T.R.
MUSTAFA KEMAL UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A COMPARISON OF TWO CORPUS TOOLS IN TEACHING GRAMMAR TO LOWER LEVEL EFL LEARNERS: THE IMPACT ON ACHIEVEMENT AND ATTITUDE

MASTER'S THESIS

Submitted By
Funda DÜNDAR

Advisor
Asst. Prof. Dr. Yunis ŞAHİNKAYASI

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Asst. Prof. Dr. Elif TOKDEMİR DEMİREL

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ONAY

FUNDA DÜNDAR tarafından hazırlanan "**A Comparison of Two Corpus Tools in Teaching Grammar to Lower Level EFL Learners: The Impact on Achievement and Attitude"** adlı bu çalışma jüri tarafından lisansüstü öğretim yönetmeliğinin ilgili maddelerine göre değerlendirilip oybirliği ile ***YABANCI DİLLER EĞİTİMİ ANA BİLİM DALINDAYÜKSEK LİSANS TEZİ*** olarak kabul edilmiştir.

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Funda DÜNDAR tarafından hazırlanan "**DÜŞÜK SEVİYEDE İNGİLİZCE BİLGİSİNE SAHİP ÖĞRENCİLERE DİLBİLGİSİ ÖĞRETİMİNDE İKİ DERLEM ARACININ KARŞILAŞTIRILMASI: BAŞARI VE TUTUM ÜZERİNDEKİ ETKİ"** adlı tez çalışmasının yukarıda imzaları bulunan jüri üyelerince kabul edildiğini **onaylarım.**

Prof. Dr. Ali ACARAVCI

Enstitü Müdürü

To my lovely and dedicated family

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DÜŞÜK SEVİYEDE İNGİLİZCE BİLGİSİNE SAHİP ÖĞRENCİLERE DİLBİLGİSİ ÖĞRETİMİNDE İKİ DERLEM ARACININ KARŞILAŞTIRILMASI: BAŞARI VE TUTUM ÜZERİNDEKİ ETKİ

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ÖZET

Bu çalışmanın birincil amacı düşük İngilizce bilgisine sahip İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin BrighamYoung Üniversitesi- İngiliz Milli Derlemi (BYU-BNC) ve çocuk edebiyatı metinlerinden oluşturulmuş küçük bir derlemle çalışan AntConc'u (ücretsiz kelime dizini programı) kullanarak dilbilgisi kurallarını öğrenmede gösterdikleri başarı ve tutumu araştırmaktır. Böyle yaparak, düşük İngilizce seviyesine sahip öğrencilere derlem tabanlı dilbilgisi öğretimine ilişkin kuramsal bilgiye yeni bir kavrayış getirmek amaçlanmıştır. 2010-2011 akademik yılı ikinci dönemi boyunca devam eden çalışma, Türkiye'de Mustafa Kemal Üniversitesi Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümüne kayıtlı 87 öğrenciyi kapsamaktadır. Katılımcılar birinci öğretim (44) ve ikinci öğretim (43) olarak iki gruptan oluşmaktadır. Çalışmanın başında öğrencilerin İngilizce geçmişleri ve bilgisayar kullanım alışkanlıkları hakkında genel bir fikre sahip olmak için demografik bir anket uygulanmıştır. Öğrencilerin İngilizce yeterlikleri başlangıç seviyesinde benzerlik göstermektedir. Veri toplama araçları başarı (dilbilgisi ve sözcük türü testi) ve tutum (öz yeterlilik, tutum ve araçlar hakkındaki genel görüş) testleri olmak üzere oluşturulmuştur. Çalışma karma yöntemli, nitel ve nicel araştırma desenine sahiptir. Çalışmanın nicel kısmı; ön test- son test statik grup ve statik grup karşılaştırması olmak üzere iki yarı deneysel desene sahiptir. Çalışmanın nitel bölümü yarı yapılandırılmış görüşmeden oluşmaktadır.

Deneysel çalışma bulguları, dilbilgisi başarısını ölçen ön ve son testler arasında anlamlı farklılıkların olduğunu göstermiştir. Dilbilgisi yapılarının kullanılmasındaki öz yeterliği ölçen ön ve son test sonuçlarında ise tek anlamlı farklılık BYU-BNC grubuna ait kip belirteçlerinin (modals) kullanımıdır.

Tutum anketi sonuçları anlamlı bir farklılık belirtmemektedir. Çalışma sonunda öğrencilerin derlem kullanımı hakkındaki negatif görüşlerinin sebeplerini anlamak için uygulanan yarı yapılandırılmış görüşmeler anketi beklenmeyen sonuçlar vermiştir. Sonuçlara göre, katılımcıların çoğu gelecekte derlem ile İngilizce öğrenmeye aslında ilgi duydular fakat öncelikle temel İngilizce bilgilerini geliştirmeye ihtiyaç duymaktadırlar.

ANAHTAR KELİMELER

Derleme dayalı öğrenme, Tanıklı dizin satırları, İngilizce dilbilgisi öğrenimi, Düşük seviyede İngilizce öğrenen öğrenciler, BYU-BNC and AntConc 3.2.1 derlem araçları, Tutum

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Department of Foreign Language Teaching, MA Program, 2016

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ABSTRACT

The primary purpose of this study was to investigate the achievement and attitude of EFL Turkish students with low-level of English in learning grammatical rules through the two corpus tools: BYU BNC (Brigham Young University British National Corpus) and AntConc 3.2.1 (free classroom concordancer) with a small corpus specifically compiled from children's literature. By doing so, it was aimed to bring new insights to the discussion issues in the literature of corpus based grammar teaching studies carried out with low level students.

The study which continued during the second term of the 2010-2011 academic years was composed of 87 freshman students majoring in the Department of Computer Education and Instructional Iechnology at Mustafa Kemal University in Turkey. There were two groups in the sample: regular daytime class (44) and evening class (43) with similar basic level English proficiency. A demographic survey was administrated so that a general idea about students' English background, and computer use habits could be determined at the beginning of the study

Data collection tools were generated as achievement measuring tools (grammar achievement test, parts of speech query test) and attitude measuring tools (self-efficacy beliefs test, reaction to corpus use test, and overall views of corpus tools).

The study had a mixed method research design: quantitative and qualitative approaches. The quantitative part of the study had two experimental research designs: the static group pretest-posttest and the static group comparison. The qualitative part of the study was semi-structured interviews.

The findings of the experimental research indicated that there are meaningful results between the pretest and post-test achievements in grammar. As for the pre- and post-test of self-efficacy beliefs test in using grammatical structures, the only meaningful difference was found out in modal use in BYU BNC group. When compared to the result of the questionnaire of reaction to corpus use, corpus use showed no meaningful difference.

The results of the semi-structured interviews, which was held to understand the underlying reasons beneath the learners' negative perceptions about corpus use at the end of the study was unexpected. Accordingly, most of the participants were indeed interested in learning English with corpus in future, but they first needed to develop their fundamental English knowledge.

KEYWORDS

Corpus-based learning, Concordance lines, Data-driven Learning, English grammar learning, Lower Level EFL students, BYU-BNC and AntConc 3.2.1, Attitude

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ABBREVIATIONS

AntConc: Anthony's Concordance

BYU: Brigham Young University

BNC: British National Corpus

CARTER: The Corpus Resources and Terminology Extraction

CEIT: Department of Computer Education and Instructional Technology

DDL: Data Driven Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

KWIC: Key Words in Context

L1: First Language

LOB: Lancaster-Oslo-Bergen Corpus

LINDSEI: Louvain International Database of Spoken English Interlanguage

LSP: Languages for Specific Purposes

MEPC: Maritime English Pedagogic Corpus

NS: Native Speaker

NNS: Non-Native Speaker

POS: Parts of Speech

TaLC: Teaching and Language Corpora

CHAPTER I

INTRODUCTION

1.1 The Problem of the Study

English is a widely-spoken language around the world, which puts English teaching and learning in an important position. Considering English as a global communication language, effective English teaching policies contribute to the prosperity of a country. Therefore, policy makers stay updated with international developments in language teaching. Current trends in English language teaching are affected by computer technology. Many countries are integrating computer and Internet use in English teaching, which provides learners with several facilities, such as ease of communication, visual learning, and student-centered learning contexts. In China, for example, where English is a foreign language, the government promotes integration of computer networking in classrooms. Liu (2005) states that the government of the Republic of China is trying to combine foreign language and computer-mediated language teaching to EFL settings as aids to classroom instruction in higher education system.

Similarly, Turkish education system attaches importance to English learning in schools starting from the primary to the higher school education. From 1997 onwards, Turkey adjusted its English policy in accordance with the ELT developments in Europe. National Education Ministry has shifted the policy of teaching foreign language approach from grammar translation to communicative language approach and the teaching context from teacher-centered to students-centered one. However, the expected level of English hasn't been reached yet. Therefore, English teaching policies need to be revised from the aspect of implementation. As Kırkgöz (2009) maintains "problems are identified at the

instructional level" (p.665). The poor English competency of students at higher school education is the result of problems at instructional level which dates back to elementary school. Although textbooks have been reorganized according to student-centered teaching methods, students are taught grammar-based English in practice, which is one of the reasons why the expected level of English has not been achieved for a large body of students in Turkey. Moreover, currently used English textbooks in public schools in Turkey written by nonnative writers lessen the opportunity to become exposed to real English contexts and language samples. In addition to this, when nonnative- written English textbooks are examined, it is likely to come across with first language interference especially in register-based vocabulary use. Even if schools prefer native English textbooks, there is a lack of preparation for academic English context. Similar to the elementary and high school education, English at higher education is based on general English and most of the time students are taught at intermediate level.

It is a well-known fact that the medium of language in most of the university departments in Turkey is English. A majority of the university students are low English achievers when they start university. However, students need to cope with real English for professional life. They encounter advanced English in their course books, so they have difficulty in coping with real English.

Recent developments in English language teaching address corpus linguistics, which is a methodology based on the analysis of electronically collected texts. Although the field first contributed to developing language material design and dictionary compilation, it gradually progressed into language teaching. After the integration of corpus-based teaching and learning in language teaching in the 1980s, many direct or indirect uses of corpus in language pedagogy have been developed. However, the applications of corpus in language learning have not gained popularity among language learners and teachers (Chambers, 2005, p.111).

Motivated by the facilities of the corpus tools of Brigham Young University-British National Corpus (BYU-BNC) and Laurence Anthony's concordance tool (AntConc 3.2.1) which provide learners with facilities of frequency value, register specific contexts, and authentic English samples in concordance lines or expanded file views, our major aim was to investigate how the two corpus tools help lower

level EFL learners acquire English grammatical structures and to explore the attitude of students toward corpus tools and the teaching itself.

1.2 Background of the Study

Recent progress in language teaching has ended up with computer use in language teaching. It has brought new methods to language teaching approaches aiming at autonomous learners. One of which is corpus linguistics. The main components of the field is authentic language data and corpus analysis tools. Corpus linguistics in language teaching is basically based on running and investigating electronic texts of real English in concordance lines.

According to Teubert (2005) it is possible to mention about the existence of early corpus linguistics when psychologists collect language samples to discover the laws of language, which resembles the aim of compiling a corpus.There are two time intervals in the advancement of corpus linguistics: before and after 1980s. In the period between 1950 and 1960, the common linguistic society was generative grammarians. Opposite to corpus linguists, Meyer (2002) states that generative grammarians believed that the only legitimate source of grammar knowledge is intuitions of the native speakers" (p.1). During this period, the major corpus was released in Brown University between 1963-64 with the name of Brown Corpus which was generated by W. Nelson Francis and Henry Kucera. It received negative criticism from the generativists in that they believed that corpus linguists concerned with counting and categorizing the language. For example, Noam Chomsky, who is a prominent linguist in the field, attacked the corpus linguists assuming that a corpus is a source of information. Later in this same year, upon this criticism, corpus studies slowed down. However, the advancement in computer technology revieved the field at the beginning of 1980s. The developments in the compilation and storage of data flourished corpus linguistic studies in language material design and language education.

Essentially, the integration of corpus in teaching dates back to the 1980s when corpus materials were used in language classrooms. Corpus-based language learning has been gaining popularity in language teaching for two decades. Language researchers favor corpus based learning for several reasons, such as allowing the

learners to become individual researchers and thus leading to a student-centered form of teaching and learning.

In the literature of corpus based-language learning, corpus use is focused mainly on writing and grammar teaching. Several research results with direct corpus use in writing and grammar indicate positive attitude towards corpus use in language learning (Liu & Jiang, 2009; Liu, 2011, Yoon & Hirvela, 2004; Cobb & Gaskel, 2004; O'Sullivan & Chambers, 2006). The samples of these studies were chosen from advanced or intermediate level of students, which shows that studying corpus requires a higher background of English. On the other hand, there are few studies of corpus-based English language teaching carried out with low levels of English Learners.There is an increasing interest in using corpus for pedagogical purposes in EFL and ESL contexts probably because EFL learners are able to benefit from authentic sentences through corpus collections. In that way, learners are able to investigate language and become autonomous learners. Turkey, as an overseas developing country where English is used as a foreign language is also one of the countries affected by corpus studies.

1.3 Purpose of the Study

The primary purpose of the study was to investigate the effectiveness of two corpus tools in teaching grammar to lower levels of EFL students. The first tool is BYU-BNC, which is a web-based reference corpus consisting of a hundred million of words. The second tool is AntConc 3.2.1, which is a freeware classroom concordancer developed by Lawrence Anthony at Waseda University. The tool does not have any corpora in its data base, so a small corpus was compiled from children's literature on the web site of Project Gutenberg, which provides free accessible books. While comparing the impact of the tools in teaching, it was also aimed to investigate the effectiveness of the two types of corpora. The secondary aim is to examine the attitude of lower level EFL students toward corpus use in learning English. To sum up, it was attempted to examine: a) the impact of the two corpus tools in grammar achievement of students, b) the comparison of a small and reference corpus, and c) students' reactions toward corpus use in learning English.

1.4 Definitions of Significant Terms

The definitions given below are frequently used terms. Therefore, the explanations are of importance in understanding the study. Most of the explanations of the terms are based on the Glossary of Corpus Linguistics (Baker, Hardie & McEnery, 2006).

AntConc: A concordance tool developed by Lawrence Anthony at Waseda University for technical writing classes. This tool processes corpus data in terms of wordlist, key words in context (Kwic), and cluster.

Corpus: A corpus is a whole collection of text compilations selected and analyzed upon specific criteria. It is the singular form of corpora. There are various corpus types which are compiled for specific purposes.

Corpus Linguistics: According to Granger (2002) corpus linguistics can best be defined as a linguistic methodology which is founded on the use of electronic collections of naturally-occurring texts. It is mainly integrated in language research and dictionary compilation.

Concordance Lines: Concordance or concordance lines are the list of all occurrences of a search term listed in the middle on top of one another and written in bold. These lines are useful in forming any grammar rules or examining lexical items.

Concordancer: It is a tool which processes corpus data in different functions.

Register: It refers to the category of a language sample, such as academic, fiction, or magazine.

1.5 Significance of the Study

The present study is significant in reporting several findings considering the comparison of two corpus tools, the participants of the study being lower level of English and the attitude of these students toward corpus use in learning grammar.

In the literature of corpus based EFL studies, there is not a definite consensus about which corpus size is appropriate for which level of learners. While many existent studies suggest studying corpus with intermediate or advanced level of

students, there are not sufficient findings that argue the opposite. Chambers (2007) asserts that "the absence of beginners is noteworthy in corpus-based studies" (p. 8).

The selection of the size of a corpus depends on the aim of the research. It is usually assumed that a large size of a corpus is better at representing a language compared to a small corpus. However, a specialized corpus can hold enriched language data, since it is deliberately compiled from domain-specific texts.

As for the appropriate corpus type in language classrooms, there are not enough findings that report the advantages or deficiencies of a big and small corpus size. For this very reason, this study is significant in comparing the use of a reference and small corpus in teaching English grammar to lower level of EFL students. By doing so, the study aims to convey new understandings to the discussions related to language level and the choice of corpus size in corpus based language learning research. Also, students'attitudes toward corpus use in learning English pose significance in carrying out the study. Although several studies report positive effects on students' using corpus in learning English, these studies are largely carried out with students already proficient in English. However, there are few studies proving that corpus use is inappropriate for lower levels. As a result, investigating the attitude of young adult learners with elementary level towards corpus-based language learning is an important focus in this present study. To sum up, the study has a potential of contribution to the corpus-based language studies that investigate at the same time both grammar achievement and attitudes of the students with lower level of English.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

The present study primarily aimed at investigating achievement and attitude of lower level EFL university students' learning grammar by using large and small corpus as part of a compulsory English lesson. The secondary aim is to examine whether there is a significant difference between the effect of large and small corpus use in learning grammar. For the purposes of the study, the following chapter opens with an overview of corpus linguistics describing developmental process of the field.

Following the introduction to corpus linguistics, the integration of corpus into language learning will be examined mainly focusing on writing and vocabulary. Then, corpus-based grammar learning will be explained in detail by considering grammar learning methods, EFL students' translation strategies in learning language, which is indirectly included in the current study, and integrating corpus into grammar learning, since it constitutes the focus of the study

2.2 Development of Corpus Linguistics

Non-computerized and computerized corpus linguistics represents two time intervals for corpus linguistics. In earlier times scholars collected authentic data and examined frequently occurring chunks of language in order to have an understanding about how languages work. That was done manually, so it was time and effort consuming. As Teubert (2005) states "the historical developments of corpus linguistics dates back to two hundred years ago, when the philologists embraced the philosophy of the enlightenment and set off to find the laws that make language work" (p.2). An early work of such kind of methodology is "*A modern English*

Grammar on Historical Principles" whose author is a Danish professor, Otto Jesperson (1949). In writing this source he compiled a lot of literary reading texts and took notes of interesting English samples, and included the samples of these texts in the grammar book.

With the advancement of computer technology, the method has been adapted into electronic format and finally the first electronic corpus, Brown Corpus, was generated in 1960. Although the field became a growing body of linguistics, it was a controversial issue between generative grammarians pioneering Noam Chomsky and descriptive linguists in 1960s. At that period, generative grammarians dominated linguistic circle. They believed that native speaker intuition gives strong proofs about the correct use of language. However, descriptive linguists opposed grammarians assuming that native speaker intuitions don't provide empirical evidence. Consequently, corpus linguistics was attacked by grammarians who claimed that the only thing descriptivist approach did was counting and collecting data. Meyer (2002) shortly described the tense between generative grammarians and descriptive linguists focusing on the kind of adequacy "While grammarians strives for explanatory adequacy (highest level), the corpus linguist aims for descriptive adequacy (lowest level)" (p.1). As can be understood both corpus linguistics and generative grammarians based their assumptions on different rationale and this uneasy relationship continued for nearly 20 years.

There are different definitions of corpus linguistics. While some researchers call it a theory, some define it as a methodology. It is argued that corpus linguistics is more than a methodological basis. It has theoretical foundations in that corpus linguistics has its own "sets of rules" and "pieces of knowledge". (Tognini-Bonelli, 2001. p. 1) On the other hand, here I agree with the description of Lindquist (2009)

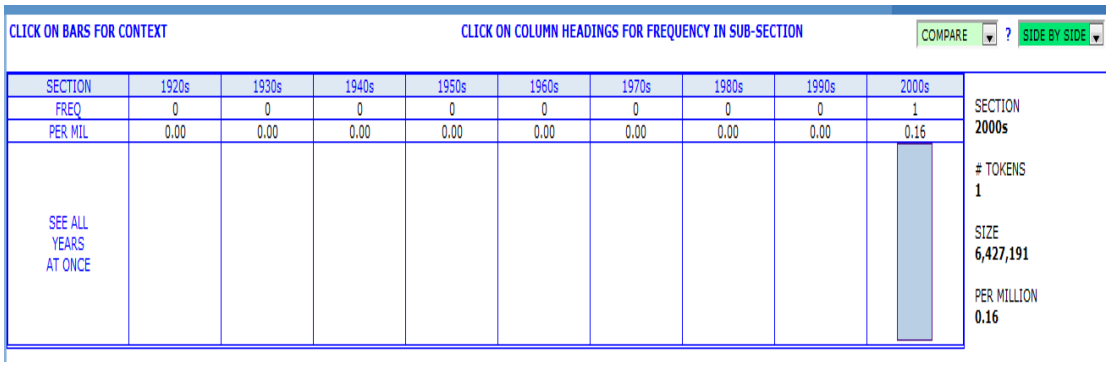
> *Corpus doesn't tell you what is studied but rather that a particular methodology is used. Corpus linguistics is thus a methodology, comprising a large number of related methods which can be used by scholars of many different theoretical leanings. (p.1)*

Jacqueline Leon (2003) reports that the promotion of the term corpus linguistics in the 1990s has marked an important milestone in the attempt of making corpus work a new mainstream discipline within language sciences (p.36). For example, corpus investigations pawed the way for material writers to revise several well-known or fossilized grammar rules by basing their findings on corpus

information. When 20 million words of Longman grammar of spoken and written English was investigated, it was found out that contrary to the belief that progressive aspect is not common in conversation, progressive aspect is indeed more frequent in conversation than in other registers (Biber, et all., 1999).

The fact that corpus analyses through electronic corpora and tools have provided language researchers with new findings and assisted them with the most updated language changes made corpus linguistics a revolutionary area. Language researchers or learners are able to search for specific information or doubtful queries on corpus. The fact that corpus tools present the information in detail is one reason for why corpus studies increased after 1990s. Electronic corpora provide users with quantitative and qualitative information by which corpus or corpora (plural form of corpus) are differed from dictionaries. One can find frequency value in registers and can compare if the query is a formal or informal sample of language. Also, it is possible to find out collocation patterns, lemma forms and synonym matches through corpus tools. For example, the term "Google it" is currently included in contemporary dictionaries. In the Figure 1 below, you can see the frequency value of the term presented according to decades. Hits from Time Magazine Corpus shows that it appeared to be used around 2000s.

Figure 1: Query hit for "Google it" in Time Magazine Corpus



The flourishing studies on corpus linguistics brought discussions about issues in corpus research such as method, purpose and size of available corpora. In the following part issues related to corpus compilations and corpus analysis tools will be

discussed in order to give an understanding about how to plan a corpus based teaching.

2.3 Corpus Compilation and Types of Corpora

Corpus linguistics aims to provide researchers with reliable data from authentic language systematically collected from written or spoken texts. In that sense, a corpus means more than a large collection of machine-readable texts. There are several considerations while compiling corpus such as representativeness and size. These issues will be presented with the relation of corpus types below.

2.4 Designing a Corpus: Representativeness and Size

The purpose for compiling a corpus is essential for the determination of size and representativeness. The term size in a corpus can be described as the number of texts that are comprised of linguistic variants from different registers. Therefore, one crucial point in compiling a corpus is to determine the purpose and size. Considering size of a corpus, it is usually assumed that the more texts are collected the more representative a language gets. For example, when dictionary compilation is considered, a large corpus rather than a small one is preferred because it is more possible to represent lower frequent language components.

On the other hand, a specific or small corpus compiled for teaching journalistic terms don't have to be as large as a reference corpus, since the texts of the corpus is composed of register-specific language. On the other hand, one may question the necessity of a small corpus in the existence of a reference corpus. The advantage of a small corpus here can be valued by frequently occurring patterns which may not appear that much in the reference one. Although a big corpus incorporates smaller ones as sub-categories in its size, smaller corpora may demonstrate richer language property, since it would include more hits from register-specific language. The issue is closely related with the representation of the language. Biber, Conrad and Reppen (1998) state that,

> *In most corpus studies, we are interested in the range of linguistic variants that occur in a language or in describing one variety of a language relative to another variety. It is therefore critical that the corpus cover all the varieties of the language.(p. 247)*

According to Biber (1993) "representativeness refers to the extent to which a sample includes the full range of variability in a population. (p. 243)" The point here is that linguistics variants change according to the genre of texts, so the inclusion of large amount of genres rather than limited registers enrich linguistic varieties. Therefore, the size of the corpus should be as representative as possible. For example, Biber's (1998) analysis of LOB Corpus (1million words) reveals that ten texts well represent the grammatical variety of the corpus. According to Biber (1990) "counts are relatively stable across 1.000-word samples from a text. However, some grammatical features are so rare that they would require much larger samples for quantitative studies". (cited in Biber, Conrad, and Rippen, 1998) On the other hand, a small corpus is preferred for special purposes like teaching economic terms or journalism, since there is a likelihood that users find more domain-specific, well-constructed, lexico-grammatical information from the specialized corpus (Boultan, Shirly, Elizabeth, 2012,). In brief, the corpus design may seem simple, but balancing size so that it serves for representativeness need to be carried out meticulously. Corpus compilers need to determine their purpose carefully and tend to compile or choose the right corpora.

2.5 Types of Corpora

This section provides an overview of various corpora collections and their possible use in language research. It must be noticed that the examples are not limited with what are presented in this part. For more lists of corpora and access links, Meyer (2005) "English Corpus Linguistics" can be taken as reference. We can classify types of corpora as general, specialized, parallel, and historical.

2.5.1 General Corpora

According to Sinclair (1991) "a general corpus is a collection of material which is broadly homogenous, but which is gathered from a variety of sources so that the individuality of a source is obscured unless a researcher isolates a particular text" (P. 17). In other words, a general corpus represents a wide variety of language genres ranging from spoken such as national speech, sermon, and documentary to written such as academic article, newspaper, letter etc.

A very well-known example of such a corpus is BNC (British National Corpus) with 100.000.000 million sizes of words and the sample distribution with %10 spoken and % 90 written languages. In designing British National Corpus, several points were considered such as types of sources, gender of the writer or speakers, citing the sources and the time in which the texts were written. Users can access it on internet through a charge-free interface developed by Brigham Young University, Mark Davies or on campus access only interface. The purpose in creating BNC was mainly on building dictionaries and achieving in depth lexical studies. Therefore, the corpus needed to be large and representative of different domains both from written and spoken language.

There are numerous benefits of compiling such a big corpus among which comes referencing to the correct use of language. For example, BNC contributed for the Oxford Collocations Dictionary (2002), a source especially for native English speakers, and the New Oxford Dictionary of English (1998). The BNC corpus is rich in terms of varieties of texts ranging from formal to informal English. For example, one can search any term within spoken English to spoken Business English. Similarly, the written language contains some formal and informal properties such as leisure or world affairs. The type of texts that do not fit any category were classified under the title “unclassified” in both sections.

2.5.2 Specialized or Small Corpora

Specialized or small corpus is not as big as general corpora in size. In other words, if a general corpus is known as the corpora of texts from various registers, then each register can be defined as a specialized corpus. On the other hand, this situation can be described as sub-corpora. One may need to compile specialized corpora to investigate field specific language structure or teach English for specific purposes in distinct fields such as law, technical writing, medicine etc. To exemplify, the Michigan Corpus of Spoken English, which is prepared in Michigan University contains 1.7 million words of spoken data from academic spoken discourse. As sub-corpus, it includes lectures or discussions.

Another example of specialized corpora is Maritime English Pedagogic Corpus (MEPC). It was designed to explore discourse in maritime environment

(Reguzzoni, M. 2008). MEPC has 51,823 running words or tokens and 5831 individual words or types. The corpus encompasses various linguistic features from not only communication among ship to ship or ship to shore, but also from sub-corpora related with ship building, engineering and even meteorology. Compilation of such an original corpus serves for the education of maritime students.

2.5.3 Learner Corpora

The difference between second language and foreign language is that in the former one, learners are nonnative people who settle in a foreign country and expose to foreign language. In the latter one, learners learn foreign language in their native country. Different from foreign language learners, second language learners are exposed to target language on daily basis and their inter-language is developing faster than foreign language learners who save limited time for learning a foreign language. A common problem experienced between these two types of learners is the first language or mother tongue interference. The rationale for compiling learner corpora comes out at that point. First language interference gives evidence about learners' inter-language development. Learners that have access to observe this development are able to improve their learning. Granger (2002) states that

> *Researchers may want to test or improve some aspect of SLA theory for example by confirming or disconfirming theories about transfer from L1 or the order of acquisition of morphemes, or they may want to contribute to the production of better FLT tools and may want to contribute to the production of better FLT tools and methods. (p.10)*

In order to have insight into second language learners and foreign language learners, researchers compiled learner corpora from learners' paragraph or essay samples or spoken data. A well-known corpus of such kind is *Louvain International Database of Spoken English Interlanguage (LINDSEI).* Several methods used in analyzing learner corpora are contrastive inter-language and computer aided error analysis. As Granger (2004) described in the contrastive inter-language analysis, the aim is to have an insight into learners' language development. Therefore, different corpora are compared to each other, for example native speaker (NS) to non-native speaker (NNS) or the comparison between nonnative speakers from different languages, for example English learning German, Turkish, or Dutch learners.

2.5.4 Parallel and Translation Corpus

Parallel corpus texts include multi language texts that are similar in structure and translation corpus consists of texts that are translation of each other. The contribution of parallel corpus to language is on machine translation studies, compiling terminology dictionaries, comparing language differences which can be useful for language teaching purposes. In performing parallel corpus compilation, alignment is an important process. Alignment is simply adding information about a part of language in corresponding texts. For example, Ich bin Alex (in German) corresponds to I am Alex in English. Here, *Ich* means I and *bin* means am. Some well-known projects about parallel corpus compilations are Chemnitz corpus which contains 1.5 million words in German-English and English-German translation, The Corpus Resources and Terminology Extraction (CARTER), and Norwegian-English corpus.

2.5.5 Historical Corpus

Historical linguistics examines earlier dialects and investigates thelanguage change from past to present from the historical texts. Researchers with historical corpora can search for the phases that modern English went through. An example of such a corpus is Helsinki Corpus. It contains 1.5 million English words from past to modern English. Also, Time Magazine corpus from 1923 to 2006 is an example of historical corpus though the texts are taken from near past. On the other hand, this period has undergone various revolutions in technology and politics, which are worth to examine how words meaning changed.

2.6 Corpus and Language Teaching

With the electronic form of texts and analysis tools, the advancement in corpus linguistics has expanded to language teaching since the last decade. The field got an increasing interest with the focus on the possible contribution of corpus data in language pedagogy in the conference of Teaching and Language Corpora (TaLC) in 1990. As Sinclair (2004) summarized, the development began with prioritization of lexical and phraseological structures in language teaching. Corpus data could provide correct use of language from original English texts. However, the occurrence

of every chunk of language cannot be generalized as correct use since the use of language may change in different genres. In other words, the frequency rate of words or phrases may vary in different sizes of corpus, but still could be found in corpus data. As a result of this, the field received a lot of criticism. This uncertainty was improved with larger and ad-hoc corpus data. The enriched corpus compilations made it easier to drive the correct uses of language samples from register specific texts.

Early studies of corpus based language teaching were carried out in the late 1980 and early 1990. Research on corpus data suggested that frequency information and register variation need to be included in classroom materials and syllabi. Popularity of corpus use in language teaching is the result of the facilities brought into classroom and material design. Corpus texts are authentic and distinct in terms of genres. This helps teachers or learners carry out research for specific purposes. Also, pedagogical materials could be designed based on corpus findings. These texts are in machine readable formats; hence they could be moved to classrooms. Learners could work on these texts like linguists, so retrieving language rules from texts would enable new approaches to appear. Furthermore, these facilities supported many other sub-fields to benefit from corpus research.

Johns (1986) reported to have directly integrated corpus data in language teaching through the method of data driven learning, which will be examined in the following parts. Leech (1997) suggested several ways of including corpora for teaching purposes: direct use (reference publishing, materials development, and language testing), indirect use (teaching about, teaching to exploit, and exploiting to teach), and teaching-oriented corpus development (LSP corpora, L1 developmental corpora and L2 learner corpora) (p. 5). In the direct approach, students expose to authentic language through corpus tools. They are supposed to extract rule based findings on lexical or collocate patterns in that way students improve learning autonomy and work like a linguist. Also, teachers have a mediating role. Students are not interfered during their exploration of language. This method is also called data driven learning. On the other hand, the indirect approach makes use of corpus data in a controlled way. Students deal with concordance lines which are arranged around specific rules and contexts, for example identifying collocation patterns in politics news or extracting rules based on ‘any’ in scientific corpora. Teachers guide or direct

students by asking questions for example, what parts of speech follows after verb to be and what are the frequency value of the hits. Both approaches should be appropriately integrated for pedagogical purposes and levels of students should be considered relatively.

In generating teacher materials especially for general purposes indirect approach may be followed because rule and context based concordance lines can be valuable for teaching purposes. Biber, Conrad and Reppen (1998) investigated word frequency in different contexts and found out that register types influence the frequency rate of lexical structures. They conveyed the data by examining concordance lines. In addition, corpora in second language learning gained prominence with learner corpora and contrastive analysis. Granger (1998) collected International Corpus of learner corpora both from native English speakers and foreign language speakers on the purpose of analyzing L1 errors and getting inside into inter-language of learners. The following sections will elaborate on the issues regarding how corpus methods are applied for pedagogic purposes and what contributions these applications brought into language teaching mainly focusing on corpus consultation on writing and grammar teaching.

2.7 Data Driven Learning

Exploring language by examining original English texts within concordance lines is closely known by the method of data-driven learning in which learners are assumed to be linguists identifying frequently used structures and forming language rules. Although this method was reported in several researches in 1980s, the variety of publications in this field points Tim Johns as the main practitioner of the method in the uses of corpora in language teaching in 1991. Hence, his contribution to the field is important in order to identify what DDL is and how it went under change.

The following parts will be derived from the evaluation of Boulton (2011)on DDL who has carried out detailed examinations of the method mostly based on the works of Tim John. In his tribute to Tim John, Boulton (2011) reports that the term ‘remains controversial to this day’ (pg. 564). When several publications are examined, Boulton (2011) noticed that DDL was accepted as a methodology earlier but then it was described as an approach. However, in a recent paper it appeared to

be corpus-based language learning. It is worthy, therefore, to differentiate between corpus based and corpus driven terms in order to understand the perspective of Tim Johns.

While corpus driven conveys the idea that finding out information from corpus data regardless of previous knowledge, corpus based means ‘using corpus data to test existing ideas (as cited in, Tognini-Bonelli, 2001). Accordingly, for Tim John, DDL is corpus driven in which it derives linguistic findings from the evidence of the data despite previous knowledge. As it is stated in one of his popular quote, ‘it is therefore largely an inductive approach’ (as cited in, Johns 1991b: 29). However, McCarty and Carter (2001) referredDDL as corpus informed stating that “the pedagogic process should be informed by the corpus, not driven or controlled by it” (pg.338). As can be seen, the term DDL remains controversial in itself. When the activities of Tim Johns are considered, Tim Johns is seen to follow a corpus informed methodology in that the teacher role is guiding and mediating. Also, his concordance lines are, to some extent, chosen from some rule informed adaptations (as cited in johns 1991a). Although this method puts learners in the center enabling them to explore language from concordance lines, it doesn’t have to mean that this method cannot be used in a more traditional teacher-centered setting (as cited in Johns, 1991b).

The method was adopted and used in language teaching. Boulton (2011) identified three categories of the studies in which DDL is used explicitly, with some reference to DDL, and with no reference at all. Most of them are conducted in higher education contexts with mostly advanced levels of English and it was reported that the method may not be appropriate with lower levels. However, this doesn’t mean that the method could not be used with lower levels. Tim Johns used the method in a remedial grammar course with international lower level groups. Studies related with DDL introduce corpus consultation in a number of ways for example as a part of a language course or for personal use and using purpose based selected samples or as a whole corpus.

Alex Boulton (2011) offers an example of DDL specializing on the activities of Tim Johns. To start with the delivery of corpus data, Johns usually made hands-on paper-based activities. He also suggested *blackboard concordancing* in which

students use a text and write concordance lines from it on black board. Johns (2008) reported that there is no need for technology in that way. Paper based texts could help learners investigate concordance lines gradually until independent investigation is achieved.

Another consideration is the authenticity of the material. Although samples of language separated from its context are recognized as inauthentic, some simplified data, such as simplified novels, can be used in data driven learning. Concordances are the main techniques of DDL. Longer texts, paragraph views, or concordances can be used because the purpose is to generalize from corpus data. The method is reported to be more suitable with advanced learners. However, Johns (1991) notes that "what I suspect, however, is that most students given the opportunity to show what they are capable of might be (almost) remarkable" (pg.12).

The way DDL is implemented constitutes an important part of the method. Inductive learning is central in DDL. On the other hand, it is possible to use deductive learning in order to test language uses. As for the role of the teacher, it shouldn't transmit the knowledge instead, it should control or collaborate with learners, since in this method learners have the role of serendipity, a term mostly associated with Bernardini (2000). In other words, learners should be self-directed and the teacher should guide them in investigating corpus data. Finally, DDL helps with the skills of writing especially in understanding collocation patterns, reading, vocabulary and grammar. Boulton (2011) statedthat Johns suggested activities for these skills for example, "making sentences from fragments for increased coherence, inferring meaning from context and guessing the background information" (, pg. 575). When these considerations are taken into account, it is clear that the boundaries of the term are less clear cut.

2.8 Corpus Consultation in Writing

In this chapter, the aim is to provide an insight into how corpus data could be implemented in teaching language skills as well as to give a report of the studies considering achievement of the students and attitude towards corpus data. Also, the level of the students is of importance in order to understand for which level corpus-oriented methodologies is effective.

2.8.1 Implementing corpus data in writing classes

Language teaching has benefited from corpus based approaches (directly or indirectly) for more than 20 years. Facilities that corpus linguistics provides range from testing hypotheses to describing language working on authentic samples with the analysis of concordance lines. Learners can benefit from frequency value of lexical and collocational items as well as interpreting different meaning of a word or phrases in a specific register. Therefore, these facilities are helpful for language learners with the acquisition of a foreign language skill. The contribution of corpus data in EFL writing is of great help in achieving native-like sentence structures, discourse and collocation use. The term EFL stands for English as a Foreign Language, so EFL students learn English away from its context. Considering native speaker's writing skills, EFL writing has artificial characteristics in nature because of the effect of mother tongue or L1 interference which was proposed by Stephen Krashen around 1980s.Accordingly, when we learn a new language, our first language competence overwhelms the second language. This may lead students to establish poor English. In fact, this occurs frequently when EFL students don't know how to convey the meaning in the target language. Most language learners think in their mother tongue and translate directly to English. Bilingual Dictionaries can be inadequate in providing the right discourse and collocation information about multiple words, so this may affect the word choice negatively. Moreover, students heavily rely on the instructors' direction and feedback. These instructors may give feedback directly or indirectly, which is another controversial issue when giving feedback. Ferris (2004) came to conclusion that "adult second language acquirers in particular need their errors made salient and explicit to them so that they can avoid fossilization and continue developing linguistic competence (p. 54)." In the light of these problems, it is apparent that facilities of corpus linguistics as stated above can help learners get correct feedback and acquire native-like language competence. From this point, I will elaborate on some corpus based writing research focusing on the methodology (direct and indirect use, level of students), how corpus data supported language learners (achievement), and the attitude of learners on the method (positive or negative).

A current research carried out in Turkey focuses on teaching verb-noun collocations using concordance lines. Uçar and Yükselir (2015) worked with 15 EFL

students who receive English preparation education in Korkut Ata University. Students' majors vary from administration to engineering. Essentially, students took a proficiency test at the beginning of the second term and their level was determined to be pre-intermediate. The experimental group was taught corpus based exercises, while control group was taught traditional methods for example, dictionary work and exercises from main course. The researchers prepared a collocation test as pre-andpost-test. There were 15 target collocations derived from students' main course book published by Pearson as a treatment during the term. The study didn't report any training session, though. At the end of the treatment a statistically significant difference was recorded between the control (M= 41.20 SD 15.608) and experimental group (M=65.93 SD 20.126).

Chan and Liou (2007) carried out a detailed corpus based study on teaching collocation. 32 college students used a web-based Chinese-English bilingual concordance (TOTAL recall) tool. Five web-based units were designed. Among these a bilingual concordance was used in 3 units as the referential source. Learners were given one pre-test to assess their collocation knowledge. Students consulted appropriate verb-noun collocates on the tool. They examined examples in concordances and induced patterns from the concordance lines. Concordancing was not used in the other two units. In order to track the learners' development, an online record keeping computer program was used, by this way researchers could follow learners' interaction with concordancing. The exercises in five units included multiple choice, Chinese-English sentence translation and gap-filling sentences. Students were given one pretest, one post-test and one delayed post-test. Also, students were given two questionnaires (before and after treatment). The first one was designed to evaluate learners' vocabulary learning behaviors and their preference for deductive and inductive learning. The other questionnaire was designed to investigate students' attitude towards online practice. The tests (pretest M= 10.59 SD 3.26 and immediate post-test after treatment M= 19.53 SD 3.95) evaluating collocation achievement indicated significant success. Also, the delayed post-test showed that students' collocation awareness retained after two and a half months.

2.9 Integrating Corpus in Grammar Teaching

Grammar teaching has undergone different approaches throughout the history. With the introduction of computer based teaching approaches, the grammar teaching methods changed into more student-centered forms. Learners are assumed to be linguists who investigate language for their own learning, correct and edit the language they use by searching the correct use of their errors. In other words, the role of learners has become autonomous. Corpus-based studies in language research provided three ways of grammar teaching such as, lexicogrammar approach, teaching grammar in context and data-driven learning.

To start with lexicogrammar approach, there is a close connection between forms and lexis. For example, collocational patterns match in specific ways such as adjective+noun, verb+noun or verb+preposition. Here both matches are combined in lexical terms, but the forms require grammatical functions. This fact put forward the idea that grammar and vocabulary are interwoven. Another focus is teaching grammar in context. Corpus studies on register types proposed that types of grammatical patterns differ on the basis of register variation. For example, it is likely to encounter more passive structures in a scientific article, while it is less likelihood to encounter passives in a fictional text. Another register specific grammar focuses on speaking. Corpus analysis and frequency values conveyed that what is appropriate in written language is less frequent in spoken language. In fact, spoken language has a specific grammar in itself. Conrad (2000) believes that "as findings from corpus linguistics are incorporated into grammar pedagogy, register variation will become an important part of grammar tasks and materials" (p.550).

As for data driven learning, students are provided with online concordance lines or modified prints of concordance lines. The aim is to explore language rules based on the frequently used structures on the left and right side of the search term. While doing this, teachers direct students without informing them about the rule although this way is controversial considering the levels of the students. The corpus data chosen for general purposes in EFL settings doesn't have to be genre-based, since the purpose is to enable learners investigate chunks of language inductively or deductively (suggested especially at lower levels). If the learners are taught general English, the corpus can be derived from sources like children's literature. Johns

(1991) is one of the first researchers that developed this method. From his point of view students examining authentic language and inferring language rules like collocation patterns, lexical patterns and grammatical items gain language awareness. In this way students learn language in context. Also, ColinsCobuild Project poses similar purposes. John's (1991) method of DDL is supposed to be used in classroom, while the ColinsCobuild Project is aimed at researchers and material designers. Tim John used corpus data in his grammar remedial classes. Students' tasks were analyzing the function and meaning of specific structures such as "should and that clauses". He noticed two main benefits of corpus investigation. Firstly, compared to traditional way of teaching, students were able to comprehend the functions of the structures much better. Secondly, both teachers and students noticed different linguistic features that escaped from the teacher's attention. Therefore, students participated more actively with concordance work.

Several points are worth to mention while implementing data driven learning in classrooms. The first point is the role of teacher in class. Students may have difficulty in understanding concordance lines. They even may not understand how to start corpus analysis. Thus, they need to be guided about what item to look for and what item they should pay attention to. Here the role of the teacher is mediating and directing. Secondly students are exposed to authentic language, so they may get lost throughout the big data. In order to avoid any distraction, the teacher must choose the right corpus for the purpose of the lesson. For example, dealing with connectors in a specialized corpus can be suitable for ESP students.

2.9.1 How to integrate corpus into grammar learning

Learning grammar by investigating concordance lines is quite new to students considering the common traditional language learning methods. In this respect, students first need to acquire some basic requirements. Firstly, a learner needs to identify word classes such as verb, noun, adjective, and preposition. Second, students must determine the relevant hits with the search term. When dealing with concordance lines, students come across hundreds of results among which less frequently used functions of a lexical and grammatical item appear on the screen. In that case students, should decide the relevance of the hit with the search item. At that point a training session is of great help before teaching grammar. As for what to

include in this session, the instructor must be careful. Independent from the lesson content, students' attention must be taken on keywords (search term) and they need to look the left and right side of the term. Also, they (especially EFL learners) must focus on the most frequently appearing structures.

Granath (2009) carried out such a corpus based study in EFL syntax courses. Students were given fifteen sentences with a key word of "round" and another fifteen with "that". However, the sentences were not ordered in concordance lines so that students examine them in full sentences. The teacher had already edited the first five sentences to include all word classes of round (adjective, verb, noun, preposition, adverbial particle). By this way students could make more meaningful investigation. One controversial issue can be that ten sentences are not adequate to get reliable information. In that case, related concordance lines from a much bigger corpus can be extracted and the percentage can be compared to the small corpus.

Another study focusing on lexicogrammar is carried out by Liu&Jiang (2009) in which they investigated the effects of corpus and contextualized Lexicogrammar in EFL and ESL settings. The study was held in one Chinese and two U.S. universities. 236 EFL and ESL learners with eight instructors participated in the study. The idea of including both EFL and ESL students was to achieve a comparison in terms of effectiveness of the new teaching approach. Participants from Chinese university had essential English while students of U.S. University received high levels of English courses. The language levels ranged from intermediate to upper-intermediate. Researchers avoided from including lower levels because corpus-based learning could be too difficult for them. Learners accessed only two electronic corpora of British National Corpus (2001) (or a different BNC interface developed by Brigham Young University) and BNC Baby (2005). All participants had corpus and contextualized Lexicogrammar training. Teachers also had training about overgeneralization of corpus findings and how to avoid such situations. In addition, instructors discussed about how to integrate the new approach into curriculum. After having a background about Lexicogrammar approach, corpus-based research, and important points in applying the method in language classrooms, researchers formed two sample lessons and a written framework of the new teaching which includes goals, learning principles, and suggested learning tips. In order to assess the effectiveness, the researchers administrated questionnaires to instructors

and students. Also, all works of instructors during teaching and the reflection of both students and teachers were obtained in assessing the effectiveness. The results showed positive development in learning lexicogrammatical patterns by enhanced language awareness. Another contribution of corpus based research was on understanding the meaning in context. It was reported that in spoken sub corpus of Baby BNC, students found less frequent matches of passive form of "give", however, they noticed that this frequency is higher in written academic. Besides, students compared their course materials such as course books and dictionaries with corpus, and they came to the conclusion that they could not have gained the language awareness of context in grammar if it were not for corpus work.

Another corpus based study carried out by Boulton (2009) aims at demonstrating how corpus based learning of linking words could be achieved by lower level students without receiving training. He worked with 132 engineering students in France. Learners are provided with traditional materials like extracts of bilingual dictionaries, grammar charts, and corpus data. Students were given multiple choice gap filling concordance and sentence length tests. Firstly, their existing knowledge was tested with a pretest. Another test was given with three reference sheets. Students are supposed to complete the test items by checking the sheets (keyword in context sheet, bilingual dictionary entries listed alphabetically, and grammar usage notes). A third belated test was given after ten days to understand the recall of different information types. The test results revealed that students were successful (59%) in the second test and they used reference tools in answering concordance type of questions. The third test result (50.8%) was lower than the second test, but it was still better than the first test. The researcher suggested that this situation is partly because the second test was given to students immediately after test 1 but more importantly the reference sheets were available to students while they were taking the test two. Also, their memory was still fresh after ten days of a third test. As to effectiveness of corpus data, the researcher reported that students were more successful at concordance lines than they were in sentence length question types. Another notable result is on the proficiency level of the students. The previously reported studies focused on the higher levels of students, since corpus work is on authentic language. However, this study showed that corpus work could be applied at lower levels. The sample population of the study was divided into three

level groups of intermediate (50.34%) and elementary (40.27%). Considering the achievement percentage between the levels which are 16.39 % (intermediate), 13.23 % (middle group), and 12.15 % (the lowest level), there is slightly difference between levels.

Depending on our research in which achievement and attitude are assessed, we will go further with Vannestal and Lindquist (2007) which focuses on students' attitude towards corpus-based grammar teaching. Different from Boultan's (2009) study, the researchers worked with mostly proficient learners although some lower level students do exist in some groups. The researchers aimed at introducing English grammar in a self-learning environment. Therefore, students were given problem solving assignments and they formed their own grammar rules by using a free access corpus tool. In class, students received peer teaching in other words, they explained the grammar rules to each other. By this way, it was assumed that the motivation of students would increase. The research experienced two trials. In the first one, there were one experimental and one control groups. The experimental group worked on corpus samples which included simple grammatical rules that existed in grammar books. However, the researchers replaced these exercises with corpus samples. On the other hand, the control group used the grammar book and regular exercises only. In order to form two homogenous groups, researchers paid attention to the gender of the participants and their proficiency level. Thus, students were given diagnostic tests before the study. The test included fifty fill the gap questions and fifty multiple choice questions. The results of the tests showed that the control group (53 out of 100) was better than the experimental group (51 out of 100). The second trial was resulted from some disadvantages characteristics of the first trial such as weak students in experimental group. The second trial consisted of 36 high proficient students. This time there was not any control or experimental group. The students were introduced to corpora. Cobuild Concordance Sampler was used for the corpus work and it provided a big written and spoken corpus. Before students started their learning, they were introduced with issues related to grammar and corpus research. The first practices were based on printed out concordance lines, then the students carried out corpus queries on computer. Students worked in a group of four. They taught grammar rules to each other. Finally, the teacher revised all corpus based answers in the class and understood that everybody worked on corpus. The results

from the first trial showed that Most of the students found corpus work very difficult. The expectation of the researchers was on an improvement in the experimental group. However, the mean scores showed that control group benefited more than experimental group. Other participants complained about technical problems and not to understand enough about how to interpret search results. Considering the results of the second trial, students found corpus research more difficult (this time there were not teacher students whose English proficiency was higher) and they thought that grammar was boring and less useful. However, their attitude was slightly increased to (63%) by the end of the term. The researchers explained that the reason of this attitude change is not because of corpus work but rather improvement in knowledge and good teacher factors.

CHAPTER III

METHODOLOGY

This part of the study focuses on the purpose, design, samples of the study, teaching procedure, data collection tools, and data analysis of the study.

3.1 Design of the Study

The two main purposes of this study were to investigate students' achievement in English grammar after corpus consultation and their attitude towards corpus use in learning English grammar. There is a need for both quantitative and qualitative research designs which could be applied in a mixed methods research design. As Ross and Onwuegbuzie (2010) indicate a mixed method research, or as it was named “scientific pluralism,” is gaining validity in social and behavior sciences. As noted by Fraenkel, Wallen & Hyun (2012), it can help to clarify and explain the relationship between variables. Seeing that results of a quantitative study present direct results, it entails a qualitative study in order to interpret and discover the underlying reasons.

In the present study, the research design is determined to be mixed methods research design on the grounds that the purpose of such designs is to understand the results of quantitative studies in detail. Thus, primary emphasis is put on qualitative study while the quantitative part of the study has lower importance. The results of each research are presented together (Fraenkel, Wallen & Hyun, 2012, p. 561).

Considering the two main points (achievement and attitude), the present study has two research designs; quantitative and qualitative. The designs of the research methods are given in the following parts.

3.2 Purpose of the Study

The research was aimed at investigating the effectiveness of two corpus tools, BYU-BNC (Brigham Young University- British National Corpus) and AntConc 3.2.1 (Lawrence Anthony's Classroom Concordancer), in teaching or learning English grammar to lower level of EFL students. In this sense, the following research questions were specified.

3.2.1 Research questions for quantitative part of the study

1. Is there any significant difference in the mean scores of grammatical structures in each group?
2. Which of the corpus tools is more effective in increasing students' achievement of grammatical structures?
3. Through part of speech (POS) query in BYU-BNC and AntConc, is there any difference in the level of forming grammatical structures between groups?
4. Does each corpus tool improve the self-efficacy beliefs of students in:
    a. Using tenses such as past simple, past progressive, present perfect, simple future, and to be going to?
    b. Using modals such as ability, necessity, obligation, and permission?
5. Which tool better improves the self-efficacy beliefs of students in:
    a. Using tenses such as past simple, past progressive, present perfect, simple future, and to be going to?
    b. Using modals such as ability, necessity, obligation, and permission?
6. What are the reactions of students toward corpus use in learning English grammar?
7. What are the students’ overall views of corpus tools in learning English?

3.2.2 Research question for qualitative part of the study

The quantitative research revealed some unexpected results about the study. In order to understand the reasons of these findings, we held a semi-structured interview with nineteen questions focusing on the following main points:

1. What are the main and underlying reasons of students' low attitude towards corpus use in learning English?

2. What are the opinions of students about using corpus-based data driven learning?
3. What are the contributions of corpus-based English learning for students?

In the light of these questions, it wasassumedthat authentic language contexts and user-friendly functions of both tools would assist students in learning grammatical subjects.

3.3 The sample of the study

The study in which mixed methods research design was applied has two sampling methods: nonrandomized convenience sampling (for quantitative design) and purposive sampling (for qualitative design).

On account of administrative regulations, it was impossible to make a randomized sampling within groups. Besides, the study aims to compare the effectiveness of two corpus tools, so there was a need for two groups of university students with low levels of English, which was available in our case. Thus, the intact groups were included in the study and convenience sample which "is a group of individuals who (conveniently) are available in the study" was used as sampling method (Fraenkel, Wallen & Hyun, 2012, p. 99).

As for the participants in the qualitative study, purposive sampling was used as sampling method. It was stated that researchers "use their judgment to select a sample that they believe, based on prior information, will provide the data they need". (Fraenkel, Wallen & Hyun, 2012, p. 100). Participants of the interview were volunteer students from both sections. After the completion of interviews, we chose the records that would provide detailed information from both sections. The low and high grades of achievement test werealso considered in selecting the records so that we could have an insight about different opinionsin corpus use.

To go further with participant information, the study was carried out in Mustafa Kemal University, Education Faculty, Department of Computer Education and Instructional Technology (CEIT) in Turkey. The subjects were composed of two freshman sections; daytime (44) and evening (43). Basically, there were two groups: Section 1 with BYU-BNC tool and section 2 with AntConc 3.2.1 tool. At the

beginning of the study, students were given a demographic information questionnaire in order to have a general background of the students. Based on this, there were few students that receive preparation class before university, which shows that majority of the students, have lower-level of English, but few were intermediate ones. Also, they had never interacted with corpus methodology before. Being enrolled in the CEIT department, subjects are already computer-literate and interested in using computers. We randomly assigned the two corpus tools (AntConc and BYU-BNC) to the sections. General demographic information of subjects is given in the Table 1. As can be seen, they are similar.

Apart from these, participants were also asked whether they wanted to add any comments about English learning in the demographic survey. The BYU-BNC group stressed the importance of English in their professional life and stated that they need to learn English effectively so that they could use it for computer language. Most of the students found themselves as having a lack of vocabulary knowledge. Besides, they complained about learning the same subjects as in primary schools. In fact, they wanted to be able to speak English and use it in daily life, but they didn't know how to do it. Students seemed to be enthusiastic about the method, since it looked like an innovative one. Similarly, section two also emphasized the necessity of English for professional life. They thought that practicing English through dialogues and writing is an effective way of learning English. They were aware of the role of English in their future career, but they accepted that they have not spent enough effort to learn English.

Table 1: Demographic information of the sample

		Section 1 (N=40)	Section 2 (N=37)	Overall (N=77)
Gender (*f*)	Male	21	22	43
	Female	19	15	34
Age (*avg.*)		19,85	20,59	20,22
GPA (*f*)	Less than 2,0	11	13	12
	Between 2,0 and 2,49	11	13	12
	Between 2,50 and 2,99	9	8	9
	Between 3,0 and 3,49	6	2	4
	Higher than 3,5	3	0	2
First Term Foreign Language Grade	AA	11	6	9
	BA	4	4	4
	BB	3	3	3
	CB	5	4	5
	CC	7	4	6
	DC	8	7	8
	DD & Less	2	9	6
Mother Tongue (*f*)	Turkish	34	34	17
	Arabic	1	2	2
	Kurdish	4	1	3
	Others	1	0	1
Preparation School (*f*)	Yes	3	4	4
	No	37	33	35
Significance of English for Professional Life	Not important at all	0	0	0
	A little important	1	0	1
	Important	3	3	3
	Very important	4	9	7
	Extremely important	32	26	29

3.4 Quantitative Part of the Study

The reason for conducting a quantitative research was to measure the achievement of students in learning English grammar through corpus tools; therefore, the design of the research is chosen to be a quasi-experimental one with two research designs: static group pretest, post-test and static group comparison. The conditions in the study entailed using the existent groups without randomized selection, since there were two existent groups that cannot be manipulated because of legal obligations. Under these circumstances, static group comparison and static group pretest post-test designs were more appropriate for our purpose. In static group pretest and post-test design, there are two groups that receive pretest and post-test, while in static group comparison design there is one group that receives post-test only. However, in our

case there exist two groups. In this framework,the study tested whether an independent variable (BYU-BNC and AntConc 3.2.1) affected the dependent variables.

3.4.1 Corpus tools as treatment instruments

One of the pursuits of this study was to investigate whether two different sizes of corpora, a reference corpus (BYU-BNC) and a specialized corpus, make any difference in the grammar achievement of students. Therefore, both sections were given a distinct corpus tool. The tools were randomly assigned to groups, since the characteristics of the groups were similar in nature. Accordingly, the first section used BYU-BNC and the second section used AntConc 3.2.1 free classroom concordancer. BYU-BNC tool has more functions than AntConc, which would affect achievement results. In order to reduce any threat, the functions for grammar learning which exist at both tools were specified and students were only exposed to these functions. Accordingly, students used concordance view, expanded context, parts of speech query, frequency, and sorting. Before introducing the tools, definition of the shared functions is of importance in understanding the facilities at both tools.

- *Concordance view:* Basically, it is the key word in context (KWIC) highlighted or underlined at the center of each line. It allows the user to discover how the query is used with surrounding words.

- *Expanded context:* When one clicks on the underlined search term in concordance view, the tool displays it in a broader context within five or four lines, which assists the users in interpreting the meaningand the usage from the context.

- *Parts of speech query:* This function aids users in searchingvocabulary through its grammatical types. By this means, one can look for collocation matches of a word.

- *Frequency:* Frequency values give information about how frequently a word occurs throughout a corpus. If the value is high, the possibility of encountering the word increases accordingly. Therefore, frequently used words or are of importance in teaching or learning.

- *Sorting:* This function allows users to numerically examine the right and left occurrences of the query word by coloring them, so one can discover or examine grammatical or lexical rules inductively.

3.4.1.1 Brigham Young University- British National Corpus (BYU-BNC)

BYU-BNC is essentially a web reference corpus comprising 100.000.000 words collected from written texts and speech transcripts with about 70 types of registers derived from the years between 1990s and 1993. It is accessed freely online at http://corpus.byu.edu/bnc. The interface of BYU-BNC was created at Brigham Young University (BYU) by Professor Mark Davies and his team. The corpus database, however, belongs to British National Corpus. There are basically 6 main registers compiled from spoken, fiction, magazine and news, academic, non-academic, and miscellaneous texts. When running queries, students used the functions of concordance lines, expanded context view, and parts of speech. Different from AntConc 3.2.1 tool, the parts of speech codes of BYU-BNC are written in a list. This list is driven from The BNC Basic (C5) Tagset. For example, ‘verb. INF’ refers to infinitive verbs. When a user selects this code, the tool displays all the infinitive verbs. By this way, students choose a grammatical abbreviation and run the queries in corpus.

3.4.1.2 AntConcclassroom concordancer

Originally generated for technical writing courses, AntConc is a freeware classroom concordancer. It was created by Laurence Anthony at Waseda University in Japan. Unlike BYU-BNC, which is an online reference corpus, it can be downloaded to any computer running Microsoft Windows, Macintosh O SX and Linux. Different from BYU-BNC which has 100.000.000 words of reference corpus, AntConc doesn't have any corpus data on its system. Thus, users have to load a small corpus and use wildcard settings in order to make query such as

* Zero or more characters

+ Zero or one character

? any one character

@ zero or one word

any one word

| search term "OR" search term

In the present study, students frequently used the characters of # and *. For example, in searching past simple for regular verbs, they typed *ed, *d, *ied.

3.4.1.3 Small Corpus

The tool AntConc 3.2.1 does not have any corpus data in its system, so a corpus compiled mainly from children's literature was collected. In compiling the specialized corpus, several points were considered, such as the aim for compiling the corpus, the level of language, and copyright issues.To start with the aim in compiling the corpus, participants are expected to learn grammatical structures as part of a compulsory English course; therefore, it was thought that the language properties must reflect English for general purposes. The researcher presumed thattexts related to fiction genre would be comprehensible and lack of terminology. Secondly, the participants share a similar background in terms of having a lower level of language and being young adults. As Klinberg (1986) defined one property of children's literature, it is regarded as appropriate reading for children and young adults (As cited in Norberto Domingues Robles, 2015, p.2). Another thing to consider was the copyright issue. In order to provide these requirements, a corpus of children's literature was derived from the website Project Gutenberg (http://www.gutenberg.org/catalog/). The website provides free downloadable e-books, and the texts are available for research purposes, so there was no problem with copyright matters.

The books were randomly selected from children's book catalogueand downloaded in plain text UTF-8 format.The corpus was not tagged, but it could be run on AntConc.In compiling the corpus, the metadata part of the books were deleted, since they are related to copyright issues, and counting every word in that part would affect the frequency values. Consequently, the corpus compilation had 160.000 words, which was acceptable for a small size of corpus.

3.5 Qualitative Part of the Study

The rationale in performing a qualitative study is to identify the unclear points and interpret the conflicting results of a quantitative research. In our case, there was an unexpected result: the negative attitudes of students toward corpus despite the positive achievement in grades. In order to understand the underlying reasons and have an insight into students' evaluation of the lesson and related dynamics, a qualitative study was conducted at the end of the term. The data were collected through in-depth interviewing and a semi-structured guideline with open-ended probes, and alternative questions were implemented respectively.

3.6 Teaching with Corpus

The implementation took four months. Before starting the teaching, students received training in the first three weeks and they became accustomed to the tools as they practiced (see appendix 10 and 11 weekly schedules).

3.6.1 Corpus training

The training lasted three weeks for nine hours per week. In the first week, the instructor presented what corpus is, how students will use the tools, and how they benefit from corpus information. In the following weeks, participants practiced with the functions: concordance, parts of speech, expanded context, and frequency values. The instructor explained how to use the functions by demonstrating example queries and she encouraged the students to make similar ones. During the sessions students were observed to be enthusiastic about discovering the tools. The corpus traning weekly schedule is shown in Appendix-9.

3.6.2 Teaching procedure

The English courses in Turkish universities are compulsory courses for all freshman students. The study started in the second term; therefore, we continued to follow the curriculum during the first term. Accordingly, the second term included comparative and superlative adjectives, tenses such as, past continuous, past simple, present perfect, simple future and to be going to, modals of ability, necessity,

obligation, and permission. English courses took place at the faculty's computer laboratory with internet connection.

The teaching procedure can be classified into three phases: before, during, and after lesson. Before using the tools, students were motivated about the context of the subject. For example, if they learn past simple, students are asked about when they use that tense. During a lesson, the instructor guided students to make inferences about the concordance views. Students' attention was directed to the two words that occur on the left and right side of the search term. By doing so, it was attempted to make them discover grammatical rules by examining frequently occurring words around a grammatical structure. Instances that did not match with the rule were discussed and subjects' language awareness levels were stimulated.

Students interpreted the concordance lines through whole-class and pair discussion methods.For example, students examined the modal “can” by looking at its left and right word occurrences. They saw that modal can follows simple verbs, so they used "can" with simple forms of verbs. A significant fact was that students had low English competence, so they were in serious need of understanding the meaning of sentences; therefore, students frequently resorted to translation. We believe that translation is a common strategy for learning English among EFL learners. Therefore, we incorporated translation tasks as assignments. There were interactions between the instructor and the students during lessons. The students were given oral feedback in class. After each lesson, students were given translation tasks in order to reinforce their interpretation skills. The assessment of the homework was performed by the instructor and students received frequent written feedback for assignments.

3.7 Data Collection Instruments

Data collecting instruments serve for answering the research questions. These instruments are: demographic information questionnaire and self-efficacy beliefs test, achievement test, forming grammatical structures test, questionnaire of reaction to corpus use, the questionnaire of overall views of corpus tools in learning English, and semi-structured interview guideline.

3.7.1 Demographic Information Questionnaire and Self-Efficacy Beliefs Test

The demographic information questionnaire (see Appendix 5) was developed to get information about subjects' English background, self-efficacy beliefs in using English, and computer use. The questionnaire was adapted from Yoon and Hirvela's (2004) study of EFL students' attitudes toward corpus use in second language (L2) writing. Essentially, it was composed of two parts. In the first part, there were common questions about mother tongue, gender, age, grade point average, first term English grade, etc. In the second part, students' computer use was inquired in terms of frequency, programming languages, having personal computer, having internet connection, electronic and paperback dictionary use, and familiarity with corpus sources. Apart from the original questions, we inserted a self-efficacy beliefs part to the questionnaire. It incorporated grammar subjects most of which would be covered during the second term and subjects were asked to evaluate how confident they feel about using these subjectsin written English. This part was given to the students before and after the treatment with some changes in the post-test version in that the post-test version is limited to the self-efficacy beliefs questionnaire (see Appendix-7). In other words, the pretest of demographic information questionnaire included all parts along with self-efficacy beliefs in using tenses and modals, which was evaluated as the pretest of self-efficacy beliefs. After translation of the questions into Turkish, the questionnaire was revised by a measurement and evaluation expert and a Turkish language teacher. The questionnaires were delivered during the corpus training session and students were informed about the research aim.

3.7.2 Grammar Achievement test

The purpose of the grammar achievement test (see Appendix-1) was to investigate whether there were any differences in the effect of using small and reference corpus between and within groups. It was also used to measure the effectiveness of the tools by assessing students' achievement in grammar. In forming the test, we have followed the steps in Bloom's taxonomy of cognitive domain for instructional objectives (see Table 2). At first, there were 108 questions. The distribution of the questions was evaluated with an English teacher so that we could have the same level of difficulty. At the end, we got two separate forms, A and B

form. We randomly chose one of the tests and it was the B form. It was given as pretest and post-test. These steps and related question types are stated in the table below:

Table 2: Question types of achievement test through Bloom's taxonomy of cognitive domain

Steps	Question Types
1. Knowledge	Choose the correct answer
2. Comprehension	Choose the correct answer
3. Application	Find the correct translation of the sentences
4. Analysis	Choose the best answer that complete the sentence
5. Synthesis	Put the words into correct order
6. Evaluation	Find the errors and choose the correctanswer

Content of the questions in the achievement test was retrieved from corpus data, so all the questions had authentic language. By this way, we aimed to prevent any first language interference. The questions measured students' achievement in the grammatical subjects of adjectives (comparative, superlative, enough, too), tenses (past simple, past progressive, present perfect, simple future and to be going to), modals (ability, necessity, obligation and permission), and relative and noun clauses which were the subjects to be taught during second term. However, the first grammar topic adjectives were not included in the achievement test scores because we decided to incorporate the teaching of adjectives as part of the training program. The post-test was evaluated as the final examination. The implementation of the tests was treated as "within" (paired samples t-test) and "between" (independent samples t-test) groups.

3.7.3 Forming grammatical structure tests (Parts of Speech) query test

Forming grammatical structure tests (see Appendix-2 and 3) were developed to answer the third research question which assesses whether there were any differences between two sections in terms of forming grammatical rules. Now that AntConc and BNC groups have different codes of POS query, each section received different tests. Questions were asked in the Turkish language. The question items were generated in the sense that students must construct the correct POS code to

answer the questions. By doing so, they were able to form grammatical rules, which is a sign in understanding grammar rules. Therefore, we gave the grammar subject as questions and asked students which of the following codes aid them in finding the rule. To give an example from BYU-BNC and AntConc group:

1.BYU-BNC group: "to be going to"

* Planlanmış gelecek zamanı hangi kod ile buluruz (What code displays the planned future)?

a) verb.[BE] going to verb.Base

b) verb.[BE] going to verb.ED

c) will verb.BASE

d) will verb.ING

(Correct answer is a)

2. AntConc group question for the same rule

Planlanmış gelecek zamanı hangi kod ile buluruz (What code displays the planned future) ?

a) # will

b) *going to

c) #going to#

d) #will

(Correct answer is c)

In order to find the correct choice, students had to bring the grammar rule about planned future to their mind and then select the right code. These tests were administered as post-tests at the end of the term and students took them as pop-quizzes. They were informed that the results might be considered in giving academic grades. By this way, we encouraged the students to take the questions into consideration.

3.7.4 Questionnaire of reaction to corpus use

The questionnaire of reaction to corpus use (see Appendix 5) assessed the attitudes of the subjects towards using corpus in learning English grammar. It was an adaptation from Yoon and Hirvela's (2004) study of EFL students' attitudes toward corpus use in second language (L2) writing. Originally, the questionnaire had 42 items. In adapting the questionnaire, we considered the items related to tool usage, corpus work, and experience with the tool. We modified or ignored some of the items, so that it could fit into our aims. For example, some writing expressions were transformed as learning grammar. Also, we excluded the prototype units which were a part of the original study. The translation was performed by the researcher and revised by another English teacher. The Turkish form was edited by a Turkish language teacher. The final form had 34 questions with seven points likert-type scale. Given that there are two different sections, items were arranged according to the tools. For example, the BYU-BNC term was changed with AntConc term. In order to examine the attitudes within and between groups, the tests were administered as pretest and post-test. The choices of the tests were 1: strongly disagree, 2: disagree, 3: somewhat disagree, 4: somewhat agree, 5: agree, 6: strongly agree, 7: no idea. The sample of the questionnaire is given at the end of the thesis. We united both forms in order to gain some space.

3.7.5 The questionnaire of overall views of corpus tools in learning English

The questionnaire was prepared to gather the opinions about students' overall assessment of corpus use (see Appendix-6). Essentially, it focuses on how students feel about integrating corpus into their studies; therefore, it was given as post-test. The questionnaire included five questions. We derived the questions from the Liu and Jiang's (2009) study using a corpus-based lexicogrammatical approach to grammar instruction in EFL and ESL contexts. Similar to the reaction to corpus use questionnaire, it is a seven point likert-type scale. As with the previous questionnaires, it was translated into Turkish by the same English teacher and reviewed by a Turkish teacher.

3.7.6 Semi-structured interview schedule

The former instruments were used for the quantitative part of the study, while semi-structured interview schedule (see Appendix 8) was used for the qualitative part of the study. A semi-structured interview schedule was implemented to uncover any points that might be missed earlier and discover the reasons behind the unexpected results. The interview form was composed of eight parts and 20 questions: personal information, assessing corpus tool, lesson time, attitude towards English, self-assessment of the participants, strong and weak points of the teaching methods, the role of the teacher, participant opinions about grammar, and corpus-based English learning.

3.8 Data collection procedure

At the beginning of the term, students filled in the demographic information questionnaire (see Appendix 5). One part of the testmeasured students' self-efficacy beliefs in using grammar in writing and speaking. This part was given as pretest. After they learned how to make a corpus search, the first grammar topic was taught, which was considered as the practice part of training and it was omitted from the achievement test. Subjects then took achievement test and questionnaire of reaction to corpus use as pretests. At the end of the term, students took all the post-tests of achievement, self-efficacy beliefs in using grammatical structure, forming grammatical structure, overall views of corpus tools in learning English, and reaction to corpus use. It should be noted that the weekly lesson plan and data collection schedule could be seen in Appendix-10.

Lastly, the qualitative research was conducted in order to understand the underlying reasons for unexpected results and students' thoughts about learning English through corpus tools. As such students were interviewed about the study. Before beginning the interview, participants were asked about their section, which tool they used, and time of learning English. After that, they assessed the corpus tools commenting on whether they were user-friendly, comprehensible, helped in learning English, or have useful facilities. Following these questions, they commented on the way the lessons were performed. Basically, they were asked about whetherthey appreciated the new teaching approach, to what extend it helped them

learn English, and whether the classroom setting affected their learning. Later on, participants compared their attitude towards English focusing on before and after corpus tools. Self-assessment of participants was a significant factor in understanding their attitude towards corpus use, so they were asked to assess their performance during and after classes. They talked about the strong and weak points of using corpus in learning grammar. Participants also assessed the performance of the teacher and her effect on their learning. Finally, they stated their opinions about corpus based grammar learning focusing on training, whether their expectation was met, and the outcomes they had.

3.9 Data Analysis

This part of the study gives information about the process of analyzing raw data under two headings: Quantitative and Qualitative data analysis.

3.9.1 Quantitative data analysis

At the end of the term, the researchers collected quantitative data from five data collection instruments: demographic information questionnaire and self-efficacy beliefs test, achievement test, forming grammatical structure tests, questionnaire of reaction to corpus use, and the questionnaire of overall views of corpus tools in learning English**.**The participants receiving the tools from both sections were differed in numbers; therefore, those who did not receive both pre-and post-tests were eliminated. Paired samples t-test (within group comparison) and independent samples t-test (between groups comparison) were conducted with the help of statistical software. Note that we set the alpha level at .05.

3.9.2 Qualitative data analysis

Fourteen interviews were held with students from both sections. Considering the clear posture of attitude and content-rich data, seven records were chosen to be analyzed. Among them, there are four records from BYU-BNC and three records from AntConc group. To reduce and manage the data, several revisions were performed. Axial coding was conducted to develop a coding system with main and sub categories. After using several coding systems, a selective coding process was

followed so that irrelevant codes could be omitted. The last step was to combine each section's codes to form a broader category system by organizing the main codes indicating similar themes under one category. This process was carried out for both groups. Eventually, two similar category systems were obtained from the data analysis.

CHAPTER IV

RESULTS

In this chapter, quantitative and qualitative data analysis results are presented in the framework of the research questions which are aimed at assessing achievement in learning grammar, self-efficacy beliefs and attitude towards using corpus tools. In conducting quantitative research, the number of the sample groups had already been randomly selected with the two existent freshman classes. Pre-test of the demographic information questionnaire which was applied to both sections revealed that there was no difference in the English proficiency level of the groups. Depending on the aforementioned instruments in data collection part and what they aimed to assess, independent and depended paired samples t-tests were implemented in the quantitative study. While the effects of the tools between the groups were measured through independent samples t-test, dependent samples t-tests were implemented for measuring the effect within the groups. A summary results table revealing research questions, data collection tools and results were included at the end of this part.

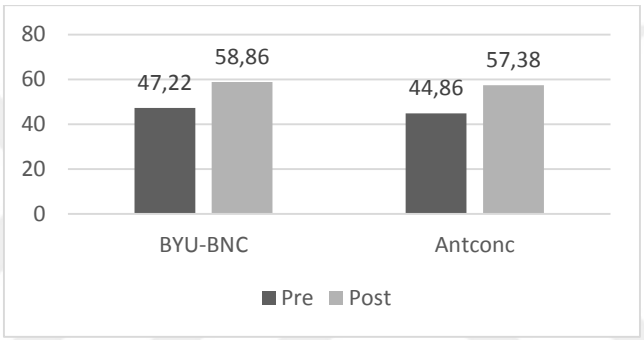
4.1 Quantitative Study Results

The following part reports the findings of the research questions (RQ) related to quantitative study. Also, a figure of all results was given in order to summarize and understand the statistical data.

RQ 1: Is there any significant difference in the mean scores of grammatical structures test in each group?

A paired-sample t-test was administrated for each group to evaluate whether there was any significant difference between the pretest and post-test mean scores of learning grammatical structures. Figure 2 shows that there was a significant difference in the within group mean scores of BYU-BNC and AntConc. Considering the results, both groups illustrated similar improvement in learning grammatical structures.

Figure 2: The mean (M) scores of paired sample t-test in achievement



It was observed that both corpus tools seem to contribute to the achievement of learning grammatical structures in each group respectively. However, it was not as high as expected (see Table 3).

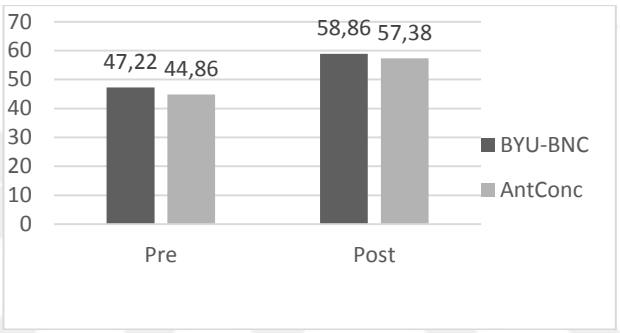
Table 3: Paired sample t-test results of achievement test

Groups	Tests	N	M	SD	t	*df*	p
BYU-BNC	Pretest	41	47.22	17.05	6.658	40	.000
	Post-test		58.86	16.37			
AntConc	Pretest	42	44.86	15.59	5.532	41	.000
	Posttest		57.38	18.65			

RQ 2: Which of the corpus tools is more effective in increasing students' achievement of grammatical structures?

One of the purposes of this study was to compare the effectiveness of BYU-BNC and AntConc tools on the achievement of grammatical structures. In order to understand the impact of the tools on achievement, an independent samples t-test was conducted to compare the pretest and post-testscores of both groups. Figure 3 indicates that there was no significant difference between pretest and post-test scores of the groups.

Figure 3: The mean (M) scores of independent samples t-test in achievement



It is apparent that the mean scores of pretests in both groups are not significant; therefore, the groups were accepted as homogenous at the level of English before the treatments (see Table 4). Similarly the mean scores of the post-tests are close to each other.

Table 4: Independent samples t-test results of BYU-BNC and AntConc in achievement

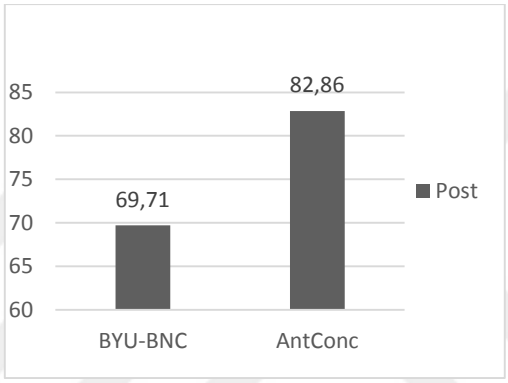
Tests	Groups	N	M	SD	t	*df*	p
Pretest	BYU-BNC	41	47.22	17.05	.659	81	.512
	AntConc	42	44.86	15.59			
Post-test	BYU-BNC	41	58.86	16.37	.383	81	.703
	AntConc	42	57.38	18.65			

When post-test scores considered, it was seen that both groups had similar means with no significant difference. In other words, both corpus tools displayed similar effect on teaching/learning grammatical rules.

RQ 3: Through part of speech (POS) query in BYU-BNC and AntConc, is there any significant difference in the level of forming grammatical structures between groups?

An independent samples t-test was conducted to evaluate whether there was any significant difference in the level of forming grammatical structures between the groups. Figure 4 displayed that there was a significant difference in the mean scores of the post-tests of forming grammatical structures of the groups. The mean score of AntConc group was higher than the score of BYU-BNC.

Figure 4: The mean scores of POS (Parts of Speech) query test in BYU-BNC and AntConc



It can be derived that subjects who made queries by using wildcard settings in AntConc was more successful in forming grammatical structures than it was in BYU-BNC group. In other terms, POS facilities of the AntConc corpus tool were more helpful in forming grammatical structures than BYU-BNC (see Table 5).

Table 5: Independent samples t-test results of forming grammatical structure tests (POS query test)

Test	Group	N	M	SD	t	*df*	p
Post-test	BYU-BNC	41	69.71	21.56	2.87	82	.005
	AntConc	43	82.86	20.39			

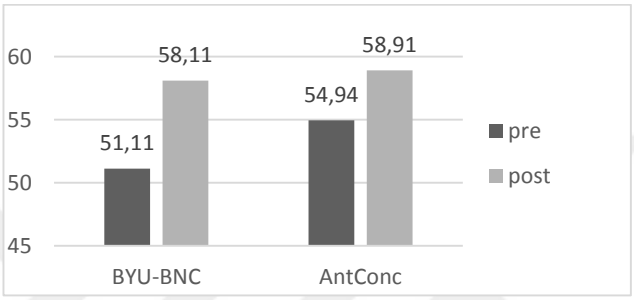
RQ4: Does each corpus tool improve the self-efficacy beliefs of students in

a) Using tenses such as past simple, past progressive, present perfect, simple future and to be going to?

b) Using modals such as ability, necessity, obligation, and permission?

Corpus-based grammar learning was a new method for the participants; therefore, we expected that this new experience would increase learners' language consciousness in spoken or written language use. In order to understand how participants evaluate themselves, a paired sample t-test was conducted to evaluate whether there were any significant differences in students' self-efficacy beliefs level in using tenses and modals before and after the treatment (See Figure 5).

Figure 5: Paired sample t-test results of self-efficacy beliefs test in using tenses



The result for tenses suggested that there was no significant progress for BYU-BNC group. Descriptively, there was an increase in students' self-efficacy beliefs, though. Similarly, there was barely anyprogress in the AntConc group Therefore, both tools appeared to be ineffective in increasing students' self-efficacy beliefs level of using tenses in written English (see Table 6).

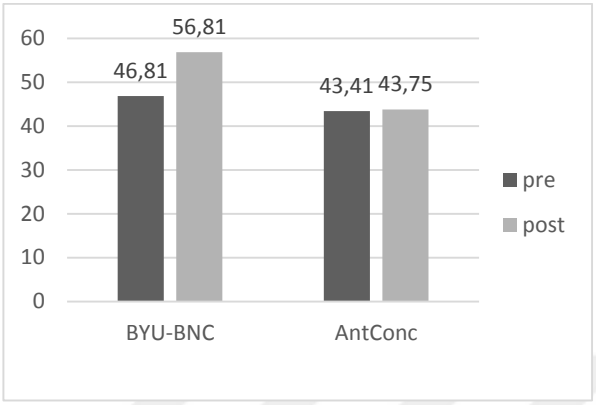
Table 6: Paired sample t-test results of self-efficacy beliefs test in using tenses

Groups	Tests	N	M	SD	t	*Df*	p
BYU-BNC	Pretest	37	51.11	33.66	-1.535	36	.134
	Post-test	37	58.11	25.75			
AntConc	Pretest	32	54.94	31.39	-.737	81	.466
	Post-test	32	58.91	30.63			

As for the use of modals, the results of paired samples t-test revealed that there was a progress for BYU-BNC group. Figure 6 shows that the mean score of BYU-BNC group is slightly higher. In other words, BYU-BNC group seemed to feel more confident in using modals Nevertheless, the paired sample t-test results for AntConc group was not significant, which means that the self-efficacy beliefs level

of AntConc group did not change at the end of the treatment. For a detailed description of the values see Table 7 below.

Figure 6: The mean scores of self-efficacy beliefs test in using modals within groups



To sum up, while BYU-BNC seemed to increase the self-efficacy beliefs of using modals in written English, AntConc did not. One possible reason for this could be that BYU-BNC tool shows bigger size of data including modal varieties, so learners could examine more instances of modals in context.

Table 7: Paired sample t-test of self-efficacy beliefs test in using modals

Groups	Tests	N	M	SD	t	*df*	p
BYU-BNC	Pretest	36	46.81	32.22	-2.609	35	.013
	Post-test	36	56.81	26.84			
AntConc	Pretest	32	43.41	28.56	-.087	31	.931
	Post-test	32	43.75	28.40			

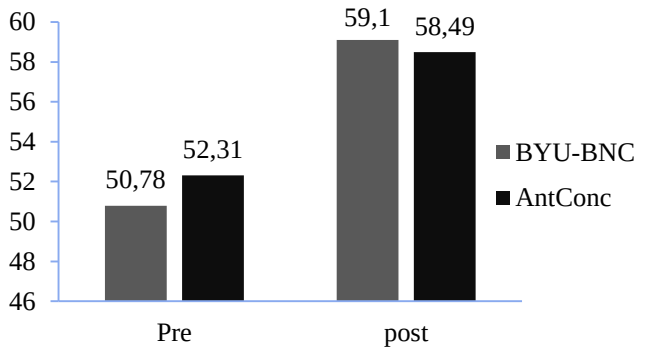
RQ 5: Which tool better improves the self-efficacy beliefs of students in

a) Using tenses such as past simple, past progressive, present perfect, simple future, and to be going to?

b) Using modals such as ability, necessity, obligation, and permission?

An independent samples t-test was conducted to understand which corpus tool better improves students' self-efficacy beliefs in using tenses and modals. Figure 7 illustrates the mean scores of between group results of self-efficacy beliefs test in using tenses. See Table 8 for a detailed information.

Figure 7: Independent samples t-test mean scores of self-efficacy beliefs test in using tenses



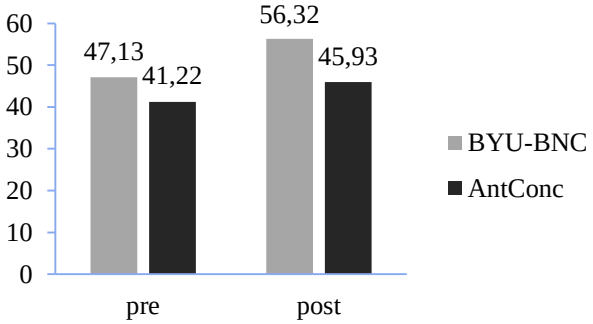
The sores of both groups are close to each other. It was seen that there was no significant difference between the pretest andpost-test results of BYU-BNC and AntConc groups in using tenses. See Table 8 for a detailed information.

Table 8: Independent samples t-test results of self-efficacy beliefs test in using tenses

Test	Group	N	M	SD	t	*df*	p
Pretests	BYU-BNC	40	50.78	32.39	-.206	74	.837
	AntConc	36	52.31	32.19			
Post-tests	BYU-BNC	39	59.10	24.76	.098	80	.922
	AntConc	43	58.49	31.22			

The Figure 8 below displays the pre-and post-test results of self-efficacy beliefs test in using modals.

Figure 8: Independent samples t-test mean scores of self-efficacy beliefs tests in using modals



The independent samples t-test results of self-efficacy beliefs test in using modals between groups showed that there was not any significant difference in pretest and post-test scores (see Table 9).

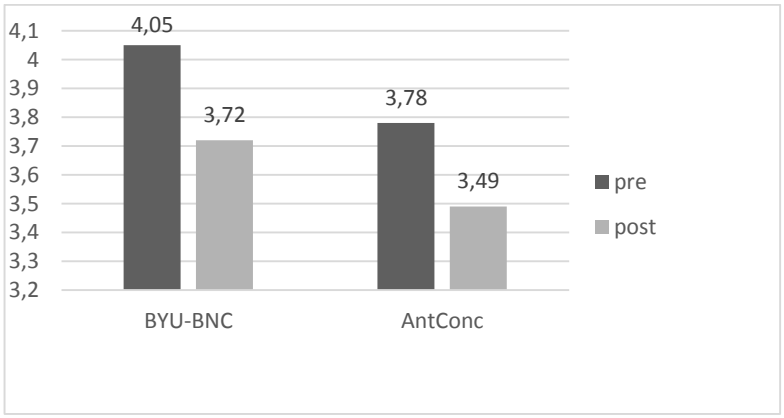
Table 9: The independent samples t-test results of self-efficacy beliefs test in using modals

Groups	Tests	N	M	SD	t	*df*	p
BYU-BNC	Pretest	40	47.13	30.87	.855	74	.396
	Post-test	38	56.32	26.45			
AntConc	Pretest	36	41.22	29.15	1.659	79	.101
	Post-test	43	45.93	29.51			

RQ 6: What are the reactions of students toward corpus use in learning English grammar?

Two paired samples t-tests were conducted to evaluate whether there was any difference in students' attitudes toward using corpus in learning grammar before and after the treatment (see Figure 9).

Figure 9: Paired sample t-test mean scores of reaction to corpus use questionnaire



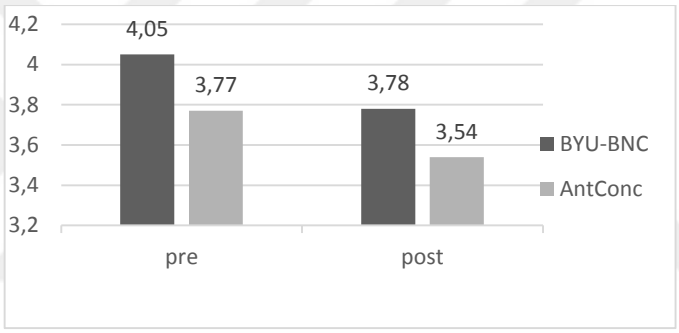
According to the figure, there seemed to be a significant decrease in the attitudesBYU-BNC group. However, there was no significant change in the attitudes of AntConc group. On the other hand, both groups' attitudes tended to decrease after corpus treatment, but the attitudes of BYU-BNC decreased more than the attitudes of AntConc group (see Table 10).

Table 10: Paired samples t-test results of reaction to corpus use questionnaire

Groups	Tests	N	M	SD	t	*df*	p
BYU-BNC	Pretest	30	4.05	.57	2.515	29	.018
	Post-test		3.73	.68			
AntConc	Pretest	31	3.78	.56	1.764	30	.088
	Post-test		3.49	.79			

An independent samples t-test was conducted to evaluate whether there was any difference between BYU-BNC and AntConc groups' initial attitudes toward using a corpus tool in learning English grammar (see Figure 10).

Figure 10: Independent samples t-test mean scores of reaction to corpus use questionnaire



The results indicated that at the beginning of the study the pretest attitude score of BYU-BNC group was higher than the score of AntConc group. To compare the attitudes of BYU-BNC and AntConc group after the treatment, an independent samples t-test was conducted (see Table 11). The results revealed that there was no significant difference in post-test attitude scores between BYU-BNC and AntConc. It can be interpreted that the BYU-BNC and AntConc groups may not fulfill their expectations from the treatment.

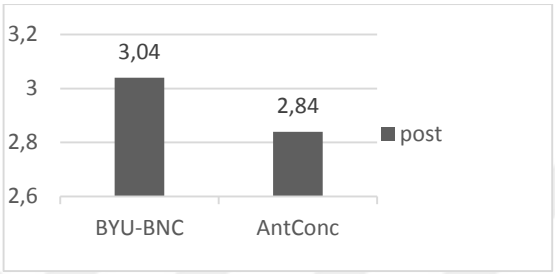
Table 11: Independent samples t-test results of reaction to corpus use questionnaire

Groups	Tests	N	M	SD	t	*df*	p
Pretest	BYU-BNC	30	4.05	.57	2.037	63	.046
	AntConc	35	3.77	.56			
Post-test	BYU-BNC	40	3.78	.66	1.511	80	.135
	AntConc	42	3.54	.76			

RQ 7: What are the students' overall views of the effectiveness of corpus tools in learning English?

In order to understand the overall views about the effectiveness of corpus tools in learning English, an independent samples t-test was conducted after the treatment (see Figure 11).

Figure 11: Independent samples t-test mean scores of the questionnaire of overall views of the effectiveness of corpus tools in learning English



The result suggested that there was no significant difference between BYU-BNC and AntConc group students' evaluation of the corpus tools in learning English. It was depicted that BYU-BNC group's overall views of the corpus tool was slightly more appreciating, but the difference was not significant (see Table 12).

Table 12: Independent samples t-test results of the questionnaire of overallviews of the effectiveness of corpus tools in learning English

Tests	Groups	N	M	SD	t	df	P
Post-test	BYU-BNC	43	3.05	.62	1.262	77	.211
	AntConc	44	2.85	.87			

4.2 Qualitative Research Results

The aim in holding a qualitative study was to seek answers for the unexpected results of the quantitative study. Although students' achievement in grammar displayed meaningful results, the questionnaire of reaction to corpus use reported negative attitude towards corpus use. Moved from possible causes such as students' lower level of English competence, having a first-time experience with such tools

and other underlying reasons, a qualitative study with semi-structured interview was carried out in both sections; AntConc and BNC group. The related research questions aimed at having an insight into students' evaluation of the methods and their thoughts about corpus use in learning grammar. The numbers of coded records were chosen to be seven out of fourteen and the distribution of the numbers to the groups are determined to be three records to AntConc and four records to BYU-BNC group. In order to be able to enclose both groups' evaluation, the categories were standardized in each section. Accordingly, main categories are English background, Evaluation of the tool AntConc or BYU-BNC, Evaluation of the lesson, External factors on learning, comparison of corpus and the English textbooks, self evaluation, evaluation of the teacher, evaluation of the classmates, attitude to English, and advice on improving corpus-based learning. In the following parts the categories will be presented.

4.2.1 English Background of the students

Studying with corpus was an unusual experience for the EFL students. Compared to the previous learning habits and methods, their negative attitude to English was believed to be based on several factors such as corpus based learning as a distinct method, real English samples and data driven learning. In this sense, participants were asked to evaluate their previous English learning process. Accordingly, participants at both sections stated that they have been learning English more than five years. Although it seemed to take a long time, the exposure to real English sentences was not adequate therefore students generally stated to have Basic English knowledge. Also some of the reasons why they have lower level English are based on traditional learning, which is grammar based and teacher centered learning. One of the successful students stated that she had good vocabulary knowledge at high school, which helped her understand sample sentences of corpus. One of the students specified that he lost his interest to English because of frequently changing teachers. Besides science lessons were more important than English, so English lessons were ignored during high school education.

4.2.2 Evaluation of AntConc 3.2.1

This category involves the strong and weak points of AntConc tool and its use in learning grammar. Participants were asked to evaluate the tool in terms of its effect on learning, tool's facilities and students' experience with the tool. In doing so, the objective was to explore students' opinion in detail and find the elusive points about the use of the tools.

To start with the strong points, all students agree that AntConc provides effective learning by examining concordance lines. The more sentences they examine, the more they become familiar with different structures, since concordance lines display both advanced and basic level of sentences. When users come across with different grammar structures, they spend effort to understand them. Thanks to this method, most of the students reported improvement in vocabulary knowledge and interpretation skills.

Basically, improvement in interpretation skills and vocabulary knowledge developed simultaneously. Homework tasks required students to find samples of grammar rules and translate them to Turkish. Although a lot of students complained about not having rich vocabulary knowledge at the beginning, translation assignments involved students to search unknown words and find parts of speech or multiple meanings of words. As a result of this, students improved vocabulary knowledge and interpretation strategies.

As regard to the functions of the tool, most of the students found its facilities practical and useful in running query and examining concordance hits. Among them they benefited from colored demonstration of query form, concordance and file view of the search term. Two participants stated that the tool helped them investigate vocabulary use and form grammar rules by examining concordance lines and file view. The hits screen displayed the query in concordance lines. They investigated the 3 left and 3 right occurrences of the search term through the lines and tried to form the grammar rules from the most frequent structures. When students couldn't find the exact meaning of the query from the lines, they were able to open the file view and find the meaning from context. In this way, they stated that AntConc provides context-based learning. Similarly, some students stated to discover multiple meanings of a word from context. One of the students appreciated the tool, since it

provided a different methodology than traditional learning although it was difficult to get used to.

Another contribution of the tool was providing long-term retention about grammar rules. One of the students emphasizes that" when I remember the grammar rule, the concordance view of the query appears in my mind. It certainly provided long-term retention." When they were asked if they could remember the structures in the following year, they assured the retention confidently. The use of the tool was evaluated to be user-friendly in that it saved time and effort. It was stated that the speed of the tool was efficient. It could present parts of speech effectively; therefore, students were able to list specific structures in a few seconds.

Participants' negative points focused on the tool's method, understanding the sample sentences and poor vocabulary knowledge. Generally speaking, participants were aware of the value of AntConc-based grammar learning. However, they found the method difficult to get used to. It required data driven learning and this method was a new thing in their English learning, so they found it challenging to study with AntConc. It is probably the main reason for low attitude Most of the students at both sections couldn't understand how to study inductively and that caused them develop some prejudices against the tool. Even if they comprehended how to use the tool, it was difficult to study with a lot of unknown vocabulary and complicated sentences. Regarding the corpus texts, all participants accepted that the level of the texts was advanced and was difficult to manage with. One participant stated that" I really had difficulty in understanding. If only the sentences had been more basic then I could have understood. I think some friends whose English knowledge is good didn't have as much difficulty as I had." Another participant agreed that studying with corpus is not suitable for lower level of students because of complicated sentences. Two students complained about not having adequate vocabulary knowledge in order to understand the concordance lines. That was another sign of not comprehending how to study with AntConc because the main aim of AntConc was to teach grammar by examining frequently occurring words around the search term. However, students learning style required them to translate sentences, which was strenuous.

4.2.3 Evaluation of BYU-BNC

This category firstly reveals positive and then negative sides about BYU-BNC. Participants' comments focused on three major points: the functions of the tool, effect of BYU-BNC on learning English and overall evaluation of the tool. To start with functions of the tool, which showed identification with AntConc, participants focused on concordance and paragraph view, register variety, and frequency. Two participants indicated that registers helped them examine sentences in different contexts. When they were given translation assignments, they found sentences from specific contexts. For example, in order to find example sentences of "can" meaning request, they must look through spoken English registers. By this way, they could understand what structure are specific to what register.

Another favorable function was frequency. Two students stated that BYU-BNC helped them learn context specific vocabulary through frequency. One of the students maintained that" by studying BYU-BNC, I realized that when a word has multiple meaning, its context may also change."

All participants agreed that parts of speech facility (POS) of BYU-BNC is user-friendly. Although it didn't make any sense to the users at the beginning, they were able to use POS list easily in time. One student stated that POS list included every grammar structure, so it was user-friendly and time saving. Three students were confident about remembering the grammar rules for a long time. They stated that BYU-BNC provided long term retention by examining sentence structures through POS codes. One of the students described the retention as "during the exam I remembered the POS codes and then rules". By using parts of speech students were able to form grammatical structures. However, a lot of students preferred to be given grammar rules at first hand and then run the query for rules, which will be explained in the evaluation of the lesson.

Another facility of the tool was concordance view. All participants approved this function because it assisted them in identifying word types. By simply investigating right and left occurrences of the query students stated to be able to understand if a word is an adjective, verb or adverb. Concordance view sometimes displayed incomplete sentences. In that case students used file view function so that

they were able to understand the search term in context. One of the students stated that file view raised his consciousness of multiple meaning of words.

All participants in BYU-BNC section thought it was useful in learning English. Basically, they focused on the improvement of interpretation skills, vocabulary, and grammar knowledge. To start with improvement of interpretation, it helped them to interpret the meaning from the sentence and improve translation skill because while studying with corpus students were taught to identify word types for example what followed the search term and what the parts of speech were. As one student stated "Before corpus I wasn't able to identify if the word was an adjective or adverb, but after studying with corpus I could achieve it. However, I think I am not successful enough because I failed in class." Although the student reported improvement in learning English, being successful is associated with passing the class. As one of the participants claimed, the gradual improvement in translating sentences provided students with self-efficacy beliefs, which raised interest in English "I could translate basic sentences before and taught that I couldn't translate more complex sentences, but among so many contexts in corpus I was able to do and it gave me confidence." According to another participant "We can deduce the meaning of structures and sentences because we can investigate form and register. By this way our translation is more meaningful. I think it is beneficial to translate sentences."

Two participants agreed that corpus enriched their vocabulary knowledge in that they were able to remember the words they came across frequently. One of the participants became aware of the fact that she didn't have to know every word in order to interpret meaning from sample sentences, which is another sign of improving translation skills.

Another improvement was observed in grammar. All of the participants popularized the benefit of BYU-BNC in learning grammar through examining sentence structure. Different from deductive learning in which students are taught the rules and given exercises, BYU-BNC seemed to help learners discover grammar rules from sample sentences. According to one participant "BYU-BNC helped me identify sentence order. I am able to identify what word is a subject, verb or an object. That also helped me translate sentences." Another student stated that she

could understand whether a word is an adjective or an adverb and by this way she could comprehend tenses through BYU-BNC.

Moreover, it provided students with consciousness of real English. One of the participants complained about the Basic English sentences that they studied during English education. He was accustomed to basic sentences, and he believed that he couldn't translate more complex structures. However, BYU-BNC presented different language levels and he admitted that he actually had studied real English.

Improvement in English paved the way for motivation and self-confidence. A lot of students stated that they had willingness for learning English and BYU-BNC motivated them to study English individually.

Another benefit of BYU-BNC was long-term retention in vocabulary and grammar. One student emphasized that he could remember the hits of the words on the screen when he came across with previously encountered vocabulary. Therefore, he could remind some vocabulary. Now that BYU-BNC provides users with inductive learning, it is directly related with teaching how to learn. According to one student learning English with BYU-BNC is superior to learning with textbooks in that although it is a different method she could learn better in that way because it also taught them how to learn.

Finally, two students found using BYU-BNC effective since it stimulated computer use for good purposes. The participants are from the Department of Computer Education and Instructional Technology, so they use computers frequently. One student stated that "I think BYU-BNC assisted me more in using computer rather than learning English. I was able to learn how to study on computer. I was not much interested in internet and computer. Thanks to BYU-BNC I brought my laptop to the department more often.

"As for overall evaluation of the tool, three participants thought that BYU-BNC is comprehensible. One participant indicated that the tool is user-friendly, since it saves time in studying and can be easily accessed on internet. When these qualities were considered, participants of BYU-BNC group found the tool efficient.

Negative points about the tool were stated to on training process and English level. Now that it was a new method for the users, getting used to it took some time.

Some participants couldn't resolve exactly how to use the tool in learning grammar, which caused them to focus more on the use of the tool rather than grammar itself. Although participants appreciated the tool they think it was not suitable for them because they had lower English. One successful participant suggested that the tool could contribute a lot to English competence of those intermediate students, who at least are able to make basic sentence translation, but it is not appropriate for lower level English learners. Lastly, one student claimed that BYU-BNC caused anxiety about learning English, since he encountered a lot of unknown words in texts. Another student expressed their anxiety about failing in class. At the beginning the method seemed very difficult and the student established prejudice to corpus assuming that it was difficult to learn English and it would cause failure. In order to overcome the difficulties all participants suggested more practice with BYU-BNC especially in training project. Some also suggested keeping the time for training longer before starting to use the tool because they think mastery in corpus could be achieved in time.

4.2.4 Evaluation of the lesson for both sections

This category includes participants' opinions about method: exercises, homework tasks, deductive and inductive teaching; corpus training, and other factors affecting the lesson.

On the whole reactions of the students in sections, the method and corpus training are similar; therefore, evaluation will be presented depending on both groups. To start with method, five out of seven students mentioned about the effectiveness of the method stating that it was stimulating and motivating in using computer and searching for word meanings.

Considering inductive learning, there are both positive and negative points. The corpus-based lessons were based on inductive teaching in which students are required to form grammar rules by exploring a lot of sample sentences. When participants' English background is considered, inductive teaching remained immensely different and difficult. However, participants were aware of the fact that inductive learning provides useful learning strategies. Two participants, one from AntConc and one from BYU-BNC, think that inductive way of learning is useful

because it enhances learner autonomy. Moreover, four students suggested that inductive teaching helped for long-term retention. According to one student "this method supported my grammar knowledge. I wasn't able to make sentences in English, but by examining the word order on the left and right of the query, I can make sentences from now on." Upon asking whether the skills and information acquired through the tool is long term, he believed that he would remember grammar for a long time.

Although inductive teaching was approved by participants, they prefer studying with corpus through deductive learning in which first rules are given and students practice with exercises. One reason why the students preferred deductive learning is that it was difficult to adapt to inductive learning because it required more effort and concentration which was challenging for lower level students. Therefore, students probably thought that studying corpus with deductive method is easier.

As for exercises, they were carried out with pair work and in-class discussion. Two students from AntConc reported that studying corpus with pair work was effective. "I think the most effective way of learning is discussing the results with classmates. We may easily forget what we have learned, but when you discussed it with friends it is long lasting." According to another student, "in-class discussion and pair work were helpful. If you cannot understand a point you can ask your friend. It also helped me become ambitious. When I observed, my friends were able to participate and deal with sentences, I asked myself why I cannot achieve the same thing." Three students from BYU-BNC reported that pair work is motivating in interpretation exercises. While one student from AntConc and one student from BYU-BNC group think that in-class discussion may cause noise and distract attention, another student from BYU-BNC section stated that in-class discussion was effective. When the teacher asked a question for the whole class, she attracted students' attention. Apart from these, it was said that studying with corpus requires gradual adaptation.

As for homework tasks, all participants of the study accounted for benefits of translation assignments on improving interpretation skills and exploring English. Three participants from AntConc and two participants from BYU-BNC groups claimed that assignments enabled enough practice for improving interpretation skills.

Although it was difficult to do at the beginning, it improved in time. Most of the students could receive feedback to their homework tasks. These participants thought that the feedback they received was helpful. However, one participant from AntConc stated that sentences to be translated as homework included a lot of unknown vocabulary which was suitable for proficiency. Some students felt insecure about the evaluation of the homework since they observed cheating classmates. This caused anxiety about whether the teacher evaluated assignments impartially. Corpus training process was found motivating and useful by four students. Three participants claimed that the time was adequate and it was comprehensible.

4.2.5 External factors affecting the lesson

Participants were asked whether there were negative factors affecting the achievement or attitude towards corpus such as classroom setting, internet connection, and class size. Complaints were usually about inadequate number of computer and weak internet connection. AntConc section didn't used internet, since their tool was a freeware one, but some participants of BYU-BNC had some problems with connection which distracted their motivation. Students didn't report any negative factor about class size. They thought the number of students were appropriate with two sub groups per hour. However, two students stated that class hour was not enough and it was stated that one session should have been more than one hour.

4.2.6 Evaluation of the Students' Own Performance

In seeking answers for the reason why students displayed negative attitude despite meaningful achievement, participants were asked to evaluate their performance during corpus based education. The most frequent strong points were being motivated to study corpus and participate in the lesson. Three participants from AntConc and two participants from BYU-BNC group stated to be motivated "After using corpus I become more aware of the fact that English is a must." Three participants from BYU-BNC group stated to be interested in homework tasks. To mention about weak points, AntConc and BYU-BNC participants showed passive participation in lesson. They did not study enough and had difficulty in running queries. Besides some students explained shyness as the reason for passive

participation. They were hesitant about asking any questions or sharing query results in class. One student in BYU-BNC group stated that he had slow pacing in understanding English and thus failed in running query.

4.2.7 Evaluation of classmates

The aim of asking participants about the performance of classmates was to uncover the general perception of using corpus in learning English. In case students, might hesitate to tell the real feelings about the method with the fear of teacher or getting low grade, it would be better to ask about what other students think of the new method. In fact, that category presents important facts about the reasons why students reported low attitude.

Essentially, the evaluation conveyed negative points. Participants emphasized that students found the method appropriate for intermediate students because they had poor English and it was a difficult program. Also, a lot of students had lower vocabulary knowledge. It caused them to develop prejudices against corpus. However, negative attitude was not only based on the difficulty of corpus. Participants at both section stated that some classmates didn't spend enough effort to understand and use the tools. For example, some cheated homework tasks and some made up excuses for not studying.

Another point was anxiety of failure. Previous English lessons were considered as an easy lesson, but they couldn't meet this expectation with the corpus-based teaching. BYU-BNC participants stated that classmates preferred studying with deductive learning. In addition to this, classmates' opinion about corpus changed positively in time because they got used to it and learned to use effectively after some time.

4.2.8 Attitude to English

Participants were asked to compare their opinions and attitude to English before and after the study. By doing this it was attempted to find out if the tools made any difference in students' attitude. Most of the participants noted that they had problems with English because it was difficult to remember and can easily be forgotten. One student stated that in every term, his class studied similar subjects,

and it was usually based on grammar teaching. Two participants from BYU-BNC accused of teachers for having negative attitude to English because the teachers changed a lot during one term or they were indifferent to students' needs. Of course, not every student had negative thoughts about English. Some were highly motivated because they had academic purpose for future.

Corpus tools seemed to make a positive difference in students' attitude to English. Their viewpoint changed after starting to study corpus. Three students stated that they had gradual positive attitude with the use of corpus tools. A student from BYU-BNC section claimed that it increased self-motivation and another suggested that BNC helped him become aware of the importance of learning English.

4.2.9 Evaluation of the teacher

In search of the reason why students reported negative attitude towards corpus, participants were asked to evaluate the teacher performance. Considering the comments, students do not have a problem with the way teacher did the lesson or managed the class, whereas a lot of students agreed with the success of the teacher. On the other hand, a few participants stated that humanistic approach of the teacher may have caused some problems with the classroom management. Sometimes the teacher could not get through the students because of noisy class atmosphere.

4.2.10 Comparison of the corpus tools and English textbooks

Participants were asked to compare the use of textbooks and corpus tools in learning English in order to have an insight in the effectiveness of the tools. Both sections stated similar points about the place of textbooks in learning English. The common view was that textbooks include basic sentences. They internalize deductive teaching and not more practical compared to corpus tools. Besides textbooks are organized for grammar subjects, therefore they are exam-oriented. Compared to textbooks, corpus tools were more efficient. One student from BNC section stated that "BNC is simply available on internet and it provides you with original English. I could forget what I learned from textbooks, but it is long lasting while studying with BNC because we examine sentences." Participants of AntConc also agreed that forming grammar rules through corpus is more useful because users examine concordance lines. Inductive teaching is implemented in the method and it helps for

active participation in class. However, some participants add that corpus tools can be used with textbooks, such as exercises or other visual materials like videos. While they could improve grammar skill, they were lack of communication skills, such as listening and speaking.

4.2.11 Advice on Improving Corpus-based Teaching

At the end of the interview, students were asked about what need to be done in order to improve the new method. Two people focused on more practice with the tools in training session and homework tasks. The tools were appreciated by the users, but the only thing was to keep practicing for longer time. Three people stated that homework tasks or summer projects may be varied, and the time of the lessons can be longer. Also, studying corpus shouldn't be limited to one term. Three people suggested studying corpus with deductive learning, which is easier to deal with for students at lower level. Six people emphasized that textbooks or audiovisual material aids need to be used with corpus. For a better understanding of how to use the tools, some students suggested effective note taking both in training session and during lessons.

CHAPTER V

DISCUSSION AND CONCLUSION

The motive behind the present study was to investigate the effectiveness (grammar achievement and attitude) of two corpus tools in teaching grammar to lower level EFL students. The distinctive features of the study are derived from the sample which is characterized with lower-level of English and the comparison of the effectiveness of two corpus tools which are BYU-BNC and AntConc 3.2.1. Also, the mixed method research design presents both qualitative and quantitative data. When the research designs of corpus-based studies considered, it is clear that there are not enough studies that give both qualitative and quantitative results especially with the samples of lower level of EFL students. Considering the common outcomes of the studies in literature such as an increase in achievement and/or attitude, we have both convergent and divergent results. In the following parts the results will be discussed referring to the related literature.

5.1 Grammar Achievement and Self-Efficacy Beliefs

To start with the achievement test of corpus-based grammar learning, we expected that corpus-based teaching would be successful in teaching grammatical structures to the lower level of EFL students although the method has been suggested with higher levels in the related literature. Therefore, one of our aim was to test whether corpus based grammar teaching could be applied to lower levels or not. Another consideration was to compare the effectiveness of a reference and small corpus in grammar learning. The final test about achievement was forming grammatical structures (the POS test). In this test, we evaluated to what extend

students could form the grammar rules by identifying wildcard symbols such as "#, *, and ?" in AntConc program or choosing the correct POS code in BYU-BNC tool. Finally, we evaluated the self-efficacy beliefs of students in using tenses and modals in the sense that those who believed in themselves learned the structure successfully at the end of the study.

Several tests were applied to measure the achievement of grammar such as within and between group comparisons and forming parts of speech tests between groups. The meaningful scores between and within group achievement scores for both groups indicated that being exposed to corpus data, whether small or big, seemed to assist students in learning grammatical structures. In this sense, we met our expectations.

The scores of self-efficacy beliefs test in using modals have been higher in BYU-BNC group. One possible reason for this can be the bigger and diverse size of the corpus in BYU-BNC. Students had the opportunity to expose to many concordance lines that were run in different registers. For example, we asked the students to identify the meaning of possibility, ability, and request of the modal "can". BYU BNC corpus offered more hits, and students could interpret the meaning from contexts. This activity corresponds with lexicogrammar approach in which some grammatical words function both as meaningful word units and as grammatical structure depending on the register type. For example, in the experiment of Liu and Jiang (2009), students were able to notice that some words such as the passive "given" are more likely to encounter in a specific context. During the teaching of the modal "can", the BYU-BNC group noticed that request meaning of the modal is more likely to encounter in spoken context. Also, one could pay attention to the question forms in order to identify the request meaning of can. As a result, exposure to a variety of contexts helped BYU-BNC group to focus on meaning more successfully than AntConc group, so this must have increased their self-efficacy beliefs. Another achievement was recorded in acquiring the forms of grammatical structures through POS query. The results about parts of speech test revealed that when two groups compared, AntConc group showed higher success. One possible explanation for this is AntConc students had to type query symbols in their corpus work, so they were more familiar. On the other hand, BYU-BNC group chose parts of speech characters automatically on the interface. Therefore, we can deduce that a

classroom concordancer is more helpful in identifying word classes to the students. Considering the meaningful achievement in learning grammatical rules, our study validates with the aforementioned studies. The achievement result with lower level EFL students confirms with the related literature (Vannestal and Lindquist 2007, Cobb and Gaskel 2004, Girgin 2012).

5.2 Atittude of Students

Although some studies reported positive attitude toward corpus use in grammar learning (Liu & Jiang, 2009; Liu, 2011), this was not corroborated in this study. The attitude of BYU-BNC group was decreased significantly in our case. As for AntConc group, no increase was recorded. The negative replies of the students to corpus use in learning English grammar was also recorded in the first trial of the study of Vannestal and Lindquist (2004). The thing that was surprising in our case was that despite the success in achievement tests, students' reaction to corpus remained negative. Therefore, it can be inferred that having been successful in achievement tests may not be associated with positive reflection.

One reason for the decrease in the attitudes could be the students' lower level of English. It was clear that some students were lack of Basic English grammar knowledge. They had to spend a lot of time and effort in interpreting the real English samples, which caused frustration among them.

Another reason for the negative attitude can be explained with corpus-based teaching approach. As Sun (2003) claimed concordancing doesn't automatically lead to inductive learning in all students, one important factor being their previous lack of familiarity with inductive thinking (as cited in Vannestal & Linquist, 2007, p. 345). Most of the students in each section requested from the instructor to turn back to deductive teaching especially when they had difficulty in understanding a complex grammatical structure. It was until the instructor changed the inductive teaching into deductive teaching then students started to participate actively in the class, thus it is seen that deductive teaching is indispensable for low-level students. In this sense, the researchers need to reconsider when to apply deductive and inductive teaching in corpus-based teaching approach, since complex grammatical structures seem to be better taught with deductive teaching for lower-level EFL students.

A third reason for low attitudes could be explained with limited time of training and teaching. Therefore, it is highly recommended to extend the teaching period into two terms for measuring the real changes in attitudes.

The findings of the study put forward that there is a trade-off in using corpus for lower-level EFL students. When these students are exposed to corpus, their perception of real English is enhanced with various sentence forms in various registers. However, this exposure may bring a decrease in the attitudes of students toward learning English language. This is crucial especially for students with poor English, since they are not familiar with English grammar and are in need of teacher guidance. From this point, it was recommended to include both deductive teaching and grammar translation method with corpus-based teaching approach.

5.3 Limitation of the Study

As for limitations of the study, firstly, the course was compulsory in both sections and the sections were intact, so it was not possible to make a random assignment of subjects to the sections. Secondly, we have studied corpus for one term and two hours in a week. This caused less familiarity to the method and less exposure time to corpus, which may not be sufficient to acquire a positive attitude toward corpus use for lower-level EFL students. In fact, getting used to corpus tools takes time. For those who are interested in teaching grammar to lower-level EFL students, it is highly recommended to spend more time with corpus training and corpus work in class hours, and it would be more productive to spend two or more education terms. Finally, as course material, we included only the corpus data in class studies, so that we could measure the effects of both tools on grammar learning. Otherwise, including a course book and audiovisual material would be a threat to the internal validity of the study. On the other hand, it could be more motivating to enhance the course with a variety of instructional materials such as audiovisual worksheets especially for the students who have different learning strategies.

5.4 Pedagogical Implications

Despite the unexpected result of negative attitude towards corpus-based grammar learning, the study was significant in terms of comparing the effectiveness of two corpus tools in teaching grammar to low-level of EFL students through concordancing activities. We deduced that both tools were effective in teaching grammatical structures to some extent. On the other hand, the level of language seemed to be difficult to the students and it caused some interpretation problems. In order to reduce the anxiety towards dealing with authentic language, the instructors may use modified or graded language data. Also, the teacher could give the concordance lines he or she considered appropriate to students in class instead of exposing learners to hundreds of concordance lines at lower levels.

Another thing to consider is inductive learning style. This type of learning was new to low level EFL students. As a result, they had difficulty in adapting to the new teaching method. For this type of students, a rule based or deductive teaching could be implemented. Students could test the rules through concordance lines. In addition to this, the time span could be kept longer, so that learners are able to get accustomed to the new teaching method. Similiarly, the time spent in training sessions could be extended. To sum up, although negative attitude was recorded with lower achievers, it could be concluded that corpus-based grammar teaching contributed to the grammar achievement of students. This method could be improved and enriched considering the needs of students.

5.5 Suggestion for Further Research

Considering the findings of the present study, there are some significant points to investigate in the upcoming research. Firstly, the attitude and grammar achievement of low level EFL students towards corpus use could be sought by implementing a graded corpus specialized for these types of learners. Besides, it is necessary to hold a research indicating the orientation of learners with corpus-based English learning focusing on longer duration of time. As it was mentioned before, the interaction of corpus with learners were limited to course schedule. It would be informative to compare the results of a corpus-based study carried out for more than one term with studies carried out in shorter time. During the study, students

complained about inductive teaching and using corpus tools as the only course material in class. Therefore, it is necessary to hold a research in which lower level EFL students study with concordance lines after being informed of the rules. In addition to these, another research could be hold evaluating the effects of audial and visual materials on the achievement and motivation of students studying with corpus tools.

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APPENDICES

Appendix-1: Grammar Achievement Test (Pretest and Post-test)

Name & Surname:
Student ID:
Süre: 60 dakika

FORM B

A. Choose the Correct Answer

1. Your salary is.....lower.....Mr. Crack's because he is the head of the company.

A) more/than
B) -/than
C) as/as
D) the most/like
E) such/that

2. It was one of.....and .....important mills in the region.

A) the biggest/such
B) the big/most
C) bigger/the
D) the biggest/more
E) the biggest/most

3. The thieves won't be able to use .....cards thanks to microchips on cards.

A) stealing
B) stole
C) stolen
D) to be stolen
E) to steal

4. The classroom they had given us is.....small that only half of us could fit inside.

A) many
B) enough
C) too
D) much
E) more

5. They were suffering from hunger when found on the coastline because they were caught in a storm without.....food or water.

A) less
B) some
C) enough
D) many
E) much

6. I.....him the standard treatment and.....him to come back immediately a few hours ago.

A) had given/tell
B) gave/told
C) have been giving/told
D) will give/tell
E) was giving/told

7. Bob's telephone rang.....he was talking to his mother.

A) when
B) that
C) while
D) just as
E) just

8. People .....factories for light industries in most countries since the industrial revolution.

A) started
B) have started
C) was starting
D) is starting
E) will start

9. My grandmother.....cook a birthday cake for the party.

A) is
B) is going to
C) was
D) will
E) will be

10. The concert.....start at 7 pm.

A) will
B) is going to
C) was
D) is
E) do

11. A three-year-old child..... open a door.

A) can
B) should
C) must
D) have to
E) could

12. There is no cash alternative. You.....be over 18 to enter.

A) can
B) may
C) must
D) should
E) could

13. I may help you but you..... to do it yourself.

A) have
B) can
C) could
D) must
E) should

14. Good news! My mother told me that I.....have a party at home.

A) have to
B) must
C) should
D) may
E) will be able to

15. .....did it started to rain? I am not aware of the time.

A) When
B) Where
C) Which
D) How
E) What

16. .....was the ceremony performed?

A) Why
B) What
C) Where

D) How
E) Which

17. The first is to draw up the structure of a government.....could serve to protect the people from danger.

A) in which
B) -
C) which
D) of which
E) to which

18. You know.....my mother's saying: "everything in life has to be paid for."

A) where
B) when
C) why
D) what
E) that

B. Find the Correct Translation of the Questions from English to Turkish

19. Dear David Holmes, I have spoken to Ian Tackman and we are going to meet on Tuesday 4 July.

A) Sevgili David Holmes, Ian Tackman ile görüşüyorum ve 4 Temmuz Salı günü buluşabiliriz.
B) Sevgili David Holmes, Ian Tackman ile görüştüm ve 4 Temmuz Salı günü buluştuk.
C) Sevgili David Holmes, Ian Tackman ile görüştüm ve 4Temmuz Salı günü buluşacağız.
D) Sevgili David Holmes, Ian Tackman ile görüştüm ve 4 Temmuz Salı günü buluşuruz.
E) Sevgili David Holmes, Ian Tackman ile görüştüm ve 4Temmuz Salı günü buluşuyoruz.

20. Human being cannot live under water as sea animals can.

A) Denizde yaşayan canlılar gibi insanlar suyun altında yaşayamazlar
B) Denizde yaşayan canlılar gibi insanlar suyun altında yaşayamayabilirler
C) Denizde yaşayan canlılar gibi insanlar suyun altında yaşamamalı
D) Denizde yaşayan canlılar gibi insanlar suyun altında yaşamak zorunda değil
E) Denizde yaşayan canlılar gibi insanlar suyun altında yaşayabilirler

21. We must count either one or the other but not both.

A) Ya birini ya da ötekini sayabiliriz, her ikisini değil.
B) Ya birini ya da ötekini saymamız gerekir, her ikisini değil
C) Ya birini ya da ötekini saymak zorundayız, her ikisini değil
D) Ya birini ya da ötekini saymalıyız her ikisini değil
E) Ya birini ya ötekini saymamız gerekirdi her ikisini değil.

22. We have to give management training where it is necessary.

A) Gereken yerde yönetici eğitimi vermek zorundayız.
B) Gereken yerde yönetici eğitimi verebiliriz
C) Gereken yerde yönetici eğitimi vermemiz gerekir
D) Gereken yerde yönetici eğitimi verirsek iyi olur
E) Gereken yerde yönetici eğitimi verilebilir.

23. May I add first of all my apologies on behalf of Lynda Chalker?

A) Öncelikle Lynda Chalker adına özürlerimi sunabilir miyim?
B) Öncelikle Lynda Chalker adına özürlerimi sunmam gerekiyor mu?
C) Öncelikle Lynda Chalker adına özürlerimi sunmak zorunda mıyım?
D) Öncelikle Lynda Chalker adına özürlerimi sunalım mı?
E) Öncelikle Lynda Chalker adına özürlerimizi sunabilir miyiz?

24. When did you buy the computer?

A) Bilgisayarı neden satın aldın?
B) Bilgisayarı nerede satın aldın?
C) Bilgisayarı kiminle satın aldın?
D) Bilgisayarı nasıl satın aldın?
E) Bilgisayarı ne zaman satın aldın?

25. Where did you have the picnic?

A) Pikniği nerede yaptınız?
B) Pikniği ne zaman yaptınız?
C) Pikniği kiminle yaptınız?
D) Piknik nasıldı?
E) Pikniği neden yaptınız?

26. He went to the pup in the village where his family live the night before

A) Önceki akşam ailesinin yaşadığı köydeki bara gitti.
B) Önceki akşam barda yaşayan ailesinin olduğu köye gitti.
C) Önceki akşam köyde yaşayan barın ailesine gitti.

D) Önceki akşam bardaki ailenin köyüne gitti.
E) Önceki akşam köydeki ailenin barına gitti.

27. Do you know why we go to this trouble?

A) Neden bu sorunu yaşıyoruz biliyor musun?
B) Bu sorunu neden yaşadığımızı biliyor musun?
C) Bu sorunu nasıl yaşadığımızı biliyor musun?
D) Bu sorunu kimin yüzünden yaşadığımızı biliyor musun?
E) Bu sorunu nerede yaşadığımızı biliyor musun?

C. Choose the Best Answer that Complete the Sentences

28. ..... next week.

A) They are going to delay the project
B) They had delayed the project
C) They have delayed the project
D) They would delay the project
E) They would have delay the project

29. He is a popular guide in this region because.....

A) he may speak three languages
B) he could speak three languages
C) e can speak three languages
D) he must speak three languages
E) he has to speak three languages

30. I got tired easily when I climb the stairs, so .....

A) I must stop smoking
B) I can stop smoking
C) I might stop smoking
D) I could stop smoking
E) I don't have to stop smoking

31. It is a rule of Ministry of National Education that .....

A) students may wear uniforms.
B) students can wear uniforms.
C) students have to wear uniforms.
D) students could wear uniforms.
E) students must wear uniforms.

32. .....after you finished your work?

A) May I use the computer
B) Do you have to use the computer?
C) Should I use the computer
D) Will I use the computer
E) Would I use the computer?

33. A: When did Columbus discover America? B: .....

A) He discovered America in North.
B) He discovered America by a ship
C) He discovered America in 1492
D) He discovered America which is a continent in the world.
E) He discovered America with his crews.

34. A: Where is Ankara located? B: .....

A) It is located in Central Anatolian Region
B) It is the capital city of Turkey
C) The president lives there.
D) It become the capital city after Republic
E) It is one of the four biggest cities in Turkey

35. The reward is given to professional people.....

A) who contribute to the economy of America
B) which are over twenty
C) that are graduated from primary school
D) which support the economy
E) which are among the richest people

36. Sometimes it is difficult to know....., from the beginning or at the end.

A) who to begin
B) which to begin
C) where to begin
D) why to begin
E) whom to begin

D. Put the Words into Meaningful Patterns

37. at 8 am/ the meeting/is going to/ start

A) The meeting at 8 am is going to start
B) At 8 am is the meeting going to start
C) The meeting start is going to at 8 am.
D) The meeting is going to start at 8 am.
E) Is going to start at 8 am the meeting.

38. at forty minutes/ the athlete/ can swim/ one kilometer

A) The athlete one kilometer can swim at forty minutes.

B) At forty minutes can the athlete swim one kilometer.
C) The athlete can swim one kilometer at forty minutes.
D) One kilometer can swim at forty minutes the athlete.
E) The athlete at forty minutes one kilometer can swim.

39. diet/milk-balanced/must have/ kids

A) Kids have must milk balanced diet.
B) Kids must have milk balanced diet.
C) Diet must have milk balanced kids.
D) Milk balanced diet must have kids.
E) Kids must milk balanced diet have.

40. in the law/the rules/have to /obey/you

A) The rules have to obey in the law you.
B) You in the law have to obey the rules.
C) In the law you have to obey the rules.
D) You have to obey the rules in the law.
E) You have to the rules in the law obey.

41. tothe chair person/ a question /I /ask /may?

A) I may ask to the chair person a question?
B) May I to the chairperson a question ask?
C) May I a question to the chairperson ask?
D) I may to the chairperson ask a question?
E) May I ask a question to the chairperson?

42. when/the earthquake/happen/did?

A) The earthquake did happen when?
B) When did the earthquake happened?
C) When did the earthquake happen?
D) Did happen the earthquake when?
E) When happen the earthquake did?

43. where/gone/the immigrants/have/?

A) Where the immigrants gone have?
B) Have the immigrants gone where?
C) The immigrants where have gone?
D) Where have the immigrants gone?
E) Where gone the immigrants have?

44. children /there are/ who/come from different nationalities

A) There are children come from different nationalities who.
B) Children who come from different nationalities there are.
C) There are children who come from different nationalities.
D) Come from different nationalities who children there are.
E) Children come from different nationalities who there are.

45. what/ know/ I don't/ really/ need/you

A) I don't know really what need you.
B) I don't know what need really you.
C) I don't know what you really need.
D) You really need what I don't know.
E) You what really need I don't know.

E. Find the Errors in the Questions and Choose the Correct Answer

46. He may run the more fast because he is lighter

A) He may run the most fastest because he is lighter.
B) He may run the most fast because he is lighter.
C) He may run more faster because he is lighter.
D) He may run faster because he is lighter.
E) He may run the fastest because is lighter.

47. We are in the middle of the most bad economic crises for decades.

A) We are in the middle of the baddest economic crises for decades.
B) We are in the middle of the worse economic crises for decades.
C) We are in the middle of the worst economic crisis for decades.
D) We are in the middle of the most worst economic crises for decades.
E) We are in the middle of the worser economic crises for decades.

48. The lake is shallow too to swim.

A) The lake is too shallow to swim
B) The lake is shallow enough for swim
C) The lake is as shallow as to swim
D) The lake is so shallow to swim
E) The lake is too shallowing for swim

49. We have bottled water enough for the party. You don't need to buy any more.

A) We have enough bottled water for the party. You don't need to buy any more.
B) We have bottled enough water for the party. You don't need to buy any more
C) We have too bottled water to the party. You don't need to buy any more.
D) We have so bottled water to the party. You don't need to buy any more.
E) We have enough water bottled for the party. You don't have to buy any more.

50. How much were you get from the sale?

A) How much was you get from the sale?
B) How much did you get from the sale?
C) How much did you got from the sale?
D) How much was you got from the sale?
E) How much you did get from the sale?

Appendix-2: BYU-BNC Group Forming Grammatical Structure Test (Parts of Speech Test)

2'den fazla heceli sıfatları karşılaştırırken (comparative adjectives) hangi POS kodunu kullanırız?

a) more adj. ALL than
b) adj. CMP than
c) adj.ALL noun.ALL+
d) adj. CMP noun.ALL than

1. **2'den az heceli sıfatları karşılaştırıken (comparative adjectives) hangi POS kodunu kullanırız?**
   a) adj. CMP than
   b) adj.ALL noun.ALL+
   c) adj. CMP verb.ALL
   d) more adj. ALL than
2. **2'den çok heceli üstünlük bildiren sıfatları (superlative adjectives) BNC'de ararken hangi POS kodunu kullanırız?**
   a) the adj.SPRL
   b) the adj.ALL
   c) the most adj.LL
   d) adj.SPRL noun.ALL+
3. **2'den az heceli üstünlük bildiren sıfatları (superlative adjectives) BNC'de ararken hangi POS kodunu kullanırız?**
   a) the most adj.SPRL
   b) adj.ALL noun.ALL
   c) the adj.SPRL
   d) the adj.All
4. **Too ile ilgili dilbilgisi kuralını bulduran POS kodu aşağıdakilerden hangisidir?**
   a) too noun.ALL+ to
   b) too verb.ALL to
   c) noun.ALL+ too
   d) too adj.ALL to
5. **Enough'ın kullanımını buldurmaya yönelik dilbilgisi kuralı aşağıdakilerden hangisidir?**
   a) enough verb.BASE
   b) enough noun.ALL+
   c) enough .adj.ALL
   d) enough noun.ED
6. **Geçmiş zaman (past simple) da düzenli fiillerin aldığı eki incelemek için hangi POS kodunu kullanırız?**
   a) verb.EN
   b) verb.ED
   c) verb.ING
   d) verb.MODAL
7. **Past continuous kodunu bulmamıza yardımcı olan kod hangisidir?**
   a) verb.BASE verb.ING
   b) verb.[BE] verb.ING
   c) was verb.ING
   d) has verb.EN
8. **Present perfect zamanı incelemek için hangi POS kodunu kullanırız?**
   a) verb.[BE] verb.EN
   b) verb.BASE verb.EN
   c) have verb.EN
   d) have verb.BASE
9. **Planlanmış gelecek olayların anlatıldığı zamanı hangi kod ile buluruz?**
   a) verb.[BE] going to verb.BASE
   b) b)verb.[BE] going to verb.ED
   c) will verb.BASE
   d) will verb.ING
10. **Cümlede yetenek, ihtimal, gereklilik gibi yapıları incelemeyi sağlayan kod aşağıdakilerden hangisidir?**
    a) verb.MODAL
    b) verb.[BE]
    c) verb.ED
    d) verb.ING

Appendix-3: AntConc Group Forming Grammatical Structure Test (Parts of Speech Test)

1.2'den fazla heceli sıfatları karşılaştırırken (comparative adjectives), Ant Conc'da hangi arama kodunu kullanırız?

a) *er than

b) more# than

c) #more than

d)*er# than

2. 2'den az heceli sıfatları karşılaştırıken (comparative adjectives) Ant Conc'da hangi arama kodunu kullanırız?

a) # more than

b) more than

c) *er than

d) *er# than

3. 2'den çok heceli üstünlük bildiren sıfatları (superlative adjectives) BNC'de ararken hangi arama kodunu kullanırız?

a) the* than

b) the *st

c) the # than

d) the most#

4. 2'den az heceli üstünlük bildiren sıfatları (superlative adjectives) BNC'de ararken hangi arama kodunu kullanırız?

a) the* than

b) the *st

c) the #

d) most #st

5. Too ile ilgili dilbilgisi kuralını bulduran arama kodu aşağıdakilerden hangisidir?

a) too# to

b) too* to

c) #too to

d) *too to

6. Enough ile isim kullanımını buldurmaya yönelik arama kodu aşağıdakilerden hangisidir?

a) enough #

b*enough

c) enough*

d) #enough

7. Geçmiş zamanda (past simple) olumsuz bir cümlenin fiilini incelemek için hangi arama kodunu kullanırız?

a) did not*

b) *did

c) did not#

d) did*

8. Past continuous zamanı bulmamıza yardımcı olan kod hangisidir?

a) is# *ing

b) was *ing

c) was# ing*

d)will *ing

9. Present perfect zamanda düzenli fiil kullanımını incelemek için hangi kodu kullanırız?

a) have *ing

b) have *st

c) have *ed

d) have *es

10. Planlanmış gelecek olayların anlatıldığı zamanı hangi kod ile buluruz?

a) # will

b) *going to

c) #going to#

d) #will

Appendix-4: Demographic Information Questionnaire and Self-Efficacy Beliefs Test

Değerli Öğrencimiz

Yabancı Dil- II dersi kapsamında bir araştırma yapmaktayız. Bu anket, bu derse yönelik tutum ve motivasyonunuzu ölçmeye yöneliktir. Araştırma sonuçları, öğrenci değerlendirilmesinde **kullanılmayacak**, kimlik bilgileriniz **kesinlikle**gizli tutularaksadece araştırma amaçlı kullanılacaktır. Kapalı uçlu sorularda, araştırma sizin için en uygun olan şıkkı X harfi ile işaretleyiniz. Açık uçlu sorularda, sizin için doğru olan cevabı verilen boşluklara yazınız.

Katkılarınız için çok teşekkür ederiz.

Funda (SAHİLLİOĞLU) DÜNDAR

A. Kişisel Bilgiler

1. Öğrenci Numaranız: ……
2. Cinsiyet: ☐ Bay ☐ Bayan
3. Yaşınız: …….
4. Genel Ortalamanız: ☐ 2.0'dan az 2.0 ile 2☐9 arasında
2.5 ile 2.99 arasında☐3.0 ile 3.49 arasında ☐
3.5 ve üzerinde ☐

5. Mezun olduğunuz lise, bölüm ve mezuniyet ortalamanız:
Lise: ……
Bölüm: ……

6. Mezuniyet ortalamanız: ☐ 2.0'dan az ☐ 2.0 ile 2.49 arasında
☐ 2.5 ile 2.99 arasında ☐ 3.0 ile 3.49 arasında ☐ 3.5 ve üzerinde
7. Ana Diliniz: ……
8. Ana dil ve Türkçe dışında bildiğiniz başka bir dil varsa lütfen yazınız:
……
9. Ne kadar süredir İngilizce öğrenmektesiniz?
……Yıl…….Ay
10. İngilizce hazırlık sınıfı okudunuz mu? ☐ Evet ☐ayır
nerede? ……. ne zaman? …….
11. Özel İngilizce dersi aldınız mı? ☐ Evet ☐ Hayır
Nerede? …..…… Ne kadar süreliğine?……. Yıl …….Ay
12. Yabancı Dil-I notunuz: …..
13. Türkçe- I notunuz: ……

B. İngilizceye yönelik tutum/motivasyon (Self-Efficacy Beliefs Test)

14. Lütfen, **İngilizce dilbilgisinin** size çağrıştırdığı ilk iki kelimeyi/ kelime grubunu yazınız:

……

……..

15. İngilizce dilbilgisini yazılı anlatımda doğru kullanabileceğinizden ne kadar eminsiniz? 10'dan 100'e kadar bir puan belirleyiniz

a) Sıfatlar……..(Hiç emin değilim: 1)……..(Çok eminim: 100)
b) Kipler …….……..(Hiç emin değilim: 1)…….….(Çok eminim: 100)
c) Zarflar…….……..(Hiç emin değilim: 1)…….….(Çok eminim: 100)
d) Zamanlar ……..(Hiç emin değilim: 1)……..(Çok eminim: 100)
e) Şart cümlecikleri ……..(Hiç emin değilim: 1)…….….(Çok eminim: 100)
f) İsim ve sıfat cümlecikleri..(Hiç emin değilim: 1)…...…..(Çok eminim: 100)

16. İngilizce bilmek, gelecek mesleki yaşantınız için ne kadar önemlidir?

(1) Hiç önemli değil (2) Biraz önemli (3) Önemli

(4) Çok önemli (5) Son derece önemli

17. Yabancı dil öğrenmeye yönelik eklemek istediğiniz düşünceleriniz:

……
……
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……

C. Bilgisayar Kullanımı

18. Bilgisayar kullanmaktan hoşlanır mısınız?
☐ Evet ☐ Hayır

19. Genel olarak kişisel işleriniz için (Örneğin: e-mail, gazete okumak vb.) ne sıklıkta bilgisayar kullanıyorsunuz?
☐ Günde birkaç defa ☐ Günde 1 defa ☐ Hafta da 5 defa
☐ Hafta da 1 defa ☐ Ayda 1 defa ☐ Nadiren

20. Okulla ilgili idari işleriniz için ne sıklıkta bilgisayar kullanıyorsunuz?
☐ Günde birkaç defa ☐ Günde 1 defa ☐ Hafta da 5 defa
☐ Hafta da 1 defa ☐ Ayda 1 defa ☐ Nadiren

21. Akademik (ders) işleriniz için ne sıklıkta bilgisayar kullanıyorsunuz?
☐ Günde birkaç defa ☐ Günde 1 defa ☐ Hafta da 5 defa
☐ Hafta da 1 defa ☐ Ayda 1 defa ☐ Nadiren

22. Bilgisayar kullandığınızda hangi dili tercih ediyorsunuz?
a) **İşletim sistemi** ☐ İngilizce ☐ Türkçe ☐ Her ikisi
b) **Paket yazılımlar (Office vb.)** ☐ İngilizce ☐ Türkçe ☐ Her ikisi
c) **Diğer:** …….. ☐ İngilizce ☐ Türkçe ☐ Her ikisi

23. Kendinize ait bilgisayarınız var mı? ☐ Evet ☐ Hayır
Cevabınız evet ise türü, ☐ Masaüstü ☐ Dizüstü

24. İnternet bağlantınız var mı? ☐ Evet ☐ Hayır
Cevabınız hayır ise, İnternete nasıl erişiyorsunuz?

……
……

25. Daha önce hiç İngilizce dersi kapsamında İngilizce sözlük kullandınız mı?
☐ Evet ☐ Hayır
Cevabınız evet ise
Kağıt sözlük ☐ Evet ☐ Hayır
Cevabınız evet ise, ☐ İng-Türkçe/Türkçe-İng. ☐ İng-İng
Elektronik sözlük ☐ Evet ☐ Hayır
Cevabınız evet ise, ☐ İng-Türkçe/Türkçe-İng. ☐ İng-İng
İnternet üzerindeki sözlük ☐ Evet ☐ Hayır
Cevabınız evet ise, ☐ İng-Türkçe/Türkçe-İng. ☐ İng-İng
Diğer …… ☐ İng-Türkçe/Türkçe-İng. ☐ İng-İng

26. Daha önce derlem (corpora/corpus) ile ilgili kaynaklardan haberdar mıydınız?

……

……

Appendix-5: Questionnaire of Reaction to Corpus Use

Değerli öğrencimiz, Aşağıda corpus kullanımı ile ilgili sizin tutumlarınızı ölçmeye yönelik bir ölçek vardır. Lütfen her madde için size uygun olan seçeneği **X** işareti ile belirtiniz 1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kısmen katılmıyorum 4: Kısmen katılıyorum 5: Katılıyorum 6: Kesinlikle katılıyorum Y: Hiç fikrim yok		**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Kısmen Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**	**Hiç fikrim yok**
		1	**2**	**3**	**4**	**5**	**6**	**Y**
1	BNC/AntConc'ta arama tekniğini öğrenmek kolaydır							
2	Laboratuardaki uygulamalar, corpusun (derlem) nasıl kullanıldığını öğrenme açısından yararlıdır.							
3	BYU-BNC Parts of speech (POS)/Wildcard settings (AntConc) kullanarak söz dizilimleri oluşturmak kolaydır							
4	Söz öbeği oluşturma, dil öğrenmede yararlı bir deneyimdir							
5	Söz öbeği oluşturmada kendime güveniyorum							
6	Dil bilgisi öğrenmede öğretmen tarafından kaynak olarak verilen söz öbeği kalıplarını kullanırım							
7	İngilizce dilbilgisi öğrenmemde corpus (derlem) bir sözlüğe göre daha yararlıdır.							
8	Corpus kullanımı, kelimelerin anlamlarını öğrenmemde yardım eder.							
9	Corpus kullanımı, kelimelerin nasıl kullanılacağını öğrenmeme yardım eder.							
10	Corpus kullanımı, söz öbeklerinin öğrenilmesine yardım eder.							
11	Corpus kullanımı, dilbilgisini öğrenmeye yardım eder.							
12	Corpus kullanımı, İngilizce okuma							

	becerimi geliştirir.							
13	Teknolojik imkânlara (bilgisayara/İnternete) sınırlı erişimimden dolayı corpus kullanmamda bazı sıkıntılarım var.							
14	İnternet bağlantı hızından dolayı, corpus kullanmamda bazı sıkıntılarım var.							
15	Corpus kullanırken verileri incelerken harcadığım zaman ve çaba yüzünden zorlanırım							
16	Concordance satırlarındaki bilmediğim kelimelerden dolayı zorlarım.							
17	Concondance satırlarındaki eksik gösterilen cümlelerden dolayı, bazı sıkınlar çekerim.							
18	Concondance satırlarındaki aşırı sayıda gösterilen cümlelerden dolayı bazı sıkınlar çekerim.							
19	Concondance satırlarındaki sınırlı sayıda gösterilen cümlelerden dolayı bazı sıkıntılar çekerim							
20	Concondance satırlarındaki altı çizili (aranan) kelimelerin nasıl kullanıldığını anlamada sıkıntı yaşıyorum							
21	Arama tekniklerini uygularken sıkıntı yaşıyorum							
22	Corpusta bulunan metinler anlaşılmayacak kadar zordur.							
23	Corpus kullanımı genellikle benim tercihimdir							
24	Bu derste, corpus kullanmanın amacını anlıyorum							
25	Bundan sonra da corpusu dilbilgisi için kullanmak isterim							
27	İhtiyaç duyduğum bilgiyi genellikle corpusta bulurum							
28	Corpusla öğrendikçe daha çok seviyorum							

29	Corpusu öğrenmem, İngilizce dilbilgisi güvenimi arttırdı							
30	Genel olarak değerlendirecek olursak, corpus, İngilizce dilbilgim için çok faydalı bir kaynaktır.							
31	Corpus İngilizce okumadan ziyade, dilbilgisinde daha çok yararlıdır.							
32	Corpus, İngilizce dilbilgisinden ziyade, İngilizce okumada daha çok yararlıdır.							
33	Corpus, üniversitelerdeki bütün İngilizce dilbilgisi derslerinde kullanılmalı.							
34	Türkiye'de corpus bütün İngilizce derslerinde olmalı.							

Appendix-6: The Questionnaire of Overall Views of Corpus Tools

Derlem Kullanımı İle İlgili Düşünce Anketi

Öğrenci adı-soyadı : ……..

Öğrenci No : ……

1. İngilizce öğrenmenizde derlem kullanımı ne kadar yardımcı olmuştur?
   a) Hiç
   b) Çok az
   c) Biraz
   d) Çok
   e) Oldukça çok

2. Derlem kullanımı, İngilizce bilginizi ne kadar geliştirmiştir?
   a) Hiç
   b) Çok az
   c) Biraz
   d) Çok
   e) Oldukça çok

3. Derlem kullanımını gelecekteki İngilizce öğrenmenize dahil etmek ister misiniz?
   a) Kesinlikle hayır
   b) Pek sanmıyorum
   c) Emin değilim
   d) Evet
   e) Kesinlikle evet

4. **Dilbilgisi kurallarının** farklı bağlamlar (context, register) için farklı sıklıklarda kullanılması dikkate alındığında, dersten önceki ve sonraki **düşünceleriniz** nasıl etkilenmiştir?

   a) Düşüncelerim birbirine yakınlaştı
   b) Düşüncelerim birbirine çok yakınlaştı
   c) Düşüncelerim pek değişmedi
   d) Düşüncelerim birbirinden uzaklaştı
   e) Düşüncelerim birbirinden çok uzaklaştı

5. Dersten önceki ve sonraki düşüncelerinizi dikkate alırsanız, dilbilgisi kurallarının seçilmesinde bağlamın önemiyle ilgili ne düşünüyorsunuz?
   a) Hiç önemli değil
   b) Çok önemli değil
   c) Neredeyse aynı
   d) Çok önemli
   e) Oldukça önemli

Appendix-7: Self-Efficacy Beliefs Test (Given as Posttest)

1. Lütfen ***İngilizce dilbilgisinin*** size çağrıştırdığı iki kelime/kelime gurubunu yazınız

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---

2. İngilizce dilbilgisini yazılı anlatımda doğru kullanabileceğinizden ne kadar eminsiniz? 10'dan 100'e kadar bir puan belirleyiniz.

a) Sıfatlar.....(Hiç emin değilim: 10).....(Çok eminim: 100)

b) Kipler (can, could vb.)…...(Hiç emin değilim: 10).....(Çok eminim: 100)

c) Zarflar.....(Hiç emin değilim: 10).....(Çok eminim:100)

d) Zamanlar.....(Hiç emin değilim: 10).....(Çok eminim: 100)

e) Şart Cümleleri .....(Hiç emin değilim: 10).....(Çok eminim: 100)

f) İsim ve sıfat cümlecikleri...(Hiç emin değilim: 10).....(Çok eminim: 100)

3. İngilizce bilmek, gelecek mesleki yaşamınız için sizce ne kadar önemlidir?

☐ (1) Hiç önemli değil ☐ (2) Biraz önemli ☐ (3) Önemli

☐ (4) Çok önemli ☐ (5) Son derece önemli

4. Yabancı dil öğrenmeye yönelik eklemek istediğiniz düşünceleriniz:

.....
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.....
.....
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.....
.....
.....
.....
.....

Appendix-8: Semi-Structured Interview Guideline

BNC ve AntConc Yarı Yapılandırılmış Görüşme Rehberi

A. Giriş

Amaç: Bu çalışmanın amacı Yabancı Dil –II (İngilizce) dersine katılan üniversite birinci sınıf öğrencilerinin dilbilgisi öğrenmelerinde derlem kullanımına yönelik görüş ve düşüncelerini almak, derlem kullanımının güçlü ve zayıf yönlerini ortaya çıkarmak ve derlem kullanımlarına ilişkin tutumlarını incelemektir.

Merhaba, benim adım Funda Sahillioğlu. MKÜ Yabancı Diller Eğitimi Anabilim Dalında yüksek lisans yapıyorum. Bildiğiniz üzere sizinle dönem boyunca İngilizce dilbilgisi öğreniminde yeni bir yaklaşım olan derlem dilbilimini uyguladık. Bu çalışma açısından İngilizce dilbilgisine ilişkin tutumlarınız, derleme dayalı İngilizce dilbilgisi öğrenme ile ilgili görüşleriniz ve düşüncelerinizi almak üzere görüşme yapıyorum. Görüşleriniz ve düşünceleriniz İngilizce dilbilgisi öğretiminde derlem kullanmanın değerlendirilmesi açısından önemlidir. Görüşme süresince söyleyecekleriniz kesinlikle gizli kalacaktır. Eğer herhangi bir sebeple devam etmek istemezseniz, görüşmeyi bırakabilirsiniz. Aynı zamanda burada söylenecek olan her türlü kişisel bilgi veya kurum isimleri de gizli tutulacaktır. Görüşmede söylenenlerin doğru anlaşılması ve iyi analiz edilmesi için kabul ederseniz söylediklerini kaydetmek istiyorum.

Başlamadan önce sormak istediğiniz herhangi bir soru var mı?

B. Kişisel Bilgiler

Adı-Soyadı Şubesi 2. Dönem İngilizce Notu:

Ne zamandır İngilizce öğreniyorsunuz?

Görüşme tarihi: Görüşme zamanı:

Başlama saati:_____ Bitiş saati:_____

C. Derlem Aracının Değerlendirilmesi

1. Kullandığınız derlemi nasıl değerlendiriyorsunuz?

- Kullandığınız derlem size göre anlaşılır mıydı?
- Kullandığınız derlem dilbilgisi öğrenmenize yardımcı oldu mu?

- Kullandığınız derlemin sağladığı faydalar nelerdir?

2. Derlem aracının kullanımını öğrenmek nasıldı?

- Kolay
- Zor
- Orta Düzey (neden?)

3. Derlem aracı işlevlerini nasıl değerlendiriyorsunuz?

- Kelimeleri kullanım sıklığına göre sıralama
- Kodlar kullanarak arama yapma
- Concordance satırlarını gösterme
- Aranan kelimeyi paragraf içinde gösterme

D. Dersin İşlenişi

4. Derleme dayalı dilbilgisi öğretimi yaklaşımını nasıl değerlendiriyorsunuz?

- Derse giriş
  - Dikkat çekme
  - Hedeften haberdar etme
  - Önceden işlenen konu ile ilişkilendirme
- Ders boyunca
  - Kural buldurmaya yönelik etkinlikler
  - Akranla tartışarak öğrenme etkinlikleri
  - Bütün sınıfın tartışarak öğrenmesi
  - Dersin işleniş biçimi ile öğrenme stiliniz ne kadar örtüşüyordu
  - Kuralı buldurmaya yönelik yaklaşım hakkında ne düşünüyorsunuz?
- Dersin bitişi
  - Ödev
  - Geri bildirimde bulunma
  - Ödevlerin değerlendirilmesi

5. Derlem kullanırken, sınıf ortamının İngilizce dilbilgisi öğrenmenize etkileri nasıldı? Olumlu? Olumsuz?

- Kişi başına düşen bilgisayar sayısı
- İnternet hızı
- Derlem aracına online ulaşma
- Sınıf mevcudu
- Ses
- Işık
- Isı
- Laboratuar büyüklüğü

E. İngilizceye İlişkin Tutum

6. Derlem kullanmadan önce İngilizce dilbilgisi öğrenmeye ilişkin tutumunuz nasıldı? Neden?

- Olumlu
- Olumsuz
- Nötr

7. İngilizce Dilbilgisi öğrenmede derlem kullanmaya yönelik tutumunuz değişti mi? Neden?

- Evet
- Hayır
- Nötr

8. Sınıf arkadaşlarınızın derlem aracına ilişkin tutumundan etkilendiniz mi?

F. Öğrencilerin Öz-Değerlendirmesi

9. Bu ders kapsamında kendinizde güçlü ve zayıf bulduğunuz yönleriniz nelerdir?

- Derse katılım
- Verilen ödevleri hazırlama
- Arama sonuçlarını bulmadaki hız
    - Doğru arama kodu kullanma
    - Sonuçlar arasında istenileni seçme

10. Derse katılımınızı nasıl değerlendirirsiniz? (1= oldukça pasif, 7= oldukça aktif)

11. Derlem kullanımınız not kaygısına yol açtı mı?

12. Not kaygısının İngilizce öğrenmenizde bir etkisi oldu mu?

G. Öğretim Yöntemlerinin Güçlü ve Zayıf Yönleri

13. Derlem kullanarak ve derlem kullanmadan İngilizce öğrenmeyi karşılaştırır mısınız?

- Geri bildirim
- Ev ödevi
- Öğretmen
- Ders kaynakları
- Öğretim yöntemleri
- Derlemin teknolojik olanakları

H. Öğretmenin Etkisi

14. Ders öğretmeninizi nasıl değerlendiriyorsunuz?

- Pedagoji (içerik, hedef kitle, ortam, ve içeriği dikkate alarak uygun öğretim yöntemlerini seçme ve kullanma)
- İletişim becerileri
- Öğretim yöntemlerini kullanma
- Sınıf yönetimi
- Ölçme ve değerlendirme
- Alan bilgisi (İngilizce bilgi ve becerisi)

I. Öğrencilerin Dilbilgisi ve Derleme Dayalı İngilizce Öğrenimi Hakkındaki Düşünceleri

15. İngilizce dilbilgisi öğrenmeyi nasıl buluyorsunuz?

16. Ders öncesi derlemi anlatan eğitimi nasıl buldunuz? Eğitim yeterlimiydi?

17. Bu ders kapsamında öğrendiğiniz bilgilerin kalıcı olması için neler yapılması gerekir?

18. Bu dersten beklentiniz nelerdi? (1-3: İngilizce dilbilgimi ilerletmek, dilbilgisinin işleyişini daha iyi anlamak, dilbilgisi kurallarını anlatabilmek)

19. Bu dersten beklentiniz ne ölçüde karşılandı?

Appendix-9: Corpus Training Weekly Schedule

AntConc Group	**Week 1**	**Week 2**	**Week 3**
Tasks	Introduction to corpus and main features of AntConc Tool	Getting familiar with AntConc features and running search term by using Wild card settings	Forming search term using wildcard settings
Objectives	• Raising consciousness about the method • Getting familiar with the functions of the tool	Being able to understand the logic and function of wildcard settings "#, *, ?"	Being able to formulate the correct wild card settings to examine a search term
Exercises	• Open the corpus folder, select the files and run the **wordlist**. • Examine the most frequently occurring words. • Click on one of the words. How does the **search term** look like? Describe **concordance lines** • Sort the word to 2 right and then 2 left in **Kwic sort** below. What happened? • How does it help you form grammar rules? • Reset the search and repeat the same process with your partner. • Now, scroll down the list and examine the content words. • Click on the word "real". Sort the word to 1 right. What type of words occur?	• Open up the corpus files and select them all. • Type the# on the search term plot and run the query. • What follows after the? • Now type #the on the search plot. What precedes the? • What is the function of "#"? • Type snow* on the search plot and run the query. • Can you describe the results? • Why is "snow" written differently? What is the function of " * " ?	• How can you examine the words occurring after is? • How can you form the comparative adjective rule for one or two syllable?

Appendix 9 continued…

BYU-BNC Group	**Week 1**	**Week 2**	**Week 3**
Tasks	Introduction to corpus and main features of BYU-BNC Tool.	Getting familiar with parts of speech function	Forming grammatical rules by using POS codes
Objectives	• Raising consciousness about the method • Getting familiar with the functions of the tool	Being able to understand functions of parts of speech	Being able to formulate a grammar rule by using POS codes.
Exercises	• Type the address http://corpus.byu.edu/bnc On a blank web page and describe the main functions of the tool: • Search result in chart and list view, • Search string and POS (parts of speech) function • Select adj. ALL code from POS and search the term. • Describe the result screen • Click on one hit. How does the search term look like? • Describe concordance lines. • Create an account with your partner. • Open BYU-BNC page and select noun.ALL • Click on a familiar noun. Examine the words occurring around the noun to 2 left and 2 right. • Can you identify the types of words matching with the noun?	• Scroll down the POS table and try to understand the word categories. • Select noun.All and identify the search result. • What type of nouns do you see? • Now do the same process for adjectives and verbs. Examine the results with your friends. • Discuss your findings with your teacher	• How can you examine the plural nouns following verb to be? • How can you search for comparative adjectives with two or more syllables?

Appendix-10: Weekly Lesson Plan and Data Collection Schedule

Mustafa Kemal University Education Faculty

Department of Computer Education and Instructional Technologies

2010-2011 Corpus-Based Foreign Language Learning Weekly Lesson Plan and Data Collection Schedule

Aim: The primary main of this lesson is to be able to improve the grammatical skills of the students by examining concordance lines in authentic language samples. In this sense, firstly, students will be given three weeks of corpus training. Afterwards, the following subjects will be taught.

Administration of the Data Collection Instruments	**Objective**	**Subjects**	**Practice: Search Terms**
Week 4 The Questionnaire of Demographic Information Pretest of the Questionnaire of Self-Efficacy Beliefs in Using Tenses and Modals Pretest of Achievement Test	Students are able to make comparison between things, people and different status	• Comparison of adjectives • Superlative of adjectives • as...as • too+adjective, • adjective+enough	Sorting comparative and superlative adjectives **BNC:** adj.CMP, more adj.ALL than, the adj. SPRL, the most adj. ALL as adj.ALL as, too adj.ALL, adj.ALL enough **AntConc:** *er than, more#than, the *st, the most#, as#as, too#, #enough
Week 5 Questionnaire of the Reaction to Corpus Use (Pretest)	Students are able to express intentions and planning about future	• Simple Future, • To be going to,	**BNC:** Will verb.INF, verb. BE going to verb.INF, **AntConc:** will#, am/is/are going to#,
Week 6	Students are able to express necessity, obligatory, ability and probability	• Modals: Possibility, request and obligation (Can, can't, could, must)	Interpreting paragraphs containing the modals ***BNC:*** *Verb.MODAL* ***AntConc:*** *can#, can't#, could#, must#*

Appendix 10 continued…

Administration of the Data Collection Instruments	**Objective**	**Subjects**	**Practice: Search Terms**
Week 7	Students are able to make predictions on specific conditions, and narrate past events.	• If clauses type 1, • Past simple and past continuous	**BYU-BNC** If noun.PL verb.BASE, verb.ED, was/were verb.ING **AntConc** If##,## *ed, was *ing/ were *ing
Week 8	Students are able to describe things and people in longer sentences and understand the word order of relative clauses	• Relative clauses: Who, which, where, that	**BYU-BNC***Analyze the wh words that come after nouns.* How do you use "who, which and that"? Which word is used for people, things or both? **AntConc** *Run the following queries* #which, #who, #that, #where *Examine the nouns preceding the words. Which word is used for people, things or both?*
Week 9 Administration of Forming Grammatical Structure Tests (Parts of Speech Test) Questionnaire of reaction to corpus use (Post-test)	Students are able to understand the structure of present perfect and present perfect continuous tenses and the meaning of both tenses	• Perfect tenses; present perfect, present perfect continuous, • Adverbials; just, already, yet, for, since	Examining vocabulary in concordance and expanded contexts **BYU-BNC** have verb.EN, has verb. EN, have, has been verb.ING, just, yet, already, for, since **AntConc** have *ed, has *ed, have#, has#
Week 10 Questionnaire of self-efficacy beliefs (Post-test)	Students are able to interpret the meaning from context	• Coordinating and subordinating conjunctions	Write each conjunction and infer the meaning from context
Week 11 Post-test of Achievement Test Questionnaire of Overall Views of Corpus Use	Students are able to identify gerund and infinitive structure and their order as a subject or object.	• Gerund and infinitives	*BNC: verb.INF, verb.ING* *AntConc: # to#, # *ing*