of these findings, this study will try to create an incidental learning environment in a DDL design through direct access to the implementation of concordancing by students. In the next section further information will be provided about the indirect and direct applications of corpora in the language pedagogy.

<div align="center">Indirect Applications of Corpora in Language Pedagogy</div>

Within corpus-aided language pedagogy, a distinction can be made between the use of corpora as a source of descriptive insights relevant to language teaching / learning, and the use of corpora for learning and teaching processes (Bernardini, 2002).

Judging from the number of conference papers, articles published in pioneering journals, and software applications for corpora, it can be said that corpora have secured a role in the language classroom. Today, we are in the era of how best

corpora and corpus linguistics can aid language pedagogy rather than what language facts relevant to language pedagogy can be derived from corpora. Even if most language teachers and learners have not heard of a corpus, they have been using the products of many corpus-based studies (McEnery, Xiao, & Tono, 2006). Corpus-based course books, COBUILD dictionaries, lexical syllabus designs, language testing out of corpora and designing EAP based on corpus are only some of the examples to indirect applications of corpora.

Gledhill (1995), for example, conducted a corpus study for the use of English for Academic Purposes courses. He used a small and specialized corpus of research articles in the field of cancer research and analyzed it with the Keywords program in the Wordsmith Tools package of corpus software. Using this program, Gledhill identified the words which are most significantly found in each part of the research article and obtained some concordance lines. His work suggests that the teachers may be better advised to concentrate on phraseology rather than time reference because by making use of corpora the typical phraseology of the disciplines can be established.

Similarly, Hyland (1998) studied the broad semantic category of hedging in a corpus of Biology research articles and compared it with a more general corpus of Scientific English and the academic components of the Brown and LOB corpora. His quantitative studies of lexical items such as modals (may, might, could and so on), epistemic lexical verbs (suggest, indicate and so on) and epistemic adjectives, adverbs and nouns (possible, possible, possibility and so on) suggest that hedging is all pervasive in research articles.

Another role that corpora can play in pedagogy is in language testing. Testing procedures which utilize corpus-based findings about language allow a measurement

of typicality of the language items used in materials. Rees (1998), for example, developed cloze tests in which the deleted item was selected on the basis of the presence or absence of collocates in the test text. Rees established that the items were selected on the basis of a) their frequency in a large general corpus b) the strength of collocation in the test text c) the amount of repetition of the target word in the text d) the word class. Rees' work demonstrates that insights about language derived from corpora can be used to discriminate between strong and weak test candidates.

 D. Willis (1990) calls for a pedagogic corpus which consists of all the language that the learner has been exposed to in the language classroom, mainly the texts and exercises that the teacher has used. If the teacher has used authentic texts with a class, the corpus will consist of authentic language. If specially written texts have been used, the corpus will consist of invented language. The advantage of pedagogic corpus is that when an item is met in one text, examples from previous and future texts can be used as additional evidence for the learner to draw conclusions.

Direct Applications of Corpora in Language Pedagogy

One of the most important contributions of corpora to language pedagogy is the opportunity it offers for a discovery approach to learning. Discovery learning is easily adaptable to corpus thanks to the richness of data and possibilities offered by software programs which are designed with learners in mind. A corpus by itself can do nothing, being nothing other than a store of recorded language. Corpus access software however offers a new perspective on the familiar. If a corpus very loosely defined represents speakers' experience of language, the access software enables that experience to be examined in ways that were usually impossible in the past. Concordancing tools give easy access to huge bodies of naturally occurring texts,

which in turn eases the job of many English teachers. Tribble and Jones (1990) claim that concordance-based activities promote learning by discovery, turning the study of language into language research rather than spoon-feeding learners or encouraging them to rote-learn rules. This section will discuss how the use of a concordancer can contribute to raising teachers' and learners' sensitivity to linguistic patterns.

The Utility of Concordancing in Language Pedagogy

The use of a concordancer by the language learner to investigate vocabulary and structure in the target language is unfortunately in its infancy. Some research has attempted to promote this idea, but the potential benefit of concordancers and hands-on learning still requires exploration. Although several studies have been conducted in order to determine the effectiveness of corpora on L2 learning, most of these studies investigated the utility of concordancing to practice one specific skill.

The Utility of Concordance Lines in Writing

Writing offers great opportunities for students to reflect on their own language talents and to notice the deficits in their own interlanguage. While struggling to produce language, learners need to be supported with scaffolding. Legenhausen (2011) argues that "learners need to be encouraged to also pay attention to formal structures but without being explicitly taught or instructed" (p. 36). Therefore, there is great need for guidance by the teacher when students are writing. Resorting to authentic data through concordancing tools might be a good solution. The studies conducted with an emphasis on writing, mainly aimed to find out whether concordancing tools were helpful for learners in the production of their written output. The study conducted by Anthony (2006), which was about the role of concordancing in writing, is a good example. In the study, L2 learners tried to find out the ways in which language was used in natural contexts. In the study it was

found that exposing L2 learners to language via context is more beneficial compared to the out-of-context language. Similarly, Yoon's (2008) study with six L2 learners tried to investigate the effect of concordancing on L2 learners' writings. It was reported that concordancing could increase the knowledge of collocations of L2 learners and support writing development. Ying and Hendricks (2003) conducted a study in which they tried to raise the L2 learners' collocation repertoire through collocation awareness raising activities and they investigated its effect on L2 learners' writing. They concluded that collocation awareness-raising increased the quality of the L2 learners' work. Ying (2009) performed another study with Chinese L2 learners by himself this time. He examined the relation between collocations and coherence in writing. It was concluded that there is a relationship between the correct use of collocations and coherence in writing. If collocational knowledge of L2 learners could be developed with the use of corpus and concordancing, L2 proficiency could rise and the writings of the students would become more fluent, precise, and meaningful because the learners would have background knowledge about the necessary collocations. Teaching collocations as claimed by Cowie (1981) facilitates L2 writing by making it easier, more precise, and more natural.

<div align="center">The Utility of Concordance Lines in Grammar</div>

There are very few studies on the use of concordancing in grammar instruction. Mull's (2013) study investigates what learners are able to accomplish when asked to investigate an English corpus with a concordancer in order to correct grammar errors in an essay. In the study, participants' reactions to the software and to analyzing the target language autonomously were also examined. The study was conducted with 30 minutes of training on the concordancer. The findings of the study

have revealed that all participants expressed an interest in using a concordancer during their writing process. Therefore, it was suggested that concordancers had a potential value for autonomous language investigation.

Vannestal and Lindquist's (2007) study explored advanced proficiency level EFL learners' attitudes towards using concordancing in grammar learning. The researchers also tried to determine the effects of corpora on the learners' motivation to learn grammar. To conduct the study, two trials were designed. Vannestal and Lindquist's study (2007) showed that advanced level language learners used the concordancer for increasing their motivation for writing texts in English rather than learning some grammar points to improve their knowledge of these grammar points.

The Utility of Concordance Lines in Vocabulary

Corpora and concordance tools can be used to determine the collocational relationships among words. Moreover, corpora based research may present more reliable and quantitative data compared to the individual studies (Hunston, 2002).

Sun and Wang (2003) conducted a study in an online environment in Taiwan, with a group of 81 junior high participants. Researchers focused on how vocabulary acquisition was influenced by three different online concordance sites. They focused on verb and preposition collocations. Research findings have suggested that the score was much higher in the experimental group than that of the control group in terms of high-frequency words; however, when low-frequency words were considered there was no discrepancy between the two groups.

Cobb (1997) attempted to find out how it is possible to obtain measurable findings from vocabulary acquisition from concordance output software. He discussed to what extent concordance output software relied on vocabulary learning in an offline

setting at the University of Kaboos, in Omman. Koosha (2006) investigated the effect of corpus on the collocation learning of Iranian L2 learners. The area of investigation was collocations of prepositions. The results of the study were quite positive in comparison with traditional methods.

How to Teach Vocabulary

What constitutes a ''word'' varies greatly in the literature (Gardner, 2007). The terms word, vocabulary item, and lexical item are used interchangeably. Using Nation's (2001) scheme there are four major groups: a) high frequency, b) academic, c) technical d) low frequency word families. When it comes to the question of how to teach these words, the literature says that conceptually difficult words require a different teaching method, with their multiple, but more learner-friendly meanings (Nation, 2008; Stahl, 2005). Learner use of corpora is premised on the fact that exposure to a word in different contexts helps learners develop a greater sense of the meaning and a better retention of vocabulary items via repeated exposure. So, it could be argued that modern corpus linguistics has been highly influential in identifying lexical phenomena by electronic tools for on-the-screen study of the language. As a tool, the concordancer allows a key word to be examined in multiple contexts, eliminating the space and time delays between word encounters that normally occur in actual spoken or written language (Gardner, 2013). Indeed, Frankenberg-Garcia (2012a) found that multiple examples are more effective than a single one in helping learners understand new words. It takes more than one concordance line to help figure out what a word means on behalf of learners because according to noticing hypothesis (Schmidt, 1990), language input does not become intake unless it is consciously registered. There are two separate processes involved

here: first noticing, and second, converting the input that has been noticed into intake. Hereby, the corpus approach does exactly the same thing by provision of an authentic discovery-based learning environment as opposed to the more traditional deductive way of teaching and learning in which learners act as "language researchers" or "language detectives" analyzing and discovering actively lexical and grammatical usages on their own. The corpus-based promotes learner-centeredness. Similarly, Hulstijn and Laufer's (2001) involvement load hypothesis suggests that if the involvement load is high, the students are more likely to learn and retain vocabulary items. However, the need for particular items should be determined by the learner, not the teacher. So within the current design of this study not only vocabulary learning is facilitated by repeated exposure to words, but also the principles of vocabulary teaching and testing have been justified.

Conclusion

In this chapter, the background to corpus and concordancing oriented studies has been presented. In addition, how corpora influenced the field of education has been discussed with a review of direct and indirect applications from relevant literature. It has been demonstrated that DDL has created new roles for teachers and learners. Given the opportunity to browse, analyze and transfer data to novel contexts, learners may become a discoverer and establish autonomy in their own learning processes. Incidental learning and DDL have invaluable contributions to the field both for researchers and practitioners.

CHAPTER III: METHODOLOGY

Introduction

The present study investigated the effectiveness of the utility of a concordance software and concordance lines as a pedagogical tool to learn the target vocabulary of a textbook. The effects of corpus-aided approach in vocabulary instruction were compared with traditional vocabulary teaching methods. The study also examined the extent to which students used these words in paragraph writing exercises. Students' perception towards the use of concordance lines in their vocabulary learning and paragraph writing were also explored. Three research questions formed the basis of this study.

1) To what extent does the use of concordance lines to teach vocabulary improve students' performance on vocabulary tests using controlled exercises compared to the performance of students who have been taught these vocabulary items in class using text book materials?

2) To what extent does the use of concordance lines to teach vocabulary lead to students' greater use of these vocabulary items in less controlled paragraph writing exercises?

3) How do the students in the experimental group perceive the use of concordance lines as a tool for learning vocabulary?

Setting

The study was conducted at Karadeniz Technical University (KTU), in the

School of Foreign Languages (SFL) during the spring term of the 2013-2014

academic year. There are two main departments in the KTU SFL, the Department of

Modern Languages and the School of Basic English (SOBE). While the Department

of Modern Languages instructs vocational and basic English in the different

departments of Karadeniz Technical University, the School of Basic English helps

students develop necessary language skills before starting to follow a four- year

program with 30% English-medium instruction, through the English preparatory

program at Karadeniz Technical University. All students are provided with

compulsory intensive language education for one academic year in the SOBE. Before

the beginning of the academic year, a proficiency test is administered to all incoming

students. If they score 70 points or above, out of 100 on the proficiency test, they

gain the right to start studying at their own departments. The KTU Basic English

department divides the learners who cannot achieve this score into three main

classes, Beginner, Pre-intermediate, and Intermediate, according to the results of the

proficiency test.

 At KTU SOBE, one academic year lasting 29 weeks is divided into two terms; fall

and spring. The Fall semester lasts 14 weeks and the Spring semester lasts 15 weeks.

Students participate in classes twenty-four to twenty-eight hours per week in all

levels. During the twenty-nine weeks of English instruction, students take the main

course, grammar, and integrated reading and writing lessons. KTU SOBE has a skill-

supplemented type of instruction. All students in all levels are regularly required to

take part in four quizzes and one midterm exam as a formative assessment, which in

turn provides evidence for the instructors to see whether the students have made

progress in developing necessary language skills. Students have the right to start studying at their departments at the end of the first term of the program if they score 70 points or above out of 100 on the first-term exit exam that is administered at the end of the first term of the program. In order to gain the right to participate in the first-term exit exam, the students' grade average points in pre-intermediate levels have to be 90 points or above and the students' grade average points in intermediate levels have to be 60 points or above out of 100. Beginner level classes don't have the right to participate in the first-term exit exam. Those who cannot manage to gain the right to complete the program at the first term of the academic year in either way are placed in the pre-intermediate and intermediate level classes to study more English in the spring term of the academic year. Students also have the right to start studying at their departments at the end of the spring term without participating in the exit exam that is administered at the end of the year. In order to do this, the students' cumulative grade average points in pre-intermediate and intermediate classes have to be 70 points or above out of 100.

Participants

Eighty-two students from four intermediate level classes took part in the study. The number of students differed in each class. The students were in the age range of 18 to 21. Twenty-six of these students were female and 56 of them were male. Eleven different teachers in the KTU SOBE instructed the lessons in these four classes. Seven of these teachers were female and four of them were male. Four different teachers instructed the reading and writing lessons of these classes. Out of four teachers, two had more than ten years of teaching experience, and two had less than three years of teaching experience. The teachers of the experimental group had

more than ten years of teaching experience and held a MA degree in ELT department, and two teachers of the control group who had less than three years of teaching experience are MA students in the Department of Translation and Interpretation. The rest of the teachers held bachelor's degrees in English language teaching.

The four intermediate classes were chosen in cooperation with KTU administrative staff on the basis of weekly schedules of classes since it was not possible to give a treatment in the computer laboratory to two different classes at the same time. The study was designed to have one experimental group and one control group. Due to the same reason mentioned above, two of the four classes were assigned as the experimental group and the other two of them were assigned as the control group for the study. This design intended to eliminate or minimize the possible teacher effect, which could emerge from using just one experimental and one control group. Out of 82 participants in four classes, all 82 students took part in the three testing sessions. All students participated in the treatment and the test results of all students were taken into consideration while conducting the data analysis. Out of 41 students in the experimental group, all 41 students completed the student questionnaire.

Instruments and Materials

The instruments used in this quasi-experimental study were a pre-test, an immediate post-test, a delayed post-test, three writing assignments after each treatment, and a student questionnaire. The testing instruments and the questionnaire were created by the researcher, whereas the writing assignments were adapted from the textbook used for the reading and writing course. Since the

questionnaire was designed to explore how the experimental group student perceive the use of concordance lines as a tool for learning vocabulary, no reliability test was conducted on the questionnaire. The materials used in the study were specialized corpora, a concordance software and treatment handouts. The corpora and treatment handouts were created by the researcher as well. The corpora were analyzed by means of AntConc 3.2.4w concordance software during the treatment (Anthony, 2014).

Text Book

The text book ''From Reading to Writing 2'' by Blanchard, K. & Bonesteel, L. (2010) was used for the reading and writing course at intermediate level classes for two 2-hours contact time per week. In the text book, the twenty-four target vocabulary items (eight in each chapter) were presented by means of a sample reading text for each chapter and follow-up gap fill activities. The students were also required to do a writing task at the end of each chapter where they wrote a paragraph with the target vocabulary learned. The topics for the writing paragraphs were predetermined by the book in each chapter. But for the study, the researcher adapted the writing topics according to the students' levels with very slight changes. All the students were asked to do the writing assignment prepared by the researcher after each lesson or treatment. A sample of the target vocabulary items, reading text, gap-filing activities, and writing task sections of the text book can be seen in Appendix H.

Specialized Pedagogical Corpora

In this quasi-experimental study, the regular activities in the text book were replaced with corpus-aided activities for the experimental group. The specialized pedagogical corpora created by the researcher were used as a resource by the students via AntConc 3.2.4w concordance software in the computer laboratory for three-weeks long with an aim of learning the target vocabulary items. The texts for the specialized corpora were taken from five different text books used in the reading courses of various preparatory schools in the universities around Turkey. The text books were chosen from tertiary level EFL settings in order to be appropriate for the proficiency level of the students. The text books that are used for the specialized corpora are as follows:

Chesla, E. (2001). Reading comprehension success. New York: Learning Express. Craven, M. (2009). *Reading keys new edition: Skills and strategies for effective reading*. Oxford: Macmillan.

Kandiller, B. & Velioğlu, A. (2012). *Reader at work 1*. Ankara: METU Press.

Kandiller, B. & Velioğlu, A. (2012). *Reader at work 2*. Ankara: METU Press.

Savage, A. (2010). *Read this 3*. Cambridge: Cambridge University Press.

Some sample texts from the corpora can be seen in Appendix G.

Tests

After having chosen twenty-four target vocabulary items in three different chapters of the text book by looking at the syllabus during the time period of the study, three tests (pre-test, immediate post-test, and delayed post-test) were prepared. The selected target vocabulary items were mainly nouns, verbs, adjectives, adverbs,

and phrasal verbs. Some vocabulary items were chosen as distractor items. The pre-test, immediate post-test, and the delayed post-test were repeated measure items in order to have parallel versions of the three tests. Each test consisted of 24 questions and included all of the target vocabulary items. The questions prepared for the tests were multiple-choice, matching, gap-filling and cloze test questions. The pre-test was conducted on 14th February before the treatment began on 17th February. The immediate post-test was conducted right after three-week treatment period on the 7th March. And finally the delayed post-test was conducted on 4th April. No pilot testing was conducted. The tests can be seen in Appendix B.

Handouts

After the creation of the specialized corpora, three different handouts were created by the researcher to be used during the treatment in the computer laboratory for the study. With the help of the handouts students were asked to analyze the concordance lines using the software. After the students in the experimental group analyzed the concordance lines on the screen, they were asked to do vocabulary practice exercises on the handouts which required them to demonstrate their knowledge of meaning, form and use of the vocabulary items as well as different parts of speech and grammar structures such as modals, verb tenses or relative clauses. The English and Turkish versions of the handouts can be seen in Appendix C.

Writing Assignments

Three different writing assignments were prepared by the researcher. The assignments required students to use the target vocabulary in a written context with an aim to understand whether the students can transfer their lexical knowledge to

writing as a productive skill. After the students received instruction, the students in both groups were asked to write paragraphs which included the vocabulary they learned that week. The writing topics were adapted from the text book with minor changes to make them more appropriate to the students' interests. The writing assignments can be seen in Appendix D.

Student questionnaire

In an attempt to investigate the third research question, the students in the experimental group were asked to complete a questionnaire after the three-week treatment with an aim to explore the perception of the students in the experimental group towards the utility of concordance lines in vocabulary learning. The questionnaire was given to the students immediately after they took the immediate post-test in order to gather the data when the students' minds were still fresh.

The questionnaire was in a 5-point Likert Scale format and consisted of 12 items. In the questionnaire, the students were to select one of the five options for each item. All of the 12 items were developed by the researcher. The questionnaire included negatively worded items (items 4 and 5) to keep respondents from marking only one side of the questionnaire, and scores for such items were reverse-coded before analysis (Dörnyei & Taguchi 2010).The data obtained from the students' responses to the questionnaire were entered into Statistical Package for Social Sciences (SPSS).The questionnaire was administered in Turkish in order to ease the task of responding for the students and to gather more reliable data. Thus, the method of back translation was employed. The questionnaire, which was originally designed in English, was translated into Turkish by the researcher. Then the Turkish version was translated back to English by a colleague in the MA TEFL program. It was

agreed that the two versions were the same. Both the Turkish and English versions of the questionnaire can be seen in Appendix E.

Scoring

After the pre-tests, immediate post-tests, and delayed post-tests of the students were collected, all of the tests were marked by the researcher. The tests were graded out of 100 points. While the scoring was based on a 5-point scale for each multiple-choice and gap-filling question in PART A and C, it was based on a 3-point scale for each matching and cloze test question in PART B and D to assess if the students managed to use those the target vocabulary items correctly. There were 24 questions in each test measuring the 24 target vocabulary in a different question. The target vocabulary were the same vocabulary with the three chapters of the text book. They were general vocabulary with different parts of speech. They were not only nouns and verbs but they also included adjectives, adverbs and phrasal verbs. As for the writing section, the researcher graded the writing paragraphs out of 8 in each writing session. The students were taught 8 target vocabulary in each chapter. So, after each treatment the researcher graded the paragraphs in terms of just the correct usage of the target vocabulary items considering the meaning and use. Grammaticality and accuracy of the sentences were not taken into consideration. . Since all the written paragraphs of students were to be graded by the researcher instructor, an inter-rater reliability test was conducted over 10% of the writings. Therefore eight samples were chosen randomly and equally from both groups from the first writing. First writing was chosen in order to see if anything needed to be corrected in the grading system of the researcher. Two colleagues from MA TEFL program graded the same eight samples with the researcher and the inter-rater

reliability test showed that there was not much of a difference in grading between the researcher and the other raters. The inter-rater reliability was 94% (.946) in the experimental group and 99 % (.995) in the control group.

Data Collection Procedure

After completing the necessary permission procedures with the KTU SOBE administration, Karadeniz Technical University English Preparatory School's 2013-2014 academic year spring term's reading and writing course syllabus was checked to learn which chapters would be covered during the study's defined data collection time. Accordingly, the researcher compiled the specialized corpora on the basis of target vocabulary items before the treatment with the concordance lines began. A seven-week possible period for data collection had been defined for the study.

Before the experiment started, the tests, writing assignments, and the questionnaire were developed by the researcher, and the handouts that were used during the treatment to teach the vocabulary items in the experimental group were prepared. After forming the experimental and the control group, the researcher presented a demo video to the experimental group students so that they could become familiar with using AntConc 3.2.4w in their vocabulary learning. Also the students were provided with AntConc 3.2.4w user's manual prepared by the researcher with special screenshots of the corpora before the treatment. AntConc 3.2.4w user's manual can be seen in Appendix F. The students were given detailed information about how to use the program and which vocabulary to search. The study lasted approximately seven weeks, and the treatment lasted three weeks for each chapter.

After demonstrating the video on the use of AntConc 3.2.4w to the experimental group, the study was initiated with the pre-testing session for both the

experimental group and the control group. During the three-week treatment, while the researcher taught the target vocabulary items by using the concordance lines at the computer laboratory in the experimental group, the students in the control group were taught by their course instructors in their classrooms and they used the text book to cover the target vocabulary items. The students in the experimental group were told not to consult to the text book while they were receiving the treatment in order to maintain equality for the comparison of each instruction type. For each vocabulary item, the researcher firstly asked the students to analyze the concordance lines with the software. After giving some time to the students to analyze the concordance lines, the researcher asked the students to work on the questions on the handouts. The students were required to answer the vocabulary questions in the handouts, which also guided them to derive the rules for some grammar structures at the same time. The treatment were given during the first two-hour lesson time in each experimental group every week, and in the other two-hour lesson time of the week, students were asked to do the writing assignments.

In the control group, the course instructors continued with the normal instruction with the help of the text book. The students in the control group were not presented any other different material but the text book and the instructor. The instructors in the control group first asked the students to read the sample texts in each chapter, and then the students were provided with dictionary definitions and example sentences for each target vocabulary item by the instructors. They also asked the students to complete the gap-fill activities in the text book. In the other two-hour lesson time, the instructors asked the students to do the writing assignments prepared by the researcher.

Immediately after the twenty-four target vocabulary items were covered in both groups in three weeks, all students took part in the immediate post-testing session at the same time on 7th March. After approximately 28 days, the students in both conditions participated in the delayed post-testing session on 4th AprilAfter the tests were marked, the data were entered into SPSS for analysis. Also an inter-rater reliability test conducted over the students' writing assignments. Since all the writing assignments were to be graded by the researcher, 10% of the students' writing assignments were graded by two colleagues from MA TEFL program at the beginning of the marking. It was seen that there was a high consistency among the raters: 95% of the marks were the same.

Data Analysis

The study consisted of a 4-step quantitative data analysis. In the analysis of the tests, SPSS was used. Before the treatment began, as the first step of the data analysis, 1st term grade point averages of four intermediate classes were analyzed. An independent samples T-test, was conducted over the students' GPAs in order to make sure that the students in the experimental group and the control groupwere at the same English proficiency level when the treatment began. After it was set clear that both groups were at the same level, the treatment began and the vocabulary tests were implemented successfully.

The second step of the data analysis was a quantitative analysis of the test scores of the students. Two Repeated Measure ANOVAs were conducted for the pre-test, post-test, and delayed post-test scores of the students in the experimental group and the control group separately. This test sought to determine whether the students' performance increased with the treatment or not and also whether they retained their

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knowledge. And a Repeated Measure ANOVA was conducted to compare the general performance of the experimental group with the performance of the control group and to see whether both groups were equivalent in terms of the knowledge of target vocabulary items.

In order to answer the second research question, the third step of the data analysis was to compare the writing assignment scores of the students in the experimental group and the control group with a T-test for writing assignment 1, writing assignment 2, and writing assignment 3 respectively.

The fourth and last step of the data analysis was the analysis of the student questionnaire. In order to answer the third research question, the frequencies of the items and the perception of the students as to the use of concordance lines in vocabulary learning were explored.

Conclusion

This chapter provided information about the research questions, setting, participants, materials and instruments, the treatment period, and the data collection procedure. In the following chapter, the results of the tests, writing tasks and the questionnaire will be presented will be presented and analyzed in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

This study was conducted to explore the effectiveness of the use of a concordance software and concordance lines as a pedagogical tool to learn the target vocabulary of a text book. It aimed to compare the effects of corpus-aided vocabulary instruction with traditional vocabulary teaching methods. In addition, this study also examined the extent to which students used the target vocabulary in paragraph writing exercises. And finally, students' perception of the use of concordance lines in their vocabulary learning was explored.

The answers to the following questions were sought in the study:

Research Questions

1) To what extent does the use of concordance lines to teach vocabulary improve students' performance on vocabulary tests using controlled exercises compared to the performance of students who have been taught these vocabulary items in class using text book materials?

2) To what extent does the use of concordance lines to teach vocabulary lead to students' greater use of these vocabulary items in less controlled paragraph writing exercises?

3) How do the students in the experimental group perceive the use of concordance lines as a tool for learning vocabulary?

Results

Comparison of 1st Term Grade Point Averages between Experimental and

Control Group

In the experimental and control group, the 1st term GPA scores of 82 students in total were calculated.

Table 1

1st Term GPA Descriptives, All Groups

groups	Valid	Missing	Mean	Minimum	Maximum
experimental	41	0	78.24	40.00	95.00
control	41	0	80.34	68.00	93.00

According to Table 1, in the experimental group the highest score is 95, the lowest score is 40, and the mean is 78.24. In the control group the highest score is 93, the lowest score is 68, and the mean is 80.34. When the scores of the students in both groups are considered, it can be stated that the scores' values are not particularly different from each other. The control group has only 2 points more average when compared to the experimental group.

Table 2

1st Term GPA Independent Samples T-test, All Groups

	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig.	Mean Dif.	Std. Error Dif.
Equal variances assumed	2.31	.13	-1.07	80	.28	-2.09	1.94

An independent samples T-test was conducted in order to measure whether there was a difference between both groups in terms of GPA scores. As could be understood from the significance value in Table 2 (p = .28), there is no difference between the experimental group and the control group in terms of their first term test scores.

The effects of Using Concordance Lines in Vocabulary Instruction on Student

Perormance in Controlled Exercises

While conducting the data analysis for the first research question, the test results of all the students were taken into consideration since no student was absent from any of the tests. The data were initially analyzed to see whether there was any increase on the lexical performance of the students over the three tests in the experimental group and the control group separately by the Repeated Measures ANOVA.

Table 3 below presents the statistical measures of the performance that the experimental group students showed over 3-weeks long treatment.

Table 3

Pre-test, Post-test, and Delayed Post-test Descriptives, Experimental Group

	Valid	Missing	Mean	Minimum	Maximum	Variance	Std. Deviation
Pre-test	41	0	32.90	11.00	56.00	147.44	12.14
Post-test	41	0	87.41	64.00	100.00	90.04	9.48
Delayed Post-test	41	0	86.07	68.00	94.00	46.67	6.83

Out of the tests conducted over the experimental group, the mean score for the pre-test is 32.90. The highest score is 56 and the lowest score is 11. The difference between the highest and lowest score is 45. The mean score for the post-test is 87.41. The highest score is 100 and the lowest score is 64. The difference between the highest and lowest score is 36. The mean score for the delayed post-test is 86.07. The highest score is 94 and the lowest score is 68. The difference between the highest and lowest score is 26. According to the results, while the pre-test scores of the students are quite low, there was an increase in the scores of the students in the post-test and delayed post-test. The difference between student scores decreased and this decreased the variance in turn. It can be clearly stated that the post-test and delayed post-test scores of the students are quite similar which is indicative of the retention of the lexical knowledge of the students. With further Repeated Measures ANOVA analysis, a difference between pre-test, post-test, and delayed post-test is expected and the success of the students is expected to rise in the post-test and delayed post-test.

A sphericity test is conducted over the covariances $Cov(x1,x2)=Cov(x1,x3)=Cov(x2,x3)$ to see whether the covariances have been homogenously distributed.

Table 4

Sphericity Test, Experimental Group

Within Subjects Effect	Mauchly's W	df	Sig.	Epsilon		
				Greenhouse-Geisser	Huynh-Feldt	Lower-bound
	.89	2	.11	.90	.94	.50

The findings in Table 4 suggest that the most appropriate error covariance matrix is Huynh-Feldt. Since (= .94) value is approximately 1, the sphericity hypothesis is maintained. The variances are homogenously distributed.

One-way variance analysis has been conducted over the experimental group as well.

Table 5

Test of Within-Subjects Effects, Experimental Group

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Sphericity Assumed	79273.57	2	39636.78	497.70	.00	.92
Greenhouse-Geisser	79273.57	1.81	43769.78	497.70	.00	.92
Huynh-Feldt	79273.57	1.89	41897.16	497.70	.00	.92
Lower-bound	79273.57	1.00	79273.57	497.70	.00	.92

The Repeated Measures ANOVA test results indicate that since Sphericity Assumed significance value ($p = .00$) is smaller than error margin ($p < .05$), it could be stated with 95% confidence that there is a difference among the tests which were implemented with time intervals. Compared to the pre-test, the post-test and delayed post-test results are more successful. Yet, a pairwise comparison is needed to understand the relationship between these tests.

Table 6

Bonferroni Pairwise Comparison, Experimental Group

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-54.51	2.15	.00	-58.86	-50.16
	3	-53.17	2.09	.00	-57.40	-48.93
2	1	54.51	2.15	.00	50.16	58.86
	3	1.34	1.62	.41	-1.94	4.62
3	1	53.17	2.09	.00	48.93	57.40
	2	-1.34	1.62	.41	-4.62	1.94

According to the results of Table 6, in the experimental group the relationship between the 1st and 2nd test (1;2), and 1st and 3rd test(1;3) is important. In the relationship (1;2), the second test is more successful compared to the first test and the negative relationship confirms this. In the relationship (1;3) , the third test is more successful compared to the first one and the negative relationship confirms this. The second and third test is more successful compared to the first one, but there is not a big success difference between them. It can be stated with 95% confidence that with corpus-aided vocabulary instruction there was an important rise in the scores of the students in the post-test and delayed post-test.

Table 7 below presents the statistical measures of the performance that the control group students showed over 3-weeks long treatment.

Table 7

Pre-test, Post-test, and Delayed Post-test Descriptives, Control group

	Valid	Missing	Mean	Minimum	Maximum	Variance	Std. Deviation
Pre-test	41	0	43.85	16.00	70.00	195.62	13.98
Post-test	41	0	67.27	17.00	90.00	305.50	17.47
Delayed Post-test	41	0	60.68	31.00	95.00	313.57	17.70

Out of the tests conducted over the control group, the mean score for the pre-test is 43. 85. The highest score is 70 and the lowest score is 16. The difference between the highest and lowest score is 54. The mean score for the post-test is 57.27. The highest score is 90 and the lowest score is 17. The difference between the highest and lowest score is 73. The mean for the delayed post-test is 60.68. The highest score is 95 and the lowest score is 31. The difference between the highest and lowest score is 64. According to the results, while the pre-test scores of the students are quite low, there has been an increase in the scores of the students in the post-test and delayed post-test. The difference between student scores have decreased and this decreased the variance in turn. A difference between pre-test, post-test, and delayed post-test results is expected however to what extent the success of the control group students rose will be clear with further Repeated Measures ANOVA analysis conducted.

Initially, a sphericity test is conducted over the covariances Cov(x1,x2)=Cov(x1,x3)=Cov(x2,x3) to see whether the covariances have been homogenously distributed.

Table 8

Sphericity Test, Control Group

| Within Subjects Effect | Mauchly's W | df | Sig. | Epsilon | | |
				Greenhouse-Geisser	Huynh-Feldt	Lower-bound
	.97	2	.62	.97	.10	.50

The findings in Table 8 suggest that the most appropriate error covariance matrix is Huynh-Feldt. Since (=1) the value is 1, the sphericity hypothesis is maintained. The variances are homogenously distributed.

The One-way variance analysis has been conducted over the control group as well.

Table 9

Test of Within-Subjects Effects, Control Group

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Sphericity Assumed	6489.43	2	3244.71	16.91	.00	.29
Greenhouse-Geisser	6489.43	1.95	3321.46	16.91	.00	.29
Huynh-Feldt	6489.43	2.00	3244.71	16.91	.00	.29
Lower-bound	6489.43	1.00	6489.43	16.91	.00	.29

The Repeated Measures ANOVA test results indicate that since Sphericity Assumed significant value ($p = .00$) is smaller than error margin ($p < .05$), it could be stated with 95% confidence that there is a difference among the tests implemented over the control group. Compared to the pre-test, post-test and delayed post-test results are more successful. Compared to the post-test, delayed post-test is more successful. Yet, a pairwise comparison is needed to understand the relationship between these tests.

Table 10

Bonferroni Pairwise Comparisons, Control Group

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-13.41	3.12	.00	-19.72	-7.10
	3	-16.82	3.21	.00	-23.33	-10.32
2	1	13.41	3.12	.00	7.10	19.72
	3	-3.41	2.82	.23	-9.11	2.28
3	1	16.82	3.21	.00	10.32	23.33
	2	3.41	2.82	.23	-2.28	9.11

According to the results of Table 10, in the control group the relationship between the 1st and 2nd test (1;2), and 1st and 3rd test(1;3) is important. The relationship between the post-test and delayed post-test is not important since the significant value ($p = .23$) is higher than the error margin ($p < .05$),. In the relationship between the first test and the second test (1;2), the second test is more successful compared to the first test and the negative relationship confirms this. In the relationship (1;3) , the third test is more successful compared to the first one and the negative relationship confirms this. The second and third test is more successful compared to the first one but there is not a particular difference in terms of success between them. It can be stated with 95% confidence that, in the case of vocabulary instruction with the text book, there has been an important rise in the scores of the students in the post-test and delayed post-test. There is a difference among three different repeated measure tests.

A final Repeated Measures ANOVA analysis was conducted over both the control group and the experimental group. Table 11 is presented below.

Table 11

Tests of Between-Subjects Effects, All groups

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	926378.92	1	926378.92	3332.68	.00	.97
Group	13583.67	1	13583.67	48.86	.00	.37
Error	22237.39	80	277.96			

According to the test results of Table 11, since the significance value ($p=.00$) is lower than the error margin ($p < .05$), the hypothesis H$_0$ =μ_1 = μ_2 is rejected. The estimates will be analyzed to understand the groups' success scores.

Table 12

Estimates, All Groups

	Mean	Std. Error	95% Confidence Interval for Difference	
			Lower Bound	Upper Bound
control	53.93	1.50	50.94	56.92
experimental	68.79	1.50	65.80	71.78

According to the test results in Table 12, the average of all the exams implemented over the control group is 54 with a standard deviation of 1.50. The students in the control group are expected to have from 50 to 56 points with 95% confidence interval. The average of the points the students have in the experimental group is 69 with a standard deviation of 1.50 again. The students are expected to have from 65 to 71 points.

A pairwise comparison will show which group is more successful than the other.

Table 13

Pairwise Comparisons, All Groups

	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
				Lower Bound	Upper Bound
Experimental (I)	-14.86	2.12	.00	-19.09	-10.63
Control (J)	14.86	2.12	.00	10.63	19.09

According to the results in Table 13, it can be stated with 95% confidence that there is a difference between corpus-aided vocabulary instruction and vocabulary instruction with the text book since the significance value ($p = .00$) is

lower than the error margin ($p < .05$). So, it could be stated with 95% confidence that corpus-aided vocabulary instruction is more successful than the text book-aided vocabulary instruction. The concordance approach was quite beneficial for the students in their English vocabulary learning.

The Comparison of Corpus-Aided Vocabulary Instruction to Vocabulary

Instruction with the Text Book in Less Controlled Paragraph Writing Exercises

Independent Samples T-test analysis was conducted for each writing exercise separately.

Table 14

First Writing Assignment Group Statistics

groups	N	Mean	Standard Deviation	Standard Error Mean
control	41	2.61	2.74	.42
experimental	41	6.46	.97	.15

The mean scores in Table 14 show that the control group's success average is 2.61 while experimental group's success average is 6.46 out of 8.

Table 15

First Writing Assignment Independent Samples T-test

	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig.	Mean Dif.	Std. Error Dif.
Equal variances assumed	47.20	.00	-8.46	80	.00	-3.85	.45

Table 15 demonstrates that ($p = .00$) there is a difference between both groups in terms of the first writing assignment scores. So, the experimental group is

more successful than the control group in terms of the first writing assignment scores.

Table 16

Second Writing Assignment Group Statistics

groups	N	Mean	Standard Deviation	Standard Error Mean
control	41	3.10	2.39	.37
experimental	41	6.32	1.29	.20

The mean scores in Table 16 show that the control group's success average is 3.10 while experimental group's success average is 6.32.

Table 17

Second Writing Assignment Independent Samples T-test

	Levene's Test for Equality of Variances		T-test for Equalityof Means				
	F	Sig.	t	df	Sig.	Mean Dif.	Std. Error Dif.
Equal variances assumed	30.20	.00	-7.57	80	.00	-3.22	.42

Table 17 demonstrates that ($p = .00$) that there is a difference between both groups in terms of the second writing assignment scores. The experimental group is more successful than the control group in terms of the second writing assignment scores.

Table 18

Third Writing Assignment Group Statistics

groups	N	Mean	Standard Deviation	Standard Error Mean
control	41	3.68	2.46	.38
experimental	41	6.88	1.02	.16

The mean scores in Table 18 show that the control group's success average is 3.68 while experimental group's success average is 6.88.

Table 19

Third Writing Assignment Independent Samples T-test

	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig.	Mean Dif.	Std. Error Dif.
Equal variances assumed	40.40	.00	-7.66	80	.00	-3.19	.41

Table 19 demonstrates that (*p* = .00) that there is a difference between both groups in terms of the third writing assignment scores Again, the experimental group is more successful than the control group in terms of the third writing assignment scores.

Table 20

All Writing Assignments Group Statistics

groups	N	Mean	Standard Deviation	Standard Error Mean
control	123	3.13	2.55	.23
experimental	123	6.55	1.12	.10

The control group's general success average is 3.13 out of 8 and the experimental group's success average is 6.55 out of 8.

Table 21

All Writing Assignments Independent Samples T-test

	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig.	Mean Dif.	Std. Error Dif.
Equal variances assumed	129.10	.00	-13.58	244	.00	-3.42	.25

Table 21 demonstrates that the significance value ($p = .00$) is lower than the error margin ($p < .05$). So, the hypothesis is rejected. There is a difference in terms of success between both groups. The experimental group is more successful in transferring their lexical knowledge into written competence.

Students' Perceptions of Using Concordances

When the three-week treatment was over, 41 students from the experimental group were asked to fill in a questionnaire which was designed to target their perceptions towards the use of concordance lines in English vocabulary instruction. Descriptive statistical measures for each item were calculated.

Table 22

Descriptive Measures for the Student Questionnaire

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q1 I think using concordance lines to do vocabulary practice exercises is **easy.**	f	-	1	3	19	18	41
	%	-	2.4	7.3	46.3	43.9	100
Q2 I think using concordance lines to do vocabulary practice exercises is **fun.**	f	1	1	9	16	14	41
	%	2.4	2.4	22.0	39.0	34.1	100
Q3 I think using concordance lines to do vocabulary practice exercises is an **effective way** to learn vocabulary.	f	10	6	5	18	2	41
	%	24.4	14.6	12.2	43.9	49	100
Q4 I think using concordance lines to do vocabulary practice exercises is **more difficult** than learning vocabulary by using a text book.	f	14	10	5	12	-	41
	%	34.1	24.4	12.2	29.3		100
Q5 I think using concordance lines to do vocabulary practice exercises is **more boring** than learning vocabulary by using a text book.	f	14	12	5	10	-	41
	%	34.1	29.3	12.2	24.4	-	100
Q6 I think using concordance lines to do vocabulary practice exercises has increased my **confidence** about learning English vocabulary.	f	-	3	11	19	8	41
	%	-	7.3	26.8	46.3	19.5	100
Q7 I think concordance lines based vocabulary practice exercises can be used **instead of** exercises in the book to learn vocabulary.	f	-	4	7	21	9	41
	%	-	9.8	17.1	51.2	22.0	100
Q8 I think concordance lines based vocabulary practice exercises can be used to **supplement** exercises in the book to learn vocabulary.	f	-	1	4	23	13	41
	%	-	2.4	9.8	56.1	31.7	100
Q9 I recommend that teachers should use concordance lines so as to teach vocabulary items in **beginner level** EFL classes.	f	1	4	7	18	11	41
	%	2.4	9.8	17.1	43.9	26.8	100
Q10 I recommend that teachers should use concordance lines so as to teach vocabulary items in **intermediate level** EFL classes.	f	-	3	4	19	15	41
	%	-	7.3	9.8	46.3	36.6	100
Q11 I recommend that teachers should use concordance lines so as to teach vocabulary items in **advanced level** EFL classes.	f	-	3	7	10	21	41
	%	-	7.3	17.1	24.4	51.2	100
Q12 I want to do some **more exercises** to learn English vocabulary items by using concordance lines.	f	1	4	5	14	17	41
	%	2.4	9.8	12.2	34.1	41.5	100

The first two items required the students to directly specify their opinions

regarding to what extent they found these concordance line activities for learning

vocabulary easy and fun. Out of 41 students, 46.3% agreed and 43.9% strongly

agreed that using concordance lines to do vocabulary practice exercises is easy. Similarly, out of 41 students, 39% agreed and 34.1% strongly agreed that using concordance lines to do vocabulary practice exercises is fun.

The third item required the students to evaluate how effective they found using concordance lines in the learning of English vocabulary. While nearly 50% of the students expressed that they found this method effective, 12.2% of the students were not sure.

Items 4 and 5 required the students to compare the use of concordance line activities with the use of text book in vocabulary learning in terms of their difficulty and boringness. Since these two items indicated negative opinions, the descriptive scores of the students were calculated by reversing these two items in SPSS analysis. When the students were asked to compare using concordance line activities with the use of text book activities in vocabulary instruction in terms of their difficulty (Item 4), the majority of the students disagreed with the idea that learning the target vocabulary via concordance lines was more difficult than learning them via text book. Likewise, when these two methods were compared in relation to their boringness (Item 5), out of 41 students, 34.1% disagreed with the idea that using concordance lines to do vocabulary practice exercises is more boring than learning vocabulary by using a text book, which is indicative of the enjoyableness of learning through concordance lines.

Item 6 required the students to directly specify their opinions about whether using concordance lines to do vocabulary practice exercises increased their confidence in English vocabulary learning. Promisingly, nearly 70% of the students

thought that their confidence towards vocabulary learning increased with the use of concordance line activities.

Items 7 and 8 investigated whether the students' would prefer to use concordance lines based vocabulary practice exercises instead of the text book or to supplement the text book. Out of 41 students, 51.2% agreed and 22.0 strongly agreed that concordance lines can be used instead of exercises in the book to learn vocabulary (Item 7). For item 8, the scores were much higher. Out of 41 students, 56.1% agreed and 31.7 strongly agreed that concordance lines can be used to supplement exercises in the book to learn vocabulary.

Items 9, 10, 11 were constructed in order to tap into the students' recommendations about at which proficiency level (beginner-intermediate-advanced) the concordance line approach would be more appropriate to use in English vocabulary learning. With approximately 82%, the highest score was attributed to the intermediate level by the students. It is interesting to note that since the study was implemented on intermediate level students, the students can be said to have felt positive feelings towards the study. There was consistency between the study and the level of the students.

The last and 12th item tried to figure out the eagerness of the students to do more exercises with the concordance lines. The frequencies for item 12 reveal that, 34.1% agreed and 41.5% strongly agreed to do some more exercises to learn English vocabulary items by using concordance lines.

Conclusion

This study investigated the effectiveness of corpus-aided vocabulary instruction on intermediate level EFL learners' performance on twenty-four target vocabulary items. The comparison of the experimental group's pre-test, post-test, and delayed post-test scores revealed that the experimental group demonstrated a more successful learning for all target vocabulary items with the help of concordance lines, compared to the control group's traditional text book method. In line with the test scores, the averages for the writing scores of the experimental group were again more than twice as high as those of the control group. The experimental group showed more retention in transferring their vocabulary knowledge into written assignments with 6.55 mean score out of 8. The results of the student questionnaire revealed that the students' perception of using concordances in vocabulary instruction was somewhat positive.

In the next chapter, the findings of the study will be discussed, and some implications for using corpus-based activities in vocabulary instruction will be presented. Additionally, Chapter 5 will consider the limitations of the study and suggestions for future research.

CHAPTER V: CONCLUSION

Introduction

This study investigated the effectiveness of the use of a concordance software and concordance lines as a pedagogical tool to learn the target vocabulary of a text book. It compared the effects of corpus-aided vocabulary instruction with traditional text book-aided vocabulary instruction. In addition, this study also examined the extent to which students transferred their target vocabulary knowledge into paragraph writing exercises. Finally, the study explored students' perception as to the use of concordance lines in their vocabulary learning

In order to answer the first research question, data were compiled through three sequential vocabulary tests, which were administered to 82 participant students from four intermediate level classes at Karadeniz Technical University School of Foreign Languages Basic English Department. In order to answer the second research question, data were compiled through three sequential less-controlled paragraph writing exercises administered to both groups of students after each treatment or lesson. In order to answer the third research question, following the three-week treatment, 41 students from the experimental group completed a questionnaire related to the last objective of the study, which aimed to explore their perception towards the use of corpus-based activities in vocabulary learning.

In this chapter, the findings, pedagogical implications and limitations of the study are discussed. Finally, suggestions for further studies and overall conclusions are presented.

Findings and Discussion

Initially, the findings of the current study regarding the effects of the utility of a concordance software and concordance lines in vocabulary instruction, in broader terms, corpus-aided vocabulary instruction will be presented and discussed with reference to the literature. Secondly, the students' ability to transfer lexical knowledge into written output will be presented and discussed with reference to the literature. Lastly, the findings related to perception towards using corpus-based activities in vocabulary learning will be presented and discussed.

The Effects of Using Concordance Lines in Vocabulary Instruction

The quantitative data were gathered from the students' pre-test, post-test, and delayed post-tests scores which were administered respectively: before the treatment, after the three-week treatment, and approximately 28 days after the immediate post-test was administered. The pre-test, post-test, and delayed post-test scores of the students were analyzed by Two Repeated Measure ANOVAs in the experimental and control group separately in itself in order to see whether the students in both groups demonstrated learning for the target vocabulary items. While the increase in students' scores in both groups from pre-treatment to post-treatment indicated the retention of vocabulary knowledge, with Repeated Measure ANOVA it was possible to understand which group retained more knowledge of the target vocabulary items. Both groups' test scores were compared with each other to see whether corpus-aided vocabulary instruction was more effective than the other method. With the multivariate analysis, the comparison of the groups revealed that the experimental group demonstrated a better learning for the vocabulary items. The comparison of the test scores of the groups indicated that the students in the experimental group

retained more knowledge of the twenty-four target vocabulary items than the control group. All these results indicated that using a concordance software and concordance line activities was an effective type of instruction and was consistent around the target vocabulary items. Thus, it can be claimed that corpus-aided instruction can affect the students' ability in completing multiple-choice vocabulary tests fruitfully.

The findings of the current study confirm the findings of previous studies that were conducted in the context of using corpus-aided language pedagogy and concordances in L2 learning (Anthony, 2006; Brashi, 2006; Cobb, 1997; Koosha, 2006; Mull, 2013; Sun & Wang, 2003; Ying, 2009; Ying & Hendricks, 2003; Yoon, 2008; Vannestal & Lindquist, 2007). All of these afore mentioned studies have attempted to determine the effectiveness of corpus-based sources and activities on EFL/ESL learners' performance on vocabulary learning, grammar instruction or writing competence. For instance, a study by Chan and Liou (2005) investigated the possible effects of using five web-based practice units on learners' English verb-noun collocation learning with the help of a web-based Chinese-English bilingual concordance. The researcher administered a pre-test and two post-tests over 32 Taiwanese EFL college students in an attempt to test whether the web-based Chinese-English bilingual concordance would help the EFL students to learn verb-noun collocations. The findings revealed that the students showed a great learning of the five online units by increasing their collocation knowledge. Although two and a half months later the collocation knowledge of the students declined to some extent in the delayed post-test, still their knowledge was higher when compared to their initial level. While the current study differs from that of Chan and Liou (2005), by using a monolingual concordance and pedagogical corpora built up by the researcher,

this study also found that using concordances improved students' performances on vocabulary tests.

The findings of the current study can also be associated with DDL. DDL is posited by Johns (1991) as the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output. Today, concordancers are invaluable learning tools and used increasingly in the language classroom owing to the emerging notion of data-driven learning.

Since the concordance line activities in the handouts of the present study included different parts of speech exercises and sentence production activities besides understanding the meaning of the target vocabulary items, the students were provided with the opportunity for a guided-discovery learning atmosphere. More precisely, different vocabulary structures for the same vocabulary items facilitate students' creativity and self-discovery learning by exposing them to various contexts via corpora. In line with this finding, Hunston (2002, p.170) points out that "DDL involves setting up situations in which students can answer questions about language themselves by studying corpus data in the form of concordance lines or sentences". Under the principles of this approach, the learners are not passive recipients of the knowledge, but they take on active roles as discoverers and researchers by sorting through massive language data to discover rules and patterns embedded in the corporal data. In Guan's words, corpus-based data-driven learning emphasizes the exploration and discovery of learning process. Students learn through problem-solving activities rather than being instructed directly by the teacher. They come into contact with a large amount of authentic language data, but not prescriptive grammatical rules. With concordance software, they easily obtain a list of

contextualized examples of the investigated feature when dealing with tasks such as the acquisition of grammatical structures and lexical items (Guan, 2013).

Transferring the vocabulary knowledge into written Competence

Another result obtained from the study attained to the transfer of the vocabulary knowledge into written output. The present study has found a strong relationship between the utility of concordances in EFL learners' performance in writing. The students were required to use the target vocabulary items while writing their paragraphs. The experimental group students were very successful in making use of the target items in their creation of sentences meaningfully.

Hereby, it seems quite intuitive that using concordances should be useful for revealing lexical patterns. Likewise, a study by Gaskell and Cobb (2004) investigated the possible effects of using concordances on 20 Chinese students in revising their writings and had similar findings to the current study. The report of the study makes a case in principle for concordance information as feedback to sentence-level written errors and used a URL-link technology that allows teachers to create and embed concordances in learners' texts. The results of the study showed that an accurate correction has occurred in the majority of the revised writings. In the end-of-course survey, each of the 20 students taking part in the study stated they had learned a great deal and that they felt their English writing skills had improved. 40 percent of the students described in detail how their exposure to multiple examples of English structures had helped them understand how to use constructions they had been having trouble with in the beginning of the course and believed they would continue to use concordancing as a learning tool in future.

Another recent example that explored the use of concordances in writing and had similar findings was that of Weber (2001). Weber proposed both a concordance and genre based approach to academic writing for non-native students (2001). In the study, samples of formal legal essays were first compiled as a reference corpus. Then students used simple concordancing tools (i.e., the Longman Mini-Concordancer and Wordsmith) while cooperating with their peers. They looked at structural characteristics of the essays and identified the genre-specific lexical items. Finally, students wrote up their own mini essays by using the generic features and lexical items they had identified in previous activities. The results revealed that although most participants considered such concordance-based classroom activities rather challenging, corpus consultation did make the complex essay-writing more accessible to the students by gradually building their awareness of genre-specific lexico-structural regularities.

In an attempt to integrate into theoretical frameworks, it could be claimed that concordance-based approach combines nicely the principles of the product and process approach in writing by focusing on sentence-level accuracy, and to some extent encouraging self-correction and revision of writing on behalf of students. From this perspective, Concordance-based approach shouldn't be regarded as a fixed way of teaching writing, but a flexible teaching method which can be applied at any point of writing instruction (before, during, and after writing).

From this perspective, the findings of the current study confirm the findings of the previous studies by Chan and Liou (2005) in relation to vocabulary and Weber (2001) in relation to writing. Since the corpus-based activities of the present study led the students to derive the lexical structures of target vocabulary items from the examples in the concordance lines, it wouldn't be unfair to say that the present study

has used an inductive approach in vocabulary instruction. In the current study, the results of using corpus-aided vocabulary instruction has differed from text book-aided vocabulary instruction, in which the students learned the target vocabulary items by means of a genuine teacher and a text book. Similarly, Belz and Vyaktina (2005) had learners work on both hands-on and paper-based learning activities.

Vocabulary is a fundamental component of a language and of critical importance to the EFL learners. It is the ''building blocks'' of language, and is the basis of understanding and expression. There is no doubt that learning a foreign language is a complex and challenging tasks for most students and it is necessary that teachers design a variety of activities or use computer tools to resolve students' areas of difficulty in vocabulary instruction. The sentences formulated by the text books or teachers, which fall short of vividness and creativity, fail to arouse the students' attention and ends up with undermining the learner initiative. In general, the traditional English vocabulary teaching system still uses a textbook- centered pattern, in other words the top-down traditional foreign language teaching mode. Therefore, novelty is needed. Corpus-aided language pedagogy is an advanced computer-aided teaching mode based on corpus index and advocates students to take the initiative to explore vocabulary usage to accurately grasp the vocabulary by observing authentic linguistic phenomenon.

As a matter of fact, the current study under the name of corpus consultation is essentially a high-tech version of what Van Patten (2007) call "structured input." The present study aims particularly to help learners develop "input processing" strategies that go beyond content lexis and attend to forms within a meaningful context.

As Björkenstam (2013) mentions, corpus analysis provides quantitative, reusable data, and an opportunity to test and challenge our ideas and intuitions about language. Therefore, corpora are essential in particular for the study of spoken and signed language. Now that the students of the present study were exposed to a pedagogical corpus exemplifying the different parts of speech of the target vocabulary items through the concordance lines, the examples presented may have been very beneficial for the students to discover specific patterns and in turn understand the descriptions of a language.

Perceptions of Using Concordance Lines in Vocabulary Instruction

The third research question of the study was related to perception of 41 students from the experimental group about using concordance lines in vocabulary instruction. The overall picture of the results is that nearly 75% of the students had positive perception of using concordance line activities in vocabulary instruction.

The mean of the responses to the 1st Likert-scale item yielded information about the easiness of the activities presented to the students through the handouts. It was seen that nearly 91% of the students found these activities easy. This could stem from the fact that all of the corpora were compiled from pre-intermediate and intermediate level texts books used by various tertiary schools. Apart from that, the students were required to create sentences about their own lives in the exercises. Developing familiarity may have helped them to decrease their fears about this novel method. Similarly, the second item was asking about whether the students found these activities fun. The reason why 73% of the students expressed that they found these activities fun may be arising from the fact that the students were provided a cozy and different atmosphere in the computer laboratory. A different learning atmosphere may have been sincere and amusing on behalf of students.

When it comes to the effectiveness of this method it is quite promising that only 39% of the students expressed negative opinions about the effectiveness of this method. The 4th and 5th items in the questionnaire were related to the difficulty and boringness of the method. The majority of the students agreed with the idea that corpus-aided vocabulary instruction was not more difficult (58%) or more boring (63%) than learning them via the text book. The reason that the students' responses to these items were consistent with the previous items in the questionnaire may be due to the fact that the students were able to make clear distinctions between the text book's activities and concordance line activities and draw conclusions from their 1st term experiences. Since the majority of the students found corpus-based activities in vocabulary instruction easy and fun, it should be noted that the method has achieved its function. With the help of these concordance line activities the students have managed to derive some rules about how different parts of speech of the target items could be formed.

Another significant finding obtained from the questionnaire was related to the self-confidence of the students. The 6th item of the questionnaire has revealed that nearly 66% of the students stated that using concordance lines has increased their confidence about learning vocabulary. This might be linked to the fact that since they were presented with more examples for each item when compared to the teacher or the text book, the retention of the vocabulary could be longer in the students' minds. Seeing that they can easily remember the meaning, use and forms of the words, either in the vocabulary tests or paragraph writing, the students' had a higher confidence in learning new vocabulary.

The 7th and 8th items in the questionnaire have revealed the students' preferences about the corpus-aided vocabulary instruction or text book-aided

vocabulary instruction. While in the former item 73% of the students indicated that concordance line activities could be used instead of text book, in the latter item 87% of the students stated that they could be used to supplement the text book. These two perceptions may be again indicative of the fact that the majority of the students liked using concordance lines to learn vocabulary.

To further explore the students' preferences, the three sequential items tried to respond to the question of at which proficiency level these concordance line activities should be used in vocabulary instruction in EFL settings. The means of the responses to the 9th, 10th, and 11th questions are as follows respectively: 69% beginner levels, 82% intermediate levels, 75% advanced levels.

The students who participated in the study were at intermediate levels of English proficiency. It should be remembered that understanding the rules for word formation via concordance lines would be really challenging for lower level students. The fact that the highest result comes from intermediate level shows that these students who have gone under this kind of a treatment have been content with their status and they feel really positive towards corpus-aided vocabulary instruction.

From the responses to the 12th and last item, it is possible to conclude that 75% of the students want to do more exercises with the concordance lines to learn vocabulary. Although students spend a considerable amount of time and effort on analyzing the concordance lines to derive the meaning, form and use of the vocabulary, they hope that they will be more successful in their exams by means of this method.

The results of some previous studies in the literature which have also explored students' attitudes towards using corpora in vocabulary instruction and in

writing have shown similar results with the current study. For instance a study by Chao (2010) has explored the students' attitudes towards concordancing in collocation learning. It was found at the end of the study that the students mostly agreed with the idea that concordancing is an effective method when learning collocations. Similarly, in Chujo, Utiyama, and Miura's study (2006), 62% of the students expressed their positive feelings towards using DDL approach in vocabulary instruction.

As a result, the analysis of the student questionnaire in the current study has shown that the students held quite positive feelings towards the use of concordance lines in vocabulary instruction and they have shown a specific desire to do more exercises with the concordance lines in the future.

Limitations of the Study

The findings of the present study have revealed that the use of concordance lines in vocabulary instruction was a more effective method when compared to learning vocabulary through teacher and text book. The students found using concordance line activities quite easy and fun, and they wanted to use them in their future courses as well. Although these are really promising findings on behalf of these novel method, there are still several limitations that need to be considered. Each approach has its merits and limitations. Certain limitations of the study such as treatment possibilities, task design and operational restrictions impede the study from reaching a definite conclusion as to the effectiveness of using concordance lines in vocabulary instruction.

Initially, since it was only a three-week intervention, it is quite normal for the students to have fun in a first exposure. It is a novelty for the students. If the students

had repeated the same treatment every week for a longer time period, it would be more realistic to evaluate the extent to which it would serve as a genuine alternative. If the students had some courses with the corpora with their teacher before participating into the study, the results may have differed, especially the questionnaire results.

The second limitation of the study was the use of a specialized pedagogical corpus. It could have influenced the results positively because the corpora were compiled from published text books and texts appropriate to the level of the students. This increased the possibility for success for the experimental group in the tests.

Another limitation was the limited number of target vocabulary items due to time considerations. In order to build up the corpora in time, the researcher could only include three chapters of the text book into the study, because more chapters meant building up larger corpora, which really was the most difficult stage of the study. This factor led to teaching fewer target vocabulary items and in turn testing fewer target vocabulary items. The small number of items included in the tests may have not sampled enough behaviors to provide more reliable results. More detailed tests might portray the difference between the two methods (corpus-aided vocabulary instruction vs. text book-aided vocabulary instruction) much better.

The corpora compiled by the researcher had some limitations as well. Due to the nature of some words, it was difficult to find more than one different part of speech for each item. Some words had very few concordance lines (e.g., message), while the others (e.g., program / programmer / programmable) had many.

While grading the writing assignments of the students, it was seen that there were some students who had not used any of the target vocabulary items or there

were some students who had not written their paragraphs on the relevant topic. For these types of students, a score of 0 was given. These types of students were mainly in the control group, but this may have stemmed from external factors such as fatigue, lack of time, physical atmosphere of the classroom, teacher effect, lack of motivation, misunderstanding, etc. As a result, it might have influenced the overall findings of the study. The reasons for lack of success in the control group are not fully understood.

In regards to the one another limitation of the study, the number of the participants could have been included. The participants of this study were 82 intermediate level EFL students attending a nine-month obligatory language program at a state university. The students in the current study may not be well-motivated because the study was initiated right at the beginning of the spring term. The students did not take any English courses for one-month long during the term break. Starting the term with such a serious instruction without reserving a time for recall of some topics or structures might have affected the course of events negatively and the results concerned may thus apply to only one institution. In this respect, if the study had more participants and the study could be initiated at mid-term, the results could have been more generalizable.

The study was pursued for only three-weeks in order to teach the target vocabulary of the three chapters in the text book due to time constraints and institutional restraints. Seeing the long-term effects of the treatment by a longer treatment period and a much later implemented delayed post-test could have provided additional insights into the effectiveness of corpus-aided vocabulary instruction.

The crowdedness of the computer laboratory sessions coupled with problems in opening or locating the downloaded software caused classroom management problems, which in turn reduced the already limited amount of time allocated for hands-on learning with corpus exploration. Given the relatively unstructured nature of corpus exploration and the time needed to master the necessary search skills for conducting informed searches via concordance software, it should be understandable that more time was needed for the students to be better oriented towards the tool.

Moreover, the text book used by the control group had a combination of deductive and inductive approaches in the teaching of English vocabulary items while it integrated reading and writing strategies. On the other hand, the corpus-aided vocabulary instruction presented to the experimental group via the corpora, concordance software and concordance line exercises on the handouts was a highly inductive approach. Hereby, the study may have lost control over this deductive versus inductive method variable throughout the analyses.

Finally, as the study was conducted with the researcher in the experimental group and two different course teachers in the control group, he study may have flawed a precise evaluation on the students' learning of English vocabulary items by ignoring the teacher effect. The students in the experimental group may have internalized the study more than their peers in the control group because they had a different teacher (the researcher) to teach the target vocabulary items, moreover a different place (the computer laboratory) to learn. It is possible that the other two instructors may not have shown the same attentiveness to the study as the researcher.

Pedagogical Implications

The findings of the present study suggest several pedagogical implications that adhere to the fundamental methodological framework provided by an integration of vocabulary instruction with corpus-aided language pedagogy.

First of all, considering the restrictions on their language proficiency levels, intermediate level EFL students may need to be familiarized with the concept of concordancing. Such language awareness activities based on concordancing can be intimidating at first sight, therefore these kinds of activities need to be contextualized within a syllabus design that can provide space for comprehension of basic concepts, together with consolidation exercises and correct use of target items.

Secondly, owing to the novel effect of the corpus consultation exercises, which is to be highly repetitive by nature (Flowerdew, 1998a), the tasks should be designed in a way that incorporates more interaction and discussion among students. This can also help the student's to lower down their affective filter by decreasing students' anxiety.

The learners may also benefit from the utility of concordancing for editing tasks based on their own or peers' written production. Moreover, in order to promote learner autonomy and self-initiation, such productive activities may be incorporated into the teaching materials in the form of a learner corpus compiled by the learners themselves (like a vocabulary notebook) and be assessed at the end of the term for note classroom performance grade.

Furthermore, for each target vocabulary item, the concordance line exercises were prepared by the researcher from the specialized pedagogical corpus compiled.

Since it is quite time-taking to compile such a corpus, the language teachers may make use of online corpora.

(American National Corpus, Bank of English, British National Corpus [BNC], Brown Corpus , Corpus Juris Secundum , Corpus of Contemporary American English [COCA], Google N-Grams Corpus, International Corpus of English , Oxford English Corpus, Scottish Corpus of Texts and Speech , etc.) to create their own corpus-based activities. Such a method could help in arousing student' interest and be highly motivating, time-saving yet less demanding.

Suggestions for Further Research

As pointed out in the previous research, several limitations of the study necessiate further research into corpus-aided vocabulary instruction. First and foremost a replication of the study can be suggested to confirm the findings with more resources, that is, more participants at different levels of English proficiency, more sets of tests, and more time.

Secondly, since corpus consultation through concordancing requires good search and cognitive skills, further studies could investigate the role of learners' individual differences such as apptitude, educational background, cognitive and learning styles, learning strategies, expectations and motivation. Identification of these factors may contribute to a better-established and designed study in terms of the scope.

Most of the existing studies including the present one have been conducted in the context of university education for linguistic purposes in EFL settings such as EAP/ESP. Further quantitative or qualitative studies may concentrate on whether

these tools can be used with less advanced learners in an attempt to establish language awareness.

Inasmuch as corpora require concordancers for the retrieval of information based on some predetermined linguistic needs, there is also scope for the investigation of its benefits in the other skills as well (i.e., grammar and speaking) alongside its comparison to the other conventional sources such as dictionary and reference grammar or course book.

It would also be informative to conduct a study that analyzed learner corpora compiled from written texts in any EFL setting to contribute to the syllabus and material design. This would serve as a great pedagogical benefit for the curriculum development and evaluation units of the language schools.

Conclusion

This study investigated the effectiveness of using a concordance software and concordance lines on intermediate level EL learners' vocabulary instruction. The study also measured the ability to transfer their knowledge of vocabulary to writing. The experimental students' perception towards the novel method was explored as well. The results of the study have revealed that although the students in the control group had higher grade point averages before the study was initiated, experimental group students who were able to use the concordance line activities effectively in learning English vocabulary items were more successful and so was corpus-aided vocabulary instruction compared to traditional vocabulary instruction method. These findings have shown that there is a positive correlation between corpus consultation and achievement in vocabulary learning, in that the students who used concordance lines to learn vocabulary were more successful on vocabulary tests than those who

used the textbook. The students demonstrated their ability to transfer their vocabulary knowledge into written assignments as well. The data as to their percption have demonstrated positive results and the majority of the students expressed interest in future language practice with concordancing.

In light of these findings and the pedagogical implications, it could be stated that more attention should be paid by the course teachers and curriculum designers about how to integrate corpus technologies into the lessons of English preparatory programs.

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APPENDICES

APPENDIX A: Consent Forms (Administrative Permission Form and Student

Consent Form)

Karadeniz Technical University School of Foreign Languages Administrative

Permission Form

T.C.
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ
Temel İngilizce Bölüm Başkanlığı

Sayı : 94556041/ 31

18/2/2014

Konu :

KTÜ YABANCI DİLLER YÜKSEKOKULU TEMEL İNGİLİZCE BÖLÜM BAŞKANLIĞI

Sayın: İlknur KAZAZ

Bilkent Üniversitesi MA TEFL yüksek lisans programı kapsamında yürütmekte olduğunuz Derlembilim Destekli Dil Eğitimi konulu tez çalışması ile ilgili vermek istediğiniz eğitim için 17.02.2014– 04.04.2014 tarihleri arasında Intermediate 1-3-5 ve 6 sınıflarının Reading & Writing derslerinde bilgisayar laboratuvarını kullanmanız uygun görülmüştür.

Bilgilerinize arz ederim.

İng. Okt. Murat ÖZTÜRK
Bölüm Başkanı

Student Consent Form Turkish Version

Öğrenci Onay Formu

Sayın Katılımcı,

Amacı derlem bilim destekli dil eğitimi ve üniversite hazırlık seviyesindeki öğrencilerin kelime öğrenim süreçlerini araştırmak olan bir tez çalışmasına katılımınız istenmektedir.

Çalışmanın hedeflerine ulaşılabilmesi için, sizden çalışma süresince bazı sınavlara ve eğitimlere katılmanız, çalışma süresi bitiminde bir anket doldurmanız talep edilecek ve bazı yazılı çalışmalarınız incelenecektir. Araştırmacı, eğitimler ve anket çalışmaları süresince hazır bulunacaktır.

Bu çalışmaya katılımınız, çalışmanın bulgularına değerli katkılar sağlayacaktır. Kişisel bilgileriniz saklı tutulacak olup çalışma sizin için hiçbir sakıncaya neden olmayacaktır.

Bir kez daha katılımınız ve desteğiniz için teşekkür ederim.

İlknur KAZAZ

MA TEFL Programı

Bilkent Üniversitesi

ilknur.kazaz@bilkent.edu.tr

Yukarıda verilen bilgiyi okuyup anladığımı ve çalışmaya katılmayı kabul ettiğimi beyan ederim.

Ad: Ali Kemal KLIRT

İmza: Al

Tarih: 14.02.2014

Student Consent Form English Version

Dear Participant,

You have been asked to participate in a thesis study whose aim is to explore corpus-aided language pedagogy and the vocabulary learning processes of tertiary level students.

In order to achieve the goals of the study, you will be asked to take some tests and participate in some treatment during the experiential period, will be asked to reply to a questionnaire at the end of this period, and some written samples that you have produced will be analyzed. The researcher will be present during the treatment and questionnaire sessions.

Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

İlknur KAZAZ

MA TEFL Program

Bilkent University

ilknur.kazaz@bilkent.edu.tr

I have read and understood the information given above. I hereby agree to my participation in the study.

Name:

Signature:

Date:

APPENDIX B: Vocabulary Tests (Pre-test, Immediate post-test, Delayed post-test)

Pre-test **Time: 25 Mins**

Name, Surname	Student Number	Signature

PART A: Please complete the sentences with the correct vocabulary. (8x5=40 pts)

1. Our schools must continue to offer excellence in education and embrace new **………………** to enhance teaching and learning.
   a) documents
   b) technologies
   c) possibilities
   d) instructors
   e) references
2. Heisenberg, head of the Nazi nuclear reactor **………………,** went to Copenhagen in 1941 to meet with Bohr.
   a) manager
   b) producer
   c) vendor
   d) program
   e) supervisor
3. The new air conditioner is helping to improve air **………………**with a cleaner, quieter engine.
   a) weather
   b) quality
   c) smell
   d) condition
   e) type
4. The floors throughout are the **……………….** oak, sanded and stained a dark chocolate brown to hide their imperfections.
   a) unique
   b) earliest
   c) original
   d) magnificent
   e) new

5. After a long illness, getting fit again was a difficult**……………….……**with ups and downs.
   a) development
   b) method
   c) progress
   d) activity
   e) process
6. To start with, the first grade students seemed more **……………….**with these plants than I would have expected.
   a) popular
   b) familiar
   c) interested
   d) outstanding
   e) lazy
7. The restoration will **………………**less than 24 hours and will involve less than 10 workers.
   a) last
   b) find
   c) taken
   d) during
   e) go
8. Research reveals that …………which have a strong emotional content are more likely to succeed in convincing consumers to buy the product.
   a) advertisements
   b) statements
   c) notices
   d) announcements
   e) programs

PART B: Please match the beginning of the sentences on the left with the endings on the right. (5x3=15 pts)

1.	The fire spread	**a)** that might be a result of the festival.
2.	It turned out well in the end	**b)** in order to be noticed.
3.	He complained about the noise	**c)** since she started on this new diet.
4.	True art tries not to attract attention	**d)** although it looked as if we were going to fail.
5.	Her health has improved dramatically	**e)** all around the neighborhood.

PART C: Please complete the sentences with the correct vocabulary from the box. Two of them are extras. (6x5=30)

lonely	experts	tradition	estimate
message	composition	characteristics	communication

1. Did you know that the more text in an e-mail _____, the more likely it is filtered by spam trigger software?

2. Passionate words, lively tunes and complex rhythms reflect the richness of Nicaraguan folk _____.

3. The courses are taught by leading _____ in their fields.

4. Mobile phones provide the voice and data _____ and modem functionality for portable computers as required.

5. When I visited Germany, I felt I was like a fish out of water and was desperately _____.

6. The company classifies products based on the physical_____.

PART D: Please fill in the blanks with the correct vocabulary. (5x3=15 pts)

İpek woke up very early that morning! Her heart was beating with excitement when the alarm clock started ringing at 6 a.m. The big day had come at last! She told herself that it would be a tiring day because she had lots of things to do. How was she going to **1)** ……….. all the preparations by herself? She should have asked for help from her best friend. But, it was too late now. She was giving a party for her husband's promotion that evening. It would be a surprise for Furkan when he came back from work. She knew that he was **2)** ………… this celebration. She had **3)** ………… all of his close friends to the party. She had even hired a clown to **4)** ……….. the guests. 'Let's start with the cleaning first'' she told to herself. **5)** ……..… she was going to make some baklava.

1)	**a)** deal with	**b)** care for	**c)** design	**d)** make up	**e)** give up
2)	**a)** searching for	**b)** looking forward to	**c)** insisting on	**d)** calling for	**e)** standing by
3)	**a)** wished	**b)** invited	**c)** expected	**d)** requested	**e)** wanted
4)	**a)** scare	**b)** interest	**c)** entertain	**d)** enjoy	**e)** experience
5)	**a)** every day	**b)** one more night	**c)** yesterday	**d)** afterwards	**e)** next year

GOOD LUCK ☺

Post-test   **Time: 25 Mins**

Name, Surname	Student Number	Signature

PART A: Please complete the sentences with the correct vocabulary. (8x5=40 pts)

1. After a long illness, getting fit again was a difficult…………………..……with ups and downs.
   a) process
   b) development
   c) method
   d) progress
   e) activity
2. Research reveals that …………which have a strong emotional content are more likely to succeed in convincing consumers to buy the product.
   a) statements
   b) advertisements
   c) notices
   d) announcements
   e) programs
3. Our schools must continue to offer excellence in education and embrace new ……………… to enhance teaching and learning.
   a) references
   b) documents
   c) technologies
   d) possibilities
   e) instructors
4. The restoration will ………………less than 24 hours and will involve less than 10 workers.
   a) find
   b) last
   c) taken
   d) during
   e) go
5. The new air conditioner is helping to improve air ………………with a cleaner, quieter engine.
   a) type
   b) weather
   c) condition
   d) quality
   e) smell
6. To start with, the first grade students seemed more ……………….with these plants than I would have expected.
   a) popular
   b) interested
   c) familiar
   d) outstanding
   e) lazy
7. Keskinoğlu, head of the Turkish chemical reactor ………………., went to Cezayir in 1971 to meet with Kasımi.
   a) vendor
   b) manager
   c) supervisor
   d) producer
   e) program
8. The floors throughout are the ………………. oak, sanded and stained a dark chocolate brown to hide their imperfections.
   a) unique
   b) earliest
   c) magnificent
   d) original
   e) new

PART B: Please match the beginning of the sentences on the left with the endings on the right. (5x3=15 pts)

1.	In order to attract the attention of his owner	a) that might be a result of the festival.
2.	The fire spread	b) the little dog ran around the room and barked.
3.	Her health has improved dramatically	c) since she started on this new diet.
4.	He complained about the noise	d) although it looked as if we were going to fail.
5.	It turned out well in the end	e) all around the neighborhood.

PART C: Please complete the sentences with the correct vocabulary from the box. Two of them are extras. (6x5=30)

lonely	experts	tradition	estimate
message	composition	characteristics	communication

1. The company classifies products based on the physical_____.

2. The courses are taught by leading _____in their fields.

3. Passionate words, lively tunes and complex rhythms reflect the richness of Hawaian folk

    _____.

4. Did you know that the more text in an e-mail _____, the more likely it is filtered by spam

    trigger software?

5. When I visited France, I felt I was like a fish out of water and was desperately _____.

6. Today, mobile phones and computers make _____ easier and faster.

PART D: Please fill in the blanks with the correct vocabulary. (5x3=15 pts)

Ceyda woke up very early that morning, even before the alarm clock rang at 6 a.m. It was her son's birthday. She told herself that it would be a tiring day because she had lots of things to do. How was she going to **1)** ……….. all the preparations by herself? She should have asked for help from her best friend. But, it was too late now. She was giving a surprise birthday party for her son that evening. It would be a surprise for Semih when he came back from school. She had also bought a nice gift for him. She knew that he was **2)** ………… a new bike. She had **3)** ………… all of his close friends to the party. She had even hired a clown to **4)** ……….. his friends. 'Let's start with the cleaning first'' she told to herself. **5)** ……..… she was going to make a birthday cake.

1)   **a)** care for   **b)** design   **c)** deal with   **d)** make up   **e)** give up

2)   **a)** searching for   **b)** insisting on   **c)** calling for   **d)** standing by   **e)** looking

forward to

3)   **a)** wished   **b)** invited   **c)** expected   **d)** requested   **e)** wanted

4)   **a)** scare   **b)** interest   **c)** entertain   **d)** enjoy   **e)** experience

5)   **a)** every day   **b)** one more night   **c)** yesterday   **d)** next year   **e)** afterwards

GOOD LUCK ☺

Delayed Post-test   **Time: 25 Mins**

Name, Surname	Student Number	Signature

PART A: Please complete the sentences with the correct vocabulary. (8x5=40 pts)

1. Our schools must continue to offer excellence in education and embrace new ……………… to enhance teaching and learning.
   a) documents
   b) technologies
   c) possibilities
   d) instructors
   e) references
2. Heisenberg, head of the Nazi nuclear reactor ………………, went to Copenhagen in 1941 to meet with Bohr.
   a) manager
   b) producer
   c) vendor
   d) program
   e) supervisor
3. The new air conditioner is helping to improve air ………………with a cleaner, quieter engine.
   a) weather
   b) quality
   c) smell
   d) condition
   e) type
4. The floors throughout are the ………………. oak, sanded and stained a dark chocolate brown to hide their imperfections.
   a) unique
   b) earliest
   c) original
   d) magnificent
   e) new
5. After a long illness, getting fit again was a difficult…………………..……with ups and downs.
   a) development
   b) method
   c) progress
   d) activity
   e) process
6. To start with, the first grade students seemed more ………………with these plants than I would have expected.
   a) popular
   b) familiar
   c) interested
   d) outstanding
   e) lazy
7. The restoration will ………………less than 24 hours and will involve less than 10 workers.
   a) last
   b) find
   c) taken
   d) during
   e) go
8. Research reveals that …………which have a strong emotional content are more likely to succeed in convincing consumers to buy the product.
   a) advertisements
   b) statements
   c) notices
   d) announcements
   e) programs

PART B: Please match the beginning of the sentences on the left with the endings on the right. (5x3=15 pts)

1.	The fire spread	**a)** that might be a result of the festival.
2.	It turned out well in the end	**b)** in order to be noticed.
3.	He complained about the noise	**c)** since she started on this new diet.
4.	True art tries not to attract attention	**d)** although it looked as if we were going to fail.
5.	Her health has improved dramatically	**e)** all around the neighborhood.

PART C: Please complete the sentences with the correct vocabulary from the box. Two of them are extras. (6x5=30)

lonely	experts	tradition	estimate	
message	composition	characteristics	communication	

1. Did you know that the more text in an e-mail _____, the more likely it is filtered by spam trigger software?

2. Passionate words, lively tunes and complex rhythms reflect the richness of Nicaraguan folk _____.

3. The courses are taught by leading _____ in their fields.

4. Mobile phones provide the voice and data _____ and modem functionality for portable computers as required.

5. When I visited Germany, I felt I was like a fish out of water and was desperately _____.

6. The company classifies products based on the physical_____.

PART D: Please fill in the blanks with the correct vocabulary. (5x3=15 pts)

İpek woke up very early that morning! Her heart was beating with excitement when the alarm clock started ringing at 6 a.m. The big day had come at last! She told herself that it would be a tiring day because she had lots of things to do. How was she going to **1)** ……….. all the preparations by herself? She should have asked for help from her best friend. But, it was too late now. She was giving a party for her husband's promotion that evening. It would be a surprise for Furkan when he came back from work. She knew that he was **2)** ………… this celebration. She had **3)** ………… all of his close friends to the party. She had even hired a clown to **4)** ……….. the guests. 'Let's start with the cleaning first'' she told to herself. **5)** ……….. she was going to make some baklava.

1)	**a)** deal with	**b)** care for	**c)** design	**d)** make up	**e)** give up
2)	**a)** searching for	**b)** looking forward to	**c)** insisting on	**d)** calling for	**e)** standing by
3)	**a)** wished	**b)** invited	**c)** expected	**d)** requested	**e)** wanted
4)	**a)** scare	**b)** interest	**c)** entertain	**d)** enjoy	**e)** experience
5)	**a)** every day	**b)** one more night	**c)** yesterday	**d)** afterwards	**e)** next year

GOOD LUCK ☺

APPENDIX C: Handouts (English and Turkish Versions)

HANDOUT I

Concordance Lines (Target Vocabulary of Chapter 9)

Task 1: Analyze the concordance lines and answer the questions.

1) Search for *Techno**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as an adjective).

- Write down the phrases in which the words appear.

_____
_____

* Identify the part of speech in each concordance line.

- In the 1ˢᵗ concordance line, the word _____ is a/an _____

- In the 2ⁿᵈ concordance line the word_____ is a/an _____

2) Search for *Communi**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).

- Write down the phrases in which the words appear.

_____
_____

- What preposition does the word *communication* take?_____

After looking at the examples in the concordance lines, you now write a sentence using 'communication' and the preposition. The sentences should be about something in your life at home or at university.

_____

3) Search for *Message**

* Find two different concordance lines which use different verbs with the word *message*.

- Write down the phrases in which the words appear.

_____
_____

- Can you think of other verbs that can be used with *message*? Write them down.
_____

After looking at the examples in the concordance lines, you now write a sentence using 'message' with a verb. The sentences should be about something in your life at home or at university.

_____

4) Search for *Advertis**

*   Find two different concordance lines which use the word *advertisement* in singular and plural.

-   Write them down.

_____
_____

* Find a concordance line in which a verb form for the word *advertisement* is used. Write it down.
_____

After looking at the examples in the concordance lines, you now write a sentence using 'advertisement' as a noun or a verb. The sentences should be about something in your life at home or at university.

_____

5) Search for *Program**

* Find a concordance line in which a different noun form for the word *program* is used. Write it down and explain its meaning.

_____
_____

* Find a concordance line in which an adjective form for the word *program* is used. Write it down.

_____

* Find a concordance line in which a verb form for the word *program* is used. Write it down.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'program' as a noun or a verb. The sentences should be about something in your life at home or at university.

_____
_____

6) Search for *Spread**

*   Find two different concordance lines in which the word is used in a different part of speech

(e.g., as a noun and as an verb).

-   Write down the phrases in which the words appear.

_____
_____

*   Identify the part of speech in each concordance line.

-   In the 1st concordance line, the word _____ is a/an _____

-   In the 2nd concordance line the word_____ is a/an _____

After looking at the examples in the concordance lines, you now write a sentence using 'spread'. The sentences should be about something in your life at home or at university.

_____

7) Search for *Familiar**

*   Find two different concordance lines with the word *familiar.*

-    Write down the phrases in which the words appear.

_____
_____

-    Generally, the word *familiar* takes the preposition: _____

-    In the _____concordance line, the word *familiar* takes_____ preposition because_____

After looking at the examples in the concordance lines, you now write a sentence using 'familiar' with a preposition (make sure you choose the right one!). The sentences should be about something in your life at home or at university.

_____

8) Search for *Deal with**

* Find a concordance line with *deal with* which uses a modal verb. Write it down.

_____

* Circle the correct choice.

Look at the examples how deal with is used. If you say you need to deal with something, is this usually a positive or a negative thing?

- Generally, *deal with* is used to refer to positive / negative things.

* Find a concordance line that supports your answer. Write it down. Circle the positive/negative thing that deal with refers to.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'deal with'. The sentences should be about something in your life at home or at university.

_____

HANDOUT II

Concordance Lines (Target Vocabulary of Chapter 10)

Task 1: Analyze the concordance lines and answer the questions.

1) Search for *Afterward**

* Find two different concordance lines in which the word is used in the beginning and at the end of the sentence.

- Write down the sentences in which the words appear.

_____
_____

- Can you think of other words that can be used instead of *afterwards* in each sentence? Write them down.

_____

* Circle the correct choice.

- In the examples above, the word 'afterwards' is a noun / an adverb.

After looking at the examples in the concordance lines, you now write a sentence using the word 'afterwards'. The sentences should be about something in your life at home or at university.

_____

2) Search for *Complain**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).

- Write down the phrases in which the words appear.

_____
_____

* Identify the part of speech in each concordance line.

- In the 1st concordance line, the word _____ is a/an _____

- In the 2nd concordance line the word_____ is a/an _____

- What preposition does the word *complain* take?_____

After looking at the examples in the concordance lines, you now write a sentence using 'complain' as a verb or as a noun. The sentences should be about something in your life at home or at university.

_____

3) Search for *Entertain**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).

- Write down the phrases in which the words appear.

_____
_____

* Find two different concordance lines which use the verb *entertain* in Simple Present Tense and Simple Future Tense.

- Write them down.

_____
_____

After looking at the examples in the concordance lines, you now write a sentence using 'entertain' as a noun. The sentences should be about something in your life at home or at university.

_____

4) Search for *Invite**

* Find two different concordance lines which use the word *invite* in Simple Present Tense and Simple Past Tense.

- Write them down.

_____
_____

After looking at the examples in the concordance lines, you now write a sentence using the verb 'invite'. The sentences should be about something in your life at home or at university.

_____

5) Search for *Last**

* Find a concordance line in which the word *last* is used as a verb. Write it down and explain its meaning.

_____
_____

* Find a concordance line in which the verb *last* is used with Relative Clause. Write it down.

_____

* Find a concordance line in which the verb *last* is used in Present Perfect Tense. Write it down.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'last' as a verb. The sentences should be about something in your life at home or at university.

_____

6) Search for *Lonel**

* Find two different concordance lines in which the word is used in a different part of speech

(e.g., as a noun and as an adjective).

- Write down the phrases in which the words appear.

_____
_____

* Identify the part of speech in each concordance line.

- In the 1st concordance line, the word _____ is a/an _____

- In the 2nd concordance line the word_____ is a/a_____

After looking at the examples in the concordance lines, you now write a sentence using 'lonely'. The sentences should be about something in your life at home or at university.

_____

7) Search for *Look* forward to*

* Find two different concordance lines which use the phrase 'look forward to' with a modal and in Simple Present Tense.

- Write down the sentences in which the words appear.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'look forward to'. The sentences should be about something in your life at home or at university.

_____

8) Search for *Process**

* Find two different concordance lines which use the word *process* as a noun in singular and plural.

- Write down the sentences in which the words appear.

_____
_____

* Find a concordance line in which *process* is used as a verb in Present Continuous Tense. Write it down.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'process' as a noun or as a verb. The sentences should be about something in your life at home or at university.

_____

HANDOUT III

Concordance Lines (Target Vocabulary of Chapter 11)

Task 1: Analyze the concordance lines in the application software and answer the questions.

3)   Search for *Attract**

*   Find two different concordance lines in which the word is used in a different part of speech (e.g., as a verb and as an adjective).

-   Write down the sentences in which the words appear.

_____

_____

*   Identify the part of speech in each concordance line.

-   In the 1ˢᵗ concordance line, the word _____ is a/an _____

-   In the 2ⁿᵈ concordance line the word_____ is a/an _____

After looking at the examples in the concordance lines, you now write a sentence using the word 'attract' (verb or adjective). The sentences should be about something in your life at home or at university.

_____

4)   Search for *Characteristics**

*   Find a concordance line in which the word *characteristics* is used after an adjective. Write it down.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'characteristics'. The sentences should be about something in your life at home or at university.

_____

3) Search for *Expert**

*   Find two different concordance lines which use the word *expert* as a noun in singular and plural.

-   Write down the phrases in which the words appear.

_____

_____

After looking at the examples in the concordance lines, you now write a sentence using 'expert'. The sentences should be about something in your life at home or at university.

_____

5)   Search for *Improve**

*   Find two different concordance lines in which the word is used in a different part of speech (e.g., as a verb and as a noun).

-   Write down the sentences in which the words appear.

_____
_____

* Find two different concordance lines which use the word *improve* in Simple Present Tense and Present Perfect Tense.

- Write them down.

_____
_____

* Find a concordance line in which the word *improve* is used as to+infinitive after the main verb. Write it down.

_____

After looking at the examples in the concordance lines, you now write a sentence using the word 'improve' as a verb or as a noun. The sentences should be about something in your life at home or at university.

_____

6) Search for *Original**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as an adjective and an adverb).

- Write down the sentences in which the words appear.

_____
_____

After looking at the examples in the concordance lines, you now write a sentence using 'original'. The sentences should be about something in your life at home or at university.

_____

6) Search for *Quality**

* Find a concordance line in which the word is used with a possessive 'of' structure.

- Write down the sentence in which the word appears.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'quality' using the possessive structure with 'of'. The sentences should be about something in your life at home or at university.

_____

7) Search for *Tradition**

* Find two different concordance lines in which the word is used in a different part of speech (e.g., as an adjective and as an adverb).

- Write down the sentences in which the words appear.

_____

_____

*   Find two different concordance lines which use the word 'tradition' as a noun in singular and plural.

-   Write down the sentences in which the words appear.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'tradition'. The sentences should be about something in your life at home or at university.

_____

8) Search for *Turn out**

* Find a concordance line which uses the phrasal verb *turn out* with a modal verb. Write it down and explain its meaning.

_____

After looking at the examples in the concordance lines, you now write a sentence using 'turn out. The sentences should be about something in your life at home or at university.

_____

ÇALIŞMA KAĞIDI I

Bağımlı Dizin Satırları (9. Ünite Hedef Kelimeleri)

Görev 1: Bağımlı dizin satırlarını analiz ediniz ve soruları cevaplayınız.

3) Arayınız *Techno**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve sıfat hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* Her bir bağımlı dizin satırındaki sözcük türünü tanımlayınız.

- 1. bağımlı dizin satırında, _____kelimesi bir _____.

- 2. bağımlı dizin satırında, _____ kelimesi bir _____.

4) Arayınız *Communi**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve fiil hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

- *Communication* kelimesi hangi edatla kullanılır?_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'communication' kelimesinin bir edatla birlikte kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

3) Arayınız *Message**

* *Message* kelimesinin farklı fiiller ile kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

- *Message* ile kullanılabilecek başka filler düşünebilir misiniz? Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'message' kelimesinin bir fiile birlikte kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

4) Arayınız *Advertis**

* *Advertisement* kelimesinin tekil ve çoğul isim olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* *Advertisement* kelimesinin fiil olarak kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'advertisement' kelimesinin bir isim veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

5) Arayınız *Program**

* *Program* kelimesinin kendisinden farklı bir isim halinde kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız ve anlamını açıklayınız.

_____
_____

* *Program* kelimesinin sıfat halinde kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

* *Program* kelimesinin fiil halinde kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'program' kelimesinin bir isim veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.
_____

6) Arayınız *Spread**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve fiil hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* Her bir bağımlı dizin satırındaki sözcük türünü tanımlayınız.

- 1. bağımlı dizin satırında, _____kelimesi bir _____.

- 2. bağımlı dizin satırında,_____ kelimesi bir _____.

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'spread' kelimesini kullanarak bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

7) Arayınız *Familiar**

* *Familiar* kelimesinin kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____

_____

- Genellikle, *familiar* kelimesi _____ edatını alır.

- _____bağımlı dizin satırında, *familiar* kelimesi_____edatını almıştır, çünkü_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'familiar' kelimesinin bir edatla kullanıldığı bir cümle yazınız (Doğru edatı seçtiğinizden emin olunuz!). Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

8) Arayınız *Deal With**

* *Deal with* ifadesinin bir modal kip belirteci ile kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

* Doğru seçeneği yuvarlak içine alınız.

Örneklerde 'deal with' ifadesinin kullanımına bakınız. 'You need to deal with something' dediğimizde bu olumlu veya olumsuz mudur?

- Genelde, *deal with* olumlu / olumsuz durumlardan bahseder.

* Cevabınızı destekleyen bir bağımlı dizin satırı bulunuz. Yazınız. 'Deal with' ifadesinin bahsettiği olumlu/olumsuz durumu yuvarlak içine alınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'deal with' ifadesini kullanarak bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

ÇALIŞMA KAĞIDI II

Bağımlı Dizin Satırları (10. Ünite Hedef Kelimeleri)

Görev 1: Bağımlı dizin satırlarını analiz ediniz ve soruları cevaplayınız.

9) Arayınız *Afterwards**

* Kelimenin cümlenin başında ve cümlenin sonunda kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

- *Afterwards* yerine kullanılabilecek başka kelimeler düşünebilir misiniz? Yazınız.

_____

* Doğru seçeneği yuvarlak içine alınız.

- Yukarıdaki örneklerde 'afterwards' kelimesi bir isimdir / bir zarftır.

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'afterwards' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

10) Arayınız *Complain**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve fiil hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* Her bir bağımlı dizin satırındaki sözcük türünü tanımlayınız.

- 1. bağımlı dizin satırında, _____kelimesi bir _____.

- 2. bağımlı dizin satırında, _____ kelimesi bir _____.

- *Complain* kelimesi hangi edatla kullanılır?_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'complain' kelimesinin bir isim veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

3) Arayınız *Entertain**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve fiil hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

*   *Entertain* kelimesinin Simple Present Tense ve Simple Future Tense ile kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. Yazınız.

_____
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'entertain' kelimesinin bir isim olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

4) Arayınız *Invite**

*   *Invite* kelimesinin Simple Present Tense ve Simple Past Tense ile kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. Yazınız.

_____
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'invite' kelimesinin bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.
_____

5) Arayınız *Last**

* *Last* kelimesinin fiil olarak kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız ve anlamını açıklayınız.

_____
_____

* *Last* kelimesinin Relative Clause ile kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

* *Last* kelimesinin Present Perfect Tense ile kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'last' kelimesinin bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.
_____

6) Arayınız *Lonel**

*   Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve sıfat hali).

-   Kelimenin içinde geçtiği cümleleri yazınız.
_____
_____

*   Her bir bağımlı dizin satırındaki sözcük türünü tanımlayınız.

-   1. bağımlı dizin satırında, _____kelimesi bir _____.

-   2. bağımlı dizin satırında, _____ kelimesi bir _____.

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'lonely' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

7) Arayınız *Look* forward to*

* *Look forward to* ifadesinin bir modal kip belirteci ve Simple Present Tense ile kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'look forward to' ifadesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

8) Arayınız *Process**

* *Process* kelimesinin tekil ve çoğul isim olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* *Process* kelimesinin Present Continuous Tense ile kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'process' kelimesinin bir isim veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

ÇALIŞMA KAĞIDI III

Bağımlı Dizin Satırları (11. Ünite Hedef Kelimeleri)

Görev 1: Bağımlı dizin satırlarını analiz ediniz ve soruları cevaplayınız.

12) Arayınız *Attract**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, fiil ve sıfat hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

* Her bir bağımlı dizin satırındaki sözcük türünü tanımlayınız.

- 1. bağımlı dizin satırında, _____kelimesi bir _____.

- 2. bağımlı dizin satırında, _____ kelimesi bir _____.

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'attract' kelimesinin bir sıfat veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

13) Arayınız *Characteristics**

* *Characteristics* kelimesinin bir sıfat arkasından kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'characteristics' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

3) Arayınız *Expert**

* *Expert* kelimesinin tekil ve çoğul isim olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'expert' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

4) Arayınız *Improve**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, isim ve fiil hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____

_____

* *Improve* kelimesinin Simple Present Tense ve Present Perfect Tense ile kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. Yazınız.

_____

_____

* *Improve* kelimesinin ana fiilden sonra to+infinitive olarak kullanıldığı bir bağımlı dizin satırı bulunuz. Yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'improve' kelimesinin bir isim veya bir fiil olarak kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

5) Arayınız *Original**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, sıfat ve zarf hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'original' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

6) Arayınız *Quality**

* Kelimenin iyelik bildiren 'of' yapısıyla kullanıldığı bir bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleyi yazınız.

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'quality' kelimesinin iyelik bildiren of yapısıyla kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

7) Arayınız *Tradition**

* Kelimenin farklı bir sözcük türü olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz. (örneğin, sıfat ve zarf hali).

- Kelimenin içinde geçtiği cümleleri yazınız.

_____

_____

* *Tradition* kelimesinin tekil ve çoğul isim olarak kullanıldığı birbirinden farklı iki bağımlı dizin satırı bulunuz.

- Kelimenin içinde geçtiği cümleleri yazınız.

_____
_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'tradition' kelimesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

8) Arayınız *Turn out**

* *Turn out* ifadesinin bir modal kip belirteci ile kullanıldığı bir bağımlı dizin satırı bulunuz. .

_____

Bağımlı dizin satırlarındaki örnekleri inceledikten sonra, 'turn out' ifadesinin kullanıldığı bir cümle yazınız. Cümleler ev veya üniversite yaşamınızla ilgili olmalıdır.

_____

APPENDIX D: Writing Assignments

Writing Assignment I
Time: 45 Mins

Name, Surname	Student Number	Signature

* Write a paragraph about the **advantages and disadvantages of cell phones.** In your paragraph you must use the following vocabulary items you have learned in Chapter 9. (100-150 words)

technology	communication	message	
advertisement			
program	spread	familiar	deal with

While writing your paragraph, answer the questions below.

- How do you use the cell phone?
- How is it helpful?
- What problems does it have?

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Writing Assignment II
Time: 45 Mins

Name, Surname	Student Number	Signature

* Write a paragraph about the **pros and cons of Facebook.** In your paragraph you must use the following vocabulary items you have learned in Chapter 10. (100-150 words)

afterward	complain	entertain	invite
last	lonely	look forward to	process

While writing your paragraph, answer the questions below.

- How often do you use Facebook?
- Why do you use it?
- What are the benefits and harms of using Facebook?

……… ………………………………………………………………………………………………………………

Writing Assignment III
Time: 45 Mins

Name, Surname	Student Number	Signature

* Write a paragraph about the **characteristics of your favorite restaurant.** In your paragraph you must use the following vocabulary items you have learned in Chapter 11. (100-150 words)

attract	characteristics	expert	improve
original	quality	tradition	turn out

While writing your paragraph, answer the questions below.

- How does your favorite restaurant provide a good product?
- How does it keep customers happy?
- How does it keep employees happy?

……………………………………………………………………………………………… ………………………………………………………………………………………………

APPENDIX E: Student Questionnaire (English and Turkish Version)

English Version

Student Questionnaire

Dear Participant,

This questionnaire is designed to evaluate your perception towards the utility of concordance lines in learning of English vocabulary items. For each of the specific statements below, place an 'X' in the cell that most accurately describes you. Your honest responses will give your instructor valuable information. Thank you for your participation.

Inst. İlknur KAZAZ
Bilkent University MA TEFL Program

I think using concordance lines to do vocabulary practice exercises	Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
1. is **easy.**					
2. is **fun.**					
3. is an **effective way** to learn vocabulary.					
4. is **more difficult** than learning vocabulary by using a text book.					
5. is **more boring** than learning vocabulary by using a text book.					
6. has increased my **confidence** about learning English vocabulary.					
7. can be used **instead of** exercises in the book to learn vocabulary.					
8. can be used to **supplement** exercises in the book to learn vocabulary.					
9. I recommend that teachers should use concordance lines so as to teach vocabulary items in **beginner level** EFL classes.					
10. I recommend that teachers should use concordance lines so as to teach vocabulary items in **intermediate level** EFL classes.					
11. I recommend that teachers should use concordance lines so as to teach vocabulary items in **advanced level** EFL classes.					
12. I want to do some **more exercises** to learn English vocabulary items by using concordance lines.					

Turkish Version

Öğrenci Anketi

Sayın Katılımcı,

Bu anket İngilizce kelime öğreniminde bağımlı dizin satırları kullanılmasına ilişkin görüşlerinizi değerlendirmek amacıyla hazırlanmıştır. Aşağıda belirtilen her bir madde için, sizi en iyi tarif ettiğini düşündüğünüz kutucuğa 'X' işareti koyunuz. Verdiğiniz her bir doğru yanıt araştırmacıya değerli bilgiler sağlayacaktır. Katılımınız için teşekkür ederim.
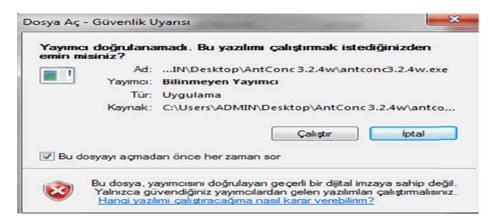
Okt. İlknur KAZAZ
Bilkent Üniversitesi MA TEFL Programı

Bence kelime öğrenme alıştırmaları yapmak için bağımlı dizin satırlarını kullanmak	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Emin Değilim (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
1. **kolaydır.**					
2. **eğlencelidir.**					
3. kelime öğrenmek için **etkili bir yöntemdir.**					
4. kitap kullanarak kelime öğrenmekten **daha zordur.**					
5. kitap kullanarak kelime öğrenmekten **daha sıkıcıdır.**					
6. kelime öğrenme konusunda **kendime olan güvenimi arttırmıştır.**					
7. kelime öğrenmek için **kitaptaki alıştırmaların yerine** kullanılabilir.					
8. kelime öğrenmek için **kitaptaki alıştırmalara ek olarak** kullanılabilir.					
9. Öğretmenlerin kelime öğretmek için **başlangıç seviyesindeki** yabancı dil sınıflarında bağımlı dizin satırlarını kullanmasını tavsiye ederim.					
10. Öğretmenlerin kelime öğretmek için **orta seviyedeki** yabancı dil sınıflarında bağımlı dizin satırlarını kullanmasını tavsiye ederim.					
11. Öğretmenlerin kelime öğretmek için **ileri seviyedeki** yabancı dil sınıflarında bağımlı dizin satırlarını kullanmasını tavsiye ederim.					
12. Bağımlı dizin satırlarını kullanarak İngilizce kelime öğrenmek için **daha fazla alıştırma** yapmak isterim.					

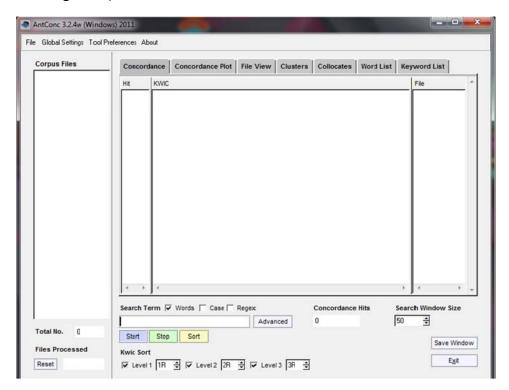APPENDIX F: AntConc 3.2.4w Software User's Manual

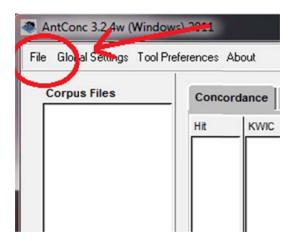**AntConc 3.2.4w Yazılım Programı Kullanma Kılavuzu**

1. **AntConc 3.2.4w** dosyasını açınız.
2. **AntConc 3.2.4w** adlı yazılım programına tıklayınız.
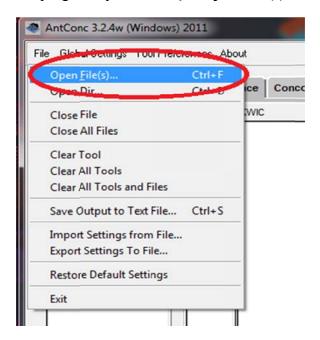3. **Çalıştır** butonuna tıklayınız.
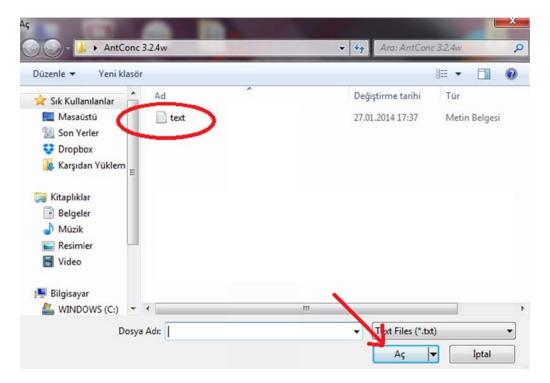

4. Program açılacaktır.

5. Program açıldıktan sonra sol üst bölümde bulunan **File** butonuna tıklayınız.

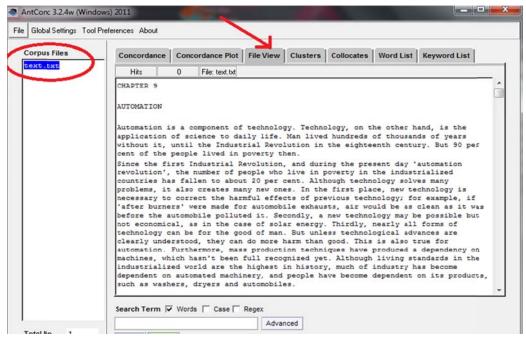6. File dosyası açıldıktan sonra okuma metinlerinden oluşan **text** dosyasını programa yüklemek için **Open File(s)…** butonuna tıklayınız.

7. **text** dosyasını seçiniz.

8. Program ekranında farenizi **text** dosyasının üzerine getirip iki defa tıklayınız.
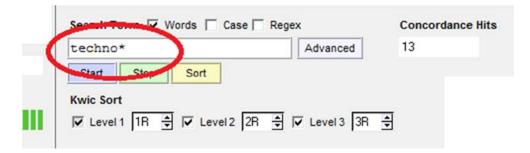

9. **text** dosyasına tıkladıktan sonra **File View** butonuna tıklayınca corpus metinlerini görebilirsiniz.
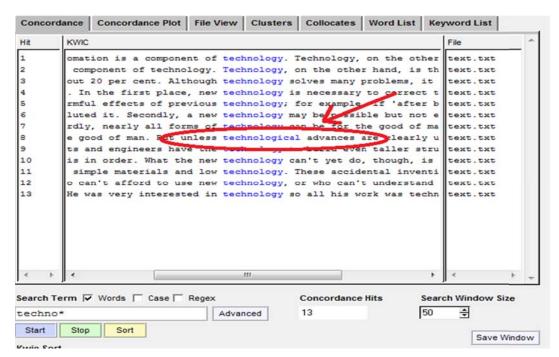
10. Corpus Metinleri içinde bulunan Concordance Lines (Bağımlı dizin satırları) örneklerini görmek için **Search Term** kutucuğuna aramak istediğiniz kelimeyi yazınız.
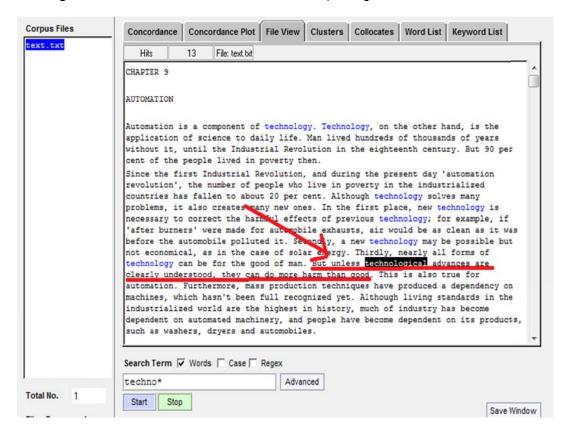
11. Aynı kelimenin farklı türevlerini (isim, sıfat, vb.) görmek için ***** kulanın. Örneğin; techno*

12. Aynı kelimenin farklı türevlerdeki halini daha büyük şekilde metnin içinde görmek için concordance line (bağımlı dizin) örneğinin üstüne tıklayınız.

13. Bağımlı dizin örneklerinin tamamını metin içinde görebilirsiniz.

14. Şimdi analize başlayabilirsiniz.

Chapter 9	**Chapter 10**	**Chapter 11**
techno*	afterward*	attract*
communi*	complain*	characteristics*
message*	entertain*	expert*
advertis*	invite*	improve*
program*	last*	original*
spread*	lonel*	quality*
familiar*	look* forward to	tradition*
deal with*	process*	turn out*

APPENDIX G: Some samples from the Specialized Pedagogical Corpora

BODY LANGUAGE

Perhaps the most surprising theory to come out of kinesics, the study of body movement, was suggested by Professor Ray Birdwhistell. He believes that physical appearance is often culturally
programmed. In other words, we learn our looks - we are not born with them. A baby has generally unformed facial features, i.e. eyes, mouth, nose and chin. A baby, according to Birdwhistell, learns where to set his features by looking at those around - family and friends. This helps explain why the people of some regions of the United States look so
much alike. New Englanders or Southerners have common facial characteristics that cannot be explained by genetics. The exact shape of the mouth is not determined at birth, it is learned later. In fact, the final shape of the mouth is not formed until permanent teeth are set. A husband and wife together for a long time often come to look quite alike. We learn our looks from those around us. This is perhaps why in a single country there are areas where people smile more than those in other areas. In the United States, for example, the Southerners smile frequently. In New England they smile less and in the western part of New York State even less. People on Madison Avenue, New York, smile less than those on Peachtree Street in Atlanta, Georgia. Therefore,
many Southerners find cities such as New York cold and unfriendly.

Reference

Kandiller, B. & Velioğlu, A. (2012). *Reader at work 1.* Ankara: METU Press, (pp. 242).

THE TRAVELLING CHEF

Andrew Zimmern is a chef, food writer, and host of an American Television travel program. On his Show, he teaches his audience that sharing food with people from other cultures is a great way to build relationships with them, even if they don't speak your language. He explains that there are rules about eating in different cultures that are important to know. For example, in some cultures, ,t is polite to make a noise while you are eating; in others, you should eat as quietly as possible. He also explains to his audience that in some cultures, you should eat everything your host offers you- even when you hate it- while in others, it is actually polite to leave food on your plate.

Africa is one of Zimmern's favourite places to travel. On one of his recent trips, he went to Tanzania, the largest country in East Africa. He travelled to Northern Tanzania, where the Maasai Tribe lives. His guide was a tall, thin Maasai man dressed in traditional red cloth. Zimmern and his guide didn't speak the same language, but they laughed together as Zimmern participated in the Maasai tradition of drinking freash cow's blood mixed with milk. For the Maasai, cows are a valuable

part of their lives, providing them with almost everything they need to survive. Maasai men believe that drinking the blood from cows gives them strength.

Reference

Savage, A. (2010). *Read this 3*. Cambridge: Cambridge University Press, (pp. 11-12).

Bicycles

Today, bicycles are so common that it's hard to believe they haven't always been around. But two hundred years ago, bicycles didn't even exist, and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today. It was made of wood and didn't even have pedals. Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world. In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, dramatically improved upon the original bicycle design. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks similar to pedals so his bicycle could be ridden at a quick pace. It didn't look much like a modern bicycle, though, because its back wheel was substantially
larger than its front wheel. In 1861 the French Michaux brothers took the evolution evolution of the bicycle a step further by inventing an improved crank mechanism. Ten years later, James Starley, an English inventor, revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top heavy, and ridden mostly for entertainment. It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H.J. Lawson, the "safety bicycle" would look <u>familiar</u> to today's cyclists.This bicycle had equal-sized wheels, which made it less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. With these improvements, the bicycle became extremely popular and useful for transportation. Today they are built, used, and enjoyed all over the world.

Reference

Chesla, E. (2001). Reading Comprehension Success 8th Grade, New York: Learning Express,

(pp. 35).

APPENDIX H: A Sample of the Reading Text, Target Vocabulary Items, Gap-fill Activities and Writing Assignment Sections from the Text Book

Reading Text

READING

Using YouTube

1 In 2004, three young men went to a dinner party in San Francisco. **Afterward,** they wanted to share a video from the party with their friends. They wanted to send it over the Internet. But at the time, the **process** of sharing videos that way was difficult. Using e-mail did not work, and the friends **complained** that there was no website to help them. So they created their own. They called their website YouTube. It made sharing videos easy, so the website soon became very popular. People watched 2.5 billion videos in the first six months!

2 Today, more than 70,000 new videos go up on YouTube each day. People watch more than 1 billion videos a day. Many **last** no more than 10 minutes. These videos show all kinds of things, from sleeping cats to tornados.[1] Most of the filmmakers are not professionals. They are just everyday people making videos, and they use the website in a variety of interesting ways.

3 First, many people use YouTube to **entertain** others. One example is Judson Laipply. He made a funny dance video and put it on YouTube in 2006. People watched the video more than 10 million times in the first two weeks. Now people stop Judson on the street to ask, "Are you the dance guy on YouTube?" Some people have **invited** him to dance at their weddings. A few women have even asked to marry him. Judson wants to make more dance videos, and people **look forward to** seeing them.

[1] **tornado:** an extremely violent storm with winds that spin around very quickly

4 Other people use YouTube to advertise a business. David Taub does this. He is a guitar teacher, and he sells videos of guitar lessons on his own website. He wanted to increase his business, so he put short videos with free lessons on YouTube. People enjoyed watching the lessons on YouTube, and afterward, many decided to go to David's own website. Soon David had a lot of new customers, and now he sells hundreds of guitar lesson videos each week.

5 People also use YouTube because they want to become famous. For example, many singers and music groups put videos on the website. They hope that music companies will see them and get in touch.[2] The group OK Go did that. They put an entertaining music video on YouTube that showed the group dancing on treadmills.[3] The video became popular very quickly. Later, the group was invited to sing and dance on MTV.

6 In addition, some people use YouTube to help others. Ryan Fitzgerald is one example. Ryan is a friendly young man who knows that some people are **lonely** and have no one to talk to. One day, he made a video of himself for YouTube. In the video, he gave his cell phone number and invited people to call him. In less than a week, he had more than 5,000 calls and messages from all over the world. These days, he is very busy talking on the phone. He helps people when he can, but mostly, he just listens, like a friend.

(continued)

[2] **get in touch:** write or call someone
[3] **treadmill:** a piece of exercise equipment with a moving belt that you walk or run on while staying in place

Target Vocabulary

Vocabulary

Read the boldfaced words and their definitions. Then complete each sentence with the correct word or phrase.

afterward:	after an event or time
complain:	say that you are annoyed or unhappy about something
entertain:	do something that interests people or makes them laugh
invite:	ask someone to come to a party, dinner, wedding, etc.
last:	continue to happen for a period of time
lonely:	unhappy because you are alone
look forward to:	be excited and happy about something that is going to happen
process:	a series of actions someone does to get a certain result

Gap-fill Activities

1. My friends and I made a video. ___Afterward___, we showed it to our friends.

2. Making a movie is usually a difficult ___process___. It takes a lot of people and a lot of time.

3. When my phone line does not work, I call the phone company and ___complain___.

4. Most movies ___last___ about two hours, but *Titanic* is three hours and 14 minutes long.

5. Many videos on the Internet ___entertain___ people. They are fun to watch.

6. I often ___invite___ my friends to come to my house and watch a movie.

7. Many people like to watch videos online. They ___look forward to___ seeing new ones.

8. We need friends to talk to. When we cannot talk to anyone, we often feel ___lonely___.

Writing Assignment

WRITING ASSIGNMENT

Write a paragraph. Follow the steps.

STEP 1   **Get ideas.**

A. Choose a topic for your paragraph. For kinds of technology, look back at the list on page 101 in Chapter 9. (Do not choose the same technology you wrote about in Chapter 9.)

❏ **Topic 1:** Advantages of one kind of technology

❏ **Topic 2:** Advantages of using the Internet

B. On a piece of paper, make a chart like this one about your topic. Think of at least three advantages or uses.

ADVANTAGES OF USING THE INTERNET	
Use	**Examples**
get the news	world news, sports, weather

APPENDIX I: Some Photos from the Treatment

Experimental Group - Class 1

Experimental Group - Class 2