A corpus-aided discovery learning (CADL) approach to teaching collocations in TEFL settings

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Abstract:

Despite the progress made in the field of corpus linguistics, the use of corpora is relatively scarce in language pedagogy (Krieger, 2003). However, the effectiveness of using corpus-based activities in teaching English has been supported by researchers (Vannestal and Lindquist, 2007). This paper discusses the potential of using a corpus-aided discovery learning (CADL) approach in TEFL settings, particularly in teaching collocations (i.e. habitual cooccurrences of lexical items). There is consensus that the study of collocations is vital for developing language skills and fostering fluency and accuracy (e.g. Biber et al., 1999; McEnery & Wilson, 2001; McAlpine & Myles, 2003) since competence in a language undoubtedly involves collocational knowledge (Herbst, 1996: 389). Evidently, learners’ knowledge of collocations is quite important (Kita and Ogata, 1997: 230) and is needed for effective sentence generation (Smadja and McKeown, 1990) and avoidance of errors (McAlpine and Myles, 2003: 75). In this paper, we argue that using a CADL approach and involving learners in corpus-based activities in the study of collocations would extend their lexicon. To support this argument, the researchers initiated an experiment applying a CADL approach to the teaching of vocabulary, particularly
collocations, in the Faculty of Education, Tanta University, Egypt. 20 third-year students were introduced to the BNC\(^1\) web and were given a hands-on session on how to use the BNC. Then, learners were asked to look at the concordances of the most frequent 10 nouns in the BNC, namely: ‘time’, ‘people’, ‘way’, ‘years’, ‘year’, ‘work’, ‘government’, ‘day’, ‘man’, and ‘world’; to decide which adjectives most frequently occur with these nouns; to extract collocates for each noun; and to discuss their findings with their colleagues. This is followed by a number of exercises in which students use the collocates they have found. The aim of the study, or as Chambers (2007) and Mukherjee (2004) call it ‘task’, is to ‘popularise’ the work with corpus data in TEFL settings. Hence, language learners would not rely solely on the teacher but would deal with corpora on their own under the teacher's guidance and find out about language patterning and the behaviour of words and phrases in an ‘autonomous’ way (Bernardini, 2002: 165).

**Keywords**
Corpus Linguistics, Collocation, Vocabulary teaching, corpus-aided discovery learning (CADL)

\(^1\)The British National Corpus (BNC) was originally created by Oxford University press in the 1980s - early 1990s, and it contains 100 million words of text texts from a wide range of genres (e.g. spoken, fiction, magazines, newspapers, and academic). https://www.english-corpora.org/bnc/
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مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والترفيهية (مجلة علمية محكمة)

استخدام التعلم الاستكشافي المدعوم بالمختزات اللغوية في تدريس المتلازمات اللفظية في نطاق تدريس اللغة الإنجليزية كلغة أجنبية

الملخص باللغة العربية:

بعد استخدام المختزات اللغوية في تدريس اللغات أمرًا نادرًا رغم التقدم الكبير الذي أحرزه علم المختزات اللغوية. ومع هذا، فإن كثير من الباحثين أكدوا على فاعلية استخدام أنشطة تعتمد على المختزات اللغوية في تدريس اللغة الإنجليزية. ناقش في هذا البحث إمكانية استخدام التعلم الاستكشافي المدعم بعلم المختزات اللغوية في نطاق تدريس اللغة الإنجليزية كلغة أجنبية وخاصة في تدريس المتلازمات اللفظية. تقوم المختزات اللغوية بجلب اللغة الإنجليزية الواقعية إلى الفصل الدراسي وفي نفس الوقت تدعم التعلم المستقل. يوجد إتفاق بين العلماء على أهمية دراسة المتلازمات اللفظية في تطوير مهارات اللغة وإثراء الطلاقة والدقة اللغوية. يحتاج الطلاب أن يتعلمون المتلازمات اللفظية لإنجاح جمل سليمة وأكثر فعالية وأيضاً لتجنب الأخطاء. في هذا البحث، نحاول أن نثبت أن استخدام التعلم الاستكشافي المدعوم بعلم المختزات اللغوية عن طريق دمج الطلاب في أنشطة تعتمد على المختزات اللغوية سوف يؤدي إلى زيادة ثروتهم اللغوية من المفردات. ولهذا قمنا بتطبيق هذا الاتجاه في التعليم على 20 طالب في الفرقة الثالثة بقسم اللغة الإنجليزية في كلية التربية- جامعة طنطا. ونفعل مع نهاية الفصل الدراسي من خلال الطلاب في الانتشاف واكتساب العديد من المتلازمات اللفظية ومن ثم التأثير مفرداتهم اللغوية.

الكلمات المفتاحية:
علم المختزات اللغوية، المتلازمات اللفظية، تدريس المفردات، التعلم الاستكشافي المدعوم بالمختزات اللغوية.
1. Introduction

Corpora can have a huge impact on language teaching due to its ability to present statistically proven evidence of language use. Hence, there is a growing tendency to incorporate corpora in language teaching (Johansson, 2009; Łęko-Szymańska, 2014). From this perspective, this paper explores the potential of using corpus-based activities in TEFL settings, particularly in the study of English vocabulary (Johns, 1991a; Leech, 1997; Carter, 1998). Indeed, the ultimate aim of this paper is to highlight the pedagogical usefulness of corpora for vocabulary teaching and learning, and for developing in students some basic lifelong learning skills (European Framework for Key Competences 2018).

Corpus Linguistics

A corpus can be defined as a large collection of machine-readable, authentic written and/or spoken texts that acts as a representative sample of a particular language or variety of language (McEnery, Xiao and Tono, 2006). Corpus linguistics, considered as a ‘new enterprise’ or way of thinking about language, can be used as a tool to carry out empirical studies on language. It provides a perspective on natural occurring language that sets it apart from intuition-based approaches which rely on the overt judgement of an individual about the language (Leech, 1992; Conrad, 2000; Teubert, 2005).

In recent years, Corpus Linguistics has begun to play a chief role in various areas such as discourse analysis (Ibrahim, 2014b; Krishnamurthy, 1996; Teubert, 2007), translation studies (Bassnett, 2002; Laviosa, 2002), sociolinguistics (Baker, 2010) and stylistics (Ibrahim, 2013, 2014a; Semino and Short, 2004; Wynne, 2005). Corpora provides researchers an access to ‘real world’ texts and corpus-based analysis which facilitates naturalistic linguistic

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2 https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN
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investigation. Corpus analysis software and machine-readable corpora make it possible for researchers to investigate huge amounts of data at a significantly lesser time with the highest degree of accuracy.

The term ‘corpus’, which is originally a Latin word meaning ‘a body’, is a collection of texts (a ‘body’ of language) stored in an electronic database. Corpus Linguistics is mainly concerned with studying how language (spoken or written or both) is used in natural occurring settings such as everyday conversations, newspapers, online communications, spontaneous telephone conversations ... etc (Adolphs and Lin, 2011: 597). It is the study of language based on examples of authentic language use, collected, stored and processed via a computer. It can be defined as "a collection of texts assumed to be representative of a given language, dialect, or other subset of a language" (Francis, 1982: 7); “an unexciting phenomenon, a helluva lot of text, stored on a computer” (Leech, 1992); “a collection of naturally-occurring language text, chosen to characterize a state or a variety of language” (Sinclair, 1991); a finite-sized body of machine-readable text, sampled in order to be maximally representative of the language variety under consideration’ (McEnery and Wilson, 2001: 32); “a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research” (Sinclair, 2004); and as “large bodies of machine-readable text containing thousands or millions of words” (Baker et al., 2006: 48).

Linguists tend to use a number of software packages in corpus analysis such as Mike Scott’s Wordsmith Tools 5 (Scott, 2008). These software packages offer corpus analysts a wide variety of functions and enable them to investigate corpora in a more reliable way. Hunston (2002: 3) observes that ‘a corpus does not contain new information about language, but the software offers us a new perspective on the familiar.’ These software
packages, which are based on the premise that corpora are sets of machine-readable texts which can be searched quickly, offer various facilities e.g. keywords, concordances, frequency lists, and collocations. This study is mainly interested in the notion of collocation.

Collocation is a highly significant technique that is used widely in corpus analysis. J. R. Firth (1957), one of the pioneers in the field of Linguistics, was the first to explore the notion of collocation, arguing that ‘[y]ou shall know a word by the company it keeps’ (Firth, 1957: 179), and thus inspiring corpus linguists to use this phenomenon in its full sense (McEnery & Wilson, 2001: 23-24). Furthermore, Firth (1957: 14) suggested that pairs of words are considered collocates when they show a strong mutual attraction. Sinclair (1987c) and Stubbs (1996) suggested that all lexical items have collocations. That is why Sinclair (1987b) suggested that collocates are ‘words which co-occur significantly with headwords.’ For example, among the verbs which may accompany the noun ‘kiss’ would be want, return, steal, or give. The notion of collocation was employed in designing learner dictionaries such as COBUILD (Sinclair, 1987a) and the Oxford Collocations Dictionary. Strictly speaking, there are two major factors which should be taken into account when addressing collocates in order to distinguish between chance pairings and significant collocates: (1) the circumstances under which co-occurring items are attracted and hence, they are said to be collocates, and (2) the quantitative techniques (statistical techniques) which measure the strength of attraction between collocates.

**Corpus Linguistics and Language Pedagogy**

The use of a corpus-based approach in language pedagogy is particularly interesting for the purposes of this paper. It should be noted that the use of corpus-based activities in pedagogical settings has gained prominence since the mid-1980s because corpus analysis can be illuminating ‘in virtually all branches of linguistics
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The upsurge of interest in applying the findings of corpus-based research to language pedagogy is evidenced in the amount of scholarly work and publications on the topic of teaching and language corpora. Examples include Wichmann, Fligelstone, McEnery and Knowles (1997), Partington (1998), Bernardini (2000), Burnard and McEnery (2000), Aston (2001), Ghadessy, Henry and Roseberry (2001), Granger, Hung and Petch-Tyson (2002), Hunston (2002), Kettemann and Marko (2002, 2006), Sinclair (2003, 2004), Aston, Bernardini and Stewart (2004), Mishan (2005), Nesselhauf (2005), Römer (2005), Braun, Kohn and Mukherjee (2006), Gavioli (2006), Scott and Tribble (2006), Hidalgo, O’Keeffe, McCarthy and Carter (2007), Quereda and Santana (2007), Aijmer (2009) and Campoy, Gea-valor and Belles-Fortuno (2010).

The interest of corpus linguists in the applications of corpus-based research in the English language classroom (Burnard and McEnery, 2000; Aston, 2001) has led to the initiation of the COBUILD project (and consequently, the production of a new generation of learner dictionaries) (Sinclair, 1987a), and the early coinage of the notion of 'data-driven learning' (Johns, 1991a). However, one must admit that the influence of applying corpus-linguistic research on English language teaching is still relatively rare and unexploited since 'not many teachers seem to be using corpora in their classrooms' (Tribble, 2000: 31).

The computer-assisted corpus-based analysis of data, especially by means of extracting wordlists, frequencies, keywords, collocations and concordances offered by corpus-linguistic software packages such as WordSmith Tools (Scott, 2008) opens up entirely new perspectives for linguistic analysis: '[t]he corpus is stored in such a way that it can be analysed non-linearly, and both quantitatively and qualitatively' (Hunston, 2002: 2). The use of corpus-based approaches in TEFL settings has the potential for two
major effects upon the professional life of teachers of English language:

Firstly, corpora lead to new descriptions of a language, so that the content of what the language teacher is teaching is perceived to change in radical ways […]. Secondly, corpora themselves can be exploited to produce language teaching materials, and can form the basis for new approaches to syllabus design and to methodology. (Hunston, 2002: 137)

2. The Contribution of Corpus Linguistics to Language Pedagogy

Corpus linguistics is considered to be an approach to the study of language rather than a branch of linguistics (Gries, 2009). The approach, which focuses on the analysis of authentic samples of language use, has an impact on language teaching, particularly in syllabus design, teaching materials (dictionaries and books) and classroom activities (Krieger, 2003). With regard to classroom activities, its use is not widespread in EFL classes and tends to be mainly confined to a very small number of university teachers. This paper presents a corpus-based task which exploits corpora for vocabulary teaching and learning. It aims to discuss the potential of corpus work in the learning of English vocabulary as well as in the development of some of the key life-long learning skills. The corpus-based approach to learning promotes the development of some basic skills for lifelong learning (European Framework for Key Competences, 2018) by encouraging students to be active learners in the classroom and to apply their critical thinking to the study of vocabulary. In this sense, the corpus-based approach to learning vocabulary dedicates a special emphasis to two key aspects: autonomous learning (students’ ability to learn independently) and the study of authentic language use (which enhances the ability and the skill to communicate in English).
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addition, it introduces new technologies in the classroom (thus, enhancing the students’ digital competence), which matches the 21st century spirit of digital empowerment.

The use of corpora in language teaching has many benefits including the following:

- providing learners with more accurate descriptions of language than those based on intuitions
- exposing learners to contextualized, meaningful language in ‘real’ usages
- providing learners with examples of specific registers/genres of language
- exposing learners to non-textbook language patterns
- giving learners access to a much larger language sample than classes can normally provide

Corpora can be used in teaching vocabulary (word meanings in context, combinations/collocations, parts of speech, common expressions, differences in meaning), grammar (differences between similar forms, how forms are used in context), pragmatics (greetings, genre features and their cultural meanings - e.g. job letters, CVs, personal letters, etc.). An example of these studies can be seen in Tsui (2005). Amy Tsui used a corpus compiled from TeleNex website 1993-2005 to support ESL teachers in Hong Kong. She dealt with lots of questions about commonly confused words, use of sentence connectives, count vs non-count nouns, number agreement, etc. Examples include: *big vs large, finally vs last*, and *less than vs fewer than*. She argued that accurate information about usage can be obtained from corpus data.

Acquisition of language and linguistic competence as well as language learning awareness can best be realised through tasks which encourage learners not to focus explicitly on the structure
and the rules of the new language. Learners will acquire the form of the foreign language because they are engaged in exploring aspects of the target language on the basis of authentic content. They are involved in learner-centred activities and are motivated to exploit tools rather than ready-made learning materials. This kind of learning, which may be dubbed data-driven learning or task-based learning, involves the use of new technology to enhance language learning, the focus on real tasks and activities, and the exploitation of authentic materials. The exploitation of corpus methods in data-driven learning or task-based learning has given rise to what is known as corpus-aided discovery learning (CADL). The CADL approach entails encouraging learners to take the role of language researchers by systematically engaging in discovery learning (Gavioli, 2000) and in learning how to learn through observations, analyses, interpretations, and presentations of language-use patterns in corpus data.

**Corpus-Aided Discovery Learning (CADL)**

Educators have advocated a variety of active learning approaches believing that these approaches encourage learners to be more autonomous, to discover for themselves, and to be more engaged in the educational process which would eventually have an impact on achieving the intended learning outcomes (ILOs). Examples of these active learning approaches include problem-based, inquiry-based, experiential, and discovery learning. These approaches agree on using group work, hands-on experience, and social interaction to enhance students' ability to discover new concepts on their own. However, there is a debate as to the mount of guidance students need to support their efficacy, especially for novice learners (e.g., Kirschner, Sweller, and Clark, 2006). Many educators believe that effective learning requires teachers' guidance and intervention to ensure that students are kept on the task with a clear focus on the learning objectives. Hence, active learning approaches are more supported by educators when they provide an
active role for the teacher and an opportunity to intervene (Mayer, 2004). From this perspective, teachers and students share responsibility for the efficacy of the learning process and the achievement of the ILOs.

Corpus-aided discovery learning makes the most of corpora as learning aids. This approach is associated with Tim Johns and with his work on data-driven learning (DDL) (Johns, 1991b). Indeed, “the hands-on use of authentic corpus data […] for inductive, self-directed language learning […] empowering learners to explore language corpora and come to their own conclusions (Boulton, 2011: 571). Bernardini (2004a) argues that inductive learning from corpora is more effective than explicit instruction for the acquisition of specific language structures. She also emphasized, through the Learner as Traveler metaphor, the importance of focusing on the learning experience itself: the learner is a traveler and the focus should be on the learning experience, the voyage, rather than its destination. When guided by the teacher, corpus-aided discovery learning (CADL) in Teaching English as a Foreign Language (TEFL) settings would involve students in active learning, since this approach requires teachers to guide students in their endeavour to conduct research, discover, and reflect on various aspects of English.

This approach appears to be potentially well-suited for TEFL learners for the following reasons (Bernardini, 2016; Flowerdew, 2015). First, it is learner-centered and autonomy-promoting, which is quite valuable in TEFL context particularly for learners at advanced levels (Nunan, 1988). CADL is “fully adaptable to the learner’s individual needs and preferences […] where the learner has an ability to select from an unrestrictive range of responses, or even to come up with responses not envisaged by the teacher” (Leech, 1997: 11-12). Second, CADL is an inductive process which is meant to favour the noticing of patterns (Schmidt, 2010), including collocational patternings (Sinclair, 1996), and to demonstrate the effect of context of
situation and context of culture on such patternings (Halliday and Mathiessen, 2014). Third, CADL is a form of communicative learning whereby knowledge is “co-constructed through collaborative dialogue and negotiation with guidance and support mediated by the teacher or student” (Flowerdew, 2015: 19). It is proposed by many academics that the CADL approach could indeed contribute to the development of various competences that would enhance students' capacity for lifelong learning including: thematic competence (learning to search for information), technological competence (learning to use electronic software) and information mining competence (developing strategies for extracting terminology and phraseology, evaluating sources, etc.) (EMT Expert Group, 2017; Bernardini, 2016).

3. Methodology

This study seeks to answer the following research question:

Would the use of corpus-aided discovery learning activities have an impact on extending the scope of students' vocabulary?

Participants

This study, an experiment involving corpus-aided discovery learning, was conducted on 20 third-year students in the Department of Foreign Languages (English Programme), Faculty of Education, Tanta University. The participants were enrolled in a course entitled 'Introduction to Linguistics', taught by the first author. The number of students enrolled for this course was about 300 students. Students were informed of the nature of the experiment and how computer software would be used as a tool to explore language patterns. Students were excited about using new methods in learning English vocabulary and were really eager to improve their English language. More than 120 students...
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volunteered for the experiment. 20 students were randomly selected from the volunteers. The group included 12 females and 8 males between 20 and 22 years old. All students have, on average, an intermediate English proficiency level, based on a paper-based placement test. The research was conducted in the first semester of the academic year 2018-2019.

**Instruments**

The tools which were administered to collect relevant data for this study include pre- and post- vocabulary tests. The researchers developed two equivalent forms of vocabulary tests (fill-in-the-gap activity); one was used as a pre-test and the other as a post-test. The activity included ten questions, as seen in Table 1. The participants were provided with 10 nouns (the most frequent nouns in the BNC) and were asked to fill in each blank with one or more adjectives.

1. ------- time          2. ------- people
   3. ------- way          4. ------- years
   5. ------- year         6. ------- work
   7. ------- government   8. ------- day
   9. ------- man          10. ------- world

**Table 1 Pre- and post- tests: Fill-in-the-gap activity**

**Validation of study instruments**

To verify validity and reliability of the pre- and post-tests, they were piloted on the control group \(N=20\). Statistical analyses of Pearson Correlation coefficients rendered high equivalent
reliability values of 0.91. As for inter-rater reliability, two raters reached an agreement level as high as 0.98% on students’ scores.

**Procedures of the Study**

The procedures of the study were as follows:

1. The 20 participants were asked to take part in a ‘fill-in-the-gap’ activity in which they would provide the adjectives which (they think) tend to come with the following nouns (the most frequent 10 nouns in the BNC): ‘time’, ‘people’, ‘way’, ‘years’, ‘year’, ‘work’, ‘government’, ‘day’, ‘man’, and ‘world’. (Pre-test)
2. The 20 participants were divided into groups of four.
3. Each group was equipped with a computer desktop with an Internet connection to work on the online corpus, the BNC.
4. The participants were introduced to the BNC web and were given a hands-on session on how to use the BNC.
5. They were asked to extract the most frequent 10 nouns in the BNC.
6. They were asked to look at the concordances of each noun.
7. They were asked to decide if there were certain adjectives which tend to occur more frequently with each noun, through examining the concordances.
8. They were introduced to the concept of collocation.
9. They were trained on how to extract collocates from the BNC.
10. Each student was asked to take part in a fill-in-the-gap activity which requires him/her to insert 5 possible collocates for each noun. (Post-test)
11. This is followed by a number of exercises.

**Data Analysis**

The paired samples $T$-test$^3$ was used to identify the difference between the score of the student groups in pre- and post-

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$^3$ You can compare the means of two groups with a two-sample t-test. If you have two groups with paired observations (e.g., before and after
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tests (i.e., a fill-in-the-gap activity which was conducted before and after the task). The results reveal the effect of using CADL on extending the participants’ scope of vocabulary, where the significance threshold was set at 0.01. Descriptive statistics were performed to provide an overview about the students’ scores in the pre- and post-tests. Relevant data to the effect of using CADL are provided in the table below.

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measurements), use the paired t-test. Each type of t-test uses a specific procedure to boil all of your sample data down to one value, the t-value. The calculations behind t-values compare your sample mean(s) to the null hypothesis and incorporates both the sample size and the variability in the data. A specific t-distribution is defined by its degrees of freedom (DF), a value closely related to sample size. Therefore, different t-distributions exist for every sample size.

https://blog.minitab.com/blog/adventures-in-statistics-2/understanding-t-tests-t-values-and-t-distributions

Calculating a t-test requires three key data values. They include the difference between the mean values from each data set (called the mean difference), the standard deviation of each group, and the number of data values of each group. The t-test produces two values as its output: t-value and degrees of freedom. The t-value is a ratio of the difference between the mean of the two sample sets and the variation that exists within the sample sets. While the numerator value (the difference between the mean of the two sample sets) is straightforward to calculate, the denominator (the variation that exists within the sample sets) can become a bit complicated depending upon the type of data values involved. The denominator of the ratio is a measurement of the dispersion or variability. Higher values of the t-value, also called t-score, indicate that a large difference exists between the two sample sets. The smaller the t-value, the more similarity exists between the two sample sets. A large t-score indicates that the groups are different. A small t-score indicates that the groups are similar.

https://www.investopedia.com/terms/t/t-test.asp
Table 2 T-test value for the pre- and post- tests for the Treatment Group

| Test | N  | M     | SD  | df | t      | Sig. |
|------|----|-------|-----|----|--------|------|
| Pre  | 20 | 12.4  | 2.7 |    |        |      |
| Post | 20 | 28.7  | 1.2 | 35 | 35.215 | 0.000 |

As Table 2 shows, the mean scores were 12.4 and 28.7, the standard deviations were 2.7 and 1.2 for the pre- and post- tests, respectively, with df = 35, t = 35.215, and p < 0.01. In other words, results of the t-test for paired samples verify the significant effect of using corpus-based activities on extending the scope of students' vocabulary.

4. Discussion

The participants' answers for the 'fill-in-the-gap' pro-test are shown in Tables 3 and 4 below.
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|   | time   | people | way  | years | year |
|---|--------|--------|------|-------|------|
| S1 | great  | great  | best | past  | new  |
| S2 | great  | good   | effective | recent | last |
| S3 | swift  | nosey  | easy  | running | final |
| S4 | good   | bad    | easy  | long  | final |
| S5 | good   | good   | long  | long  | long  |
| S6 | good   | good   | short | previous | beautiful |
| S7 | short  | rich   | best  | few   | 24   |
| S8 | busy   | famous | organized | sixty | new  |
| S9 | good   | poor   | right | long  | Leap |
| S10| nice   | poor   | best  | few   | last  |
| S11| hard   | great  | best  | few   | new  |
| S12| hard   | evil   | best  | twenty | previous |
| S13| good   | good   | easy  | few   | last  |
| S14| bad    | famous | short | Ten   | new   |
| S15| good   | good   | best  | few   | new   |
| S16| hard   | great  | best  | happy | New   |
| S17| great  | rich   | effective | long  | new  |
| S18| bad    | rich   | best  | few   | last  |
| S19| short  | rich   | best  | three | new   |
| S20| busy   | poor   | best  | long  | last  |

Table 3 The students' pre-test answers for the most frequent nouns in the BNC 1-5
|   | work  | government | day   | man    | world  |
|---|-------|------------|-------|--------|--------|
| S1| good  | good       | long  | tall   | modern |
| S2| hard  | new        | good  | handsome| modern |
| S3| hard  | powerful   | hot   | handsome| developing |
| S4| hard  | democratic | good  | strong | small  |
| S5| hard  | powerful   | long  | old    | new    |
| S6| hard  | new        | Bad   | old    | modern |
| S7| much  | fantastic  | hot   | smart  | small  |
| S8| hard  | democratic | bad   | old    | universal |
| S9| hard  | strong     | hot   | good   | whole  |
| S10| hard | powerful  | long  | handsome| whole  |
| S11| good  | good       | happy | great  | whole  |
| S12| creative | democratic | bad   | handsome| wonderful |
| S13| hard  | democratic | hot   | tall   | modern |
| S14| hard  | powerful   | long  | old    | third  |
| S15| hard  | strong     | hot   | big    | whole  |
| S16| social| strong     | hot   | handsome| third  |
| S17| hard  | powerful   | hot   | strong | modern |
| S18| hard  | strong     | long  | strong | whole  |
| S19| hard  | powerful   | long  | handsome| modern |
| S20| hard  | democratic | special| strong | whole  |

Table 4 The students’ pre-test answers for the most frequent nouns in the BNC 6-10
We notice the students' tendency to use the same adjectives with the nouns such as 'good', 'great' and 'hard' with time; 'good', 'great', 'poor' and 'rich' with people; 'best' and 'easy' with way; 'few' and 'long' with years; 'last' and 'new' with year; 'hard' with work; 'democratic', 'powerful' and 'strong' with government; 'hot' and 'long' with day; 'handsome', 'old' and 'strong' with man; 'whole' and 'modern' with world. This may be taken as indicative of the limited set of adjectives the participants use in the company of these nouns.

After being introduced to the BNC, participants were required to extract the most frequent nouns in the BNC. The frequencies of the most frequent nouns in the BNC are as follows: ‘time’ (152502 hits), ‘people’ (121591 hits), ‘way’ (95701 hits), ‘years’ (88571 hits), ‘year’ (73013 hits), ‘work’ (89319 hits), ‘government’ (61798 hits), ‘day’ (60039 hits), ‘man’ (58748 hits), and ‘world’ (57447 hits). Due to the large number of hits for each noun, we thinned the results to 100 concordances, i.e. reduced the number of results that are displayed through random selection. Then, participants were provided with the random selection of 100 concordances for each noun and asked to examine them and identify the adjectives that occur with each noun. The participants could identify the adjectives preceding each of the 10 nouns. They were required to answer the following question:

What are the adjectives that tend to come (occur frequently) with the selected nouns after investigating the concordances? Give 5 adjectives!

It should be noted that participants' answers were identical, as shown in Table 5 below, since they were provided with a printout of the same random collection of concordances.
Table 5 The students’ extraction of the adjectives collocating with the most frequent 10 nouns in the BNC from a random selection of concordances

Participants were instructed on how to use the Collocate function on the BNC and were asked to use it for each noun, as shown in Figures 1-10 below.

| Noun       | Adjectives– after investigating the concordances |
|------------|--------------------------------------------------|
| 1 Time     | same – first – long – last – short              |
| 2 People   | young – older – disabled – local – homeless      |
| 3 Way      | same – long – best – only – easiest             |
| 4 Years    | two – five – ten – recent – past                |
| 5 Year     | last – next – earlier – previous – following    |
| 6 Work     | hard – social – part-time – pioneering – recent |
| 7 Government | local– central– conservative– British –national |
| 8 Day      | next – following – same – first – previous      |
| 9 Man      | young – old – tall – big –poor – handsome        |
| 10 World   | third – second – real – first – modern          |

Figure 1 A screenshot of the collocates of Time in the BNC
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Figure 2 A screenshot of the collocates of people in the BNC

Figure 3 A screenshot of the collocates of way in the BNC
Figure 4 A screenshot of the collocates of *years* in the BNC

| HELP | Y | FREQ | ALL | %  | MI |
|------|---|------|-----|----|----|
| AGO  |   | 10190| 15057| 53.47| 6.20|
| TWO  |   | 8953 | 150883| 5.93 | 3.03|
| OVER |   | 8881 | 128315| 6.77 | 3.24|
| THREE|   | 6285 | 77467| 8.11 | 3.48|
| FIVE |   | 5418 | 39453| 12.73| 4.24|
| LAST |   | 4270 | 72564| 5.94 | 3.02|
| FEW  |   | 3551 | 42792| 8.20 | 3.51|
| TEN  |   | 3528 | 19418| 18.17| 6.64|
| FOUR |   | 3512 | 44707| 7.84 | 3.43|
| LATER|   | 3476 | 37036| 9.16 | 3.65|
| PAST |   | 3002 | 23089| 11.97| 4.34|
| RECENT|  | 2813 | 15474| 18.18| 4.94|
| TWENTY|  | 2277 | 15208| 14.97| 4.36|
| SIX  |   | 1915 | 29444| 6.50 | 2.16|
| 20   |   | 1745 | 13191| 13.03| 4.16|
| 10   |   | 1716 | 18907| 9.08 | 3.64|
| SEVEN|   | 1659 | 16787| 9.33 | 3.76|
| HUNDRED | | 1423 | 18579| 7.66 | 3.40|

Figure 5 A screenshot of the collocates of *year* in the BNC

| HELP | Y | FREQ | ALL | %  | MI |
|------|---|------|-----|----|----|
| LAST |   | 10781| 73564| 14.66| 4.61|
| NEXT |   | 4387 | 44616| 9.80 | 4.04|
| MILLION| | 1273 | 23707| 5.37 | 3.16|
| EARLIER| | 1110 | 16145| 6.88 | 3.52|
| AGO  |   | 1083 | 19057| 5.68 | 3.24|
| PREVIOUS| | 959 | 11886| 8.08 | 3.75|
| 2000 |   | 479  | 1631 | 29.37| 5.61|
| BILLION| | 478  | 4556 | 10.49| 4.13|
| OIDS |   | 422  | 4618 | 9.07 | 7.23|
| 31   |   | 410  | 4713 | 8.70 | 3.86|
| PROFITS| | 307  | 5742 | 5.35 | 3.16|
| PROFIT| | 289  | 5842 | 4.95 | 2.04|
| FISCAL| | 210  | 1288 | 16.30| 4.77|
| EVE  |   | 174  | 1537 | 11.22| 4.24|
| TOWNS| | 172  | 1796 | 9.58 | 4.00|
| ENDING| | 150  | 2284 | 6.77 | 3.45|
| CALENDAR| | 123  | 1066 | 12.48| 4.28|
| ANNIVERSARY | | 120  | 1995 | 6.02 | 3.33|
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| HELP | FREQ | ALL | % | MI |
|------|------|-----|---|----|
| 1    | HARD | 2022| 21766 | 9.29 | 3.66 |
| 2    | UNDERTAKEN | 253 | 2685 | 9.42 | 3.68 |
| 3    | PART-TIME | 227 | 2046 | 11.09 | 3.91 |
| 4    | HARDER | 183 | 2319 | 7.89 | 3.42 |
| 5    | UNDERTAKE | 140 | 1726 | 8.11 | 3.46 |
| 6    | RESTORATION | 124 | 1900 | 6.53 | 3.15 |
| 7    | PIONEERING | 95 | 572 | 16.61 | 4.49 |
| 8    | EMPIRICAL | 93 | 1490 | 6.24 | 3.08 |
| 9    | CLERICAL | 74 | 900 | 8.22 | 3.48 |
| 10   | EFFICIENTLY | 65 | 1072 | 6.06 | 3.04 |
| 11   | ETHIC | 61 | 235 | 24.71 | 5.07 |
| 12   | PREPARATORY | 61 | 392 | 15.56 | 4.40 |
| 13   | COMMENCED | 48 | 651 | 7.37 | 3.32 |
| 14   | OVERTIME | 48 | 654 | 7.34 | 3.32 |
| 15   | REPORTERS | 48 | 705 | 8.11 | 3.21 |
| 16   | REMEDIAL | 47 | 326 | 14.42 | 4.29 |
| 17   | UNPAID | 47 | 579 | 8.12 | 3.46 |
| 18   | MISSIONARY | 46 | 576 | 7.99 | 3.44 |

Figure 6 A screenshot of the collocates of work in the BNC

| HELP | FREQ | ALL | % | MI |
|------|------|-----|---|----|
| 1    | LOCAL | 4421| 45552 | 9.71 | 4.29 |
| 2    | CENTRAL | 1941| 18738 | 10.36 | 4.38 |
| 3    | LABOUR | 1441| 26519 | 5.43 | 3.45 |
| 4    | POLICY | 1412| 25443 | 5.55 | 3.48 |
| 5    | CONSERVATIVE | 718| 920 | 10.28 | 4.28 |
| 6    | ANNOUNCED | 617| 9853 | 6.26 | 3.05 |
| 7    | POLICIES | 531| 9674 | 6.12 | 3.62 |
| 8    | FEDERAL | 523| 3413 | 15.32 | 4.04 |
| 9    | DEPARTMENTS | 492| 4186 | 11.75 | 4.56 |
| 10   | SPENDING | 452| 5449 | 7.01 | 3.81 |
| 11   | COALITION | 423| 2227 | 18.99 | 5.25 |
| 12   | EXPENDITURE | 401| 5408 | 7.41 | 3.89 |
| 13   | OFFICIALS | 384| 5915 | 6.49 | 3.70 |
| 14   | LEADERS | 306| 6041 | 4.41 | 3.14 |
| 15   | FINANCE | 287| 7200 | 4.13 | 3.05 |
| 16   | PROPOSALS | 280| 5695 | 4.18 | 3.07 |
| 17   | MINISTERS | 264| 6449 | 4.69 | 3.04 |
| 18   | FUNDING | 251| 4276 | 5.87 | 3.56 |

Figure 7 A screenshot of the collocates of *government* in the BNC
### Figure 8: A screenshot of the collocates of day in the BNC

| HELP | ? | FREQ | ALL | % | Ml |
|------|---|------|-----|---|----|
| 1    | EVERY | 3342 | 36600 | 8.66 | 4.13 |
| 2    | DAY   | 2557 | 59299 | 4.21 | 2.13 |
| 3    | NEXT  | 2498 | 44416 | 5.62 | 3.51 |
| 4    | FOLLOWING | 1086 | 26057 | 4.17 | 3.08 |
| 5    | HOURS | 808  | 18073 | 4.47 | 3.18 |
| 6    | CHRISTMAS | 478  | 8512  | 5.62 | 3.51 |
| 7    | BOXING | 283  | 1207  | 23.43 | 5.37 |
| 8    | WEDDING | 200  | 3172  | 6.31 | 3.68 |
| 9    | SUNNY | 161  | 954   | 16.70 | 5.08 |
| 10   | POLLING | 113  | 480   | 23.54 | 5.58 |
| 11   | MEALS | 111  | 2322  | 4.78 | 3.28 |
| 12   | BARRELS | 105  | 544   | 19.30 | 5.29 |
| 13   | VALENTINE | 86   | 311   | 27.65 | 5.81 |
| 14   | SEVENTH | 82   | 1437  | 5.71 | 2.53 |
| 15   | TRIPS | 81   | 1315  | 6.16 | 3.04 |
| 16   | RAINY | 75   | 232   | 32.33 | 6.04 |
| 17   | CALORIES | 75   | 798   | 9.00 | 4.25 |
| 18   | CIGARETTES | 75   | 1255  | 5.98 | 3.69 |

### Figure 9: A screenshot of the collocates of man in the BNC

| HELP | ? | FREQ | ALL | % | Ml |
|------|---|------|-----|---|----|
| 1    | YOUNG | 2806 | 32003 | 8.77 | 4.18 |
| 2    | OLD   | 2546 | 52171 | 4.88 | 3.34 |
| 3    | WOMAN | 940  | 21791 | 4.31 | 3.16 |
| 4    | TALL  | 405  | 4296  | 9.43 | 4.29 |
| 5    | ISLE  | 347  | 1841  | 23.83 | 5.74 |
| 6    | HANDSOME | 143  | 1570  | 9.11 | 4.24 |
| 7    | BLIND | 121  | 3018  | 4.01 | 3.05 |
| 8    | MIDDLE-AGED | 120  | 691   | 17.37 | 5.17 |
| 9    | BRAVE | 82   | 1704  | 4.81 | 3.32 |
| 10   | INTELLIGENT | 78   | 1820  | 4.29 | 3.15 |
| 11   | UDI  | 71   | 213   | 33.38 | 6.11 |
| 12   | WEALTHY | 71   | 1309  | 5.42 | 3.49 |
| 13   | BEARDED | 70   | 322   | 21.74 | 5.49 |
| 14   | BROAD | 56   | 608   | 9.21 | 4.25 |
| 15   | CHARISMATIC | 56   | 1224  | 4.23 | 3.13 |
| 16   | RIGHT-HAND | 54   | 608   | 8.88 | 4.20 |
| 17   | JAIL | 54   | 807   | 6.69 | 3.70 |
| 18   | BEARD | 54   | 802   | 6.12 | 3.66 |
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Figure 10 A screenshot of the collocates of world in the BNC

Participants were then asked to extract the collocations; examine the list of the (100) most statistically significant collocates with each noun; and extract the adjectives from each list, see Table 6.
Table 6 The students' extraction of the adjectives collocating with the most frequent 10 nouns in the BNC, using the COLLOCATION function

Then, participants were asked to answer the fill-in-the-gap activity in Table 1, which they had attempted earlier (post-test). This is followed by a number of activities including the following.
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Activity 1

Students were asked to form groups of four and use the random collections of concordances provided below to identify collocational patterns (adjective + noun).

Sample 1 Random collection of concordances of time

| Every time he had a tantrum she put a tick in the appropriate square. | At the | time | the child is required to do something at or by a particular time. Bedtimes are the classic example. If the PB is identified as being that way of setting a baseline is to note over a week or two the actual time the child goes to bed. This yields an average of number of hours. |
|---|---|---|---|
| The aim of the intervention would then be to reduce this average time. TIME MEASUREMENTS ARE BEST USED WHERE FAILURE TO MATCH A DEADLINE IS ends. These are discrete behaviours and all they require is a simple tick every time they are observed. FREQUENCY COUNTS APPLY TO BEHAVIOURS THAT HAVE C to a lesson for example, it is more appropriate to measure the length of time they last. This involves noting when the specified behaviour starts, noting again when noting when the specified behaviour starts, noting again when it ends and recording the time it takes. In these examples the measured behaviour is most people's | | | |
|  | | | |
| The instructor should distribute Handout 13, then go through the steps one at a time using the details in the text and asking the trainees to complete exercises and | Find a competing behaviour. Nobody can be in two places at the same time. A child can not be behaving badly if he or she is doing something. |
|  | | | |
| Moreover, there are a number of other types of measurement, such as time sampling, which because of their more specific nature are not included here. However, operate and involve a minimum of effort. A system that is too complex and time consuming encourages errors, undermines enthusiasm and can wired potential. | Recording is an index of whether or not the method of intervention is effective over time and, in turn, of whether or not the child’s behaviour is changing |
| COUNTS # These are the most frequently used records and involve making a mark every time a specified behaviour is witnessed. Commonly they have to record | The course is concerned with infants aged up to five years. This is the time at which children learn most about the standards of behaviour in our society. We |
Sample 2 Random collection of concordances of people

more chatty, outgoing or just plain pretentious than the rest. These are the people to let loose on the press. Remember, your value to a magazine is physically and economically do it; I would want to take their music to the people wherever they are. Dire straits have persistently played in Belfast, Tel Aviv and who would like it that way, but I have to bear in mind that people feel, home sick and miserable. For instance, touring is very boring. It is important to realize an act isn’t a robot. There are plenty of people in the music business who would like it that way, but I have to use the domestic dog or the other way round. This is something a lot of people ignore. I need to find out how my acts view their lives. Do ian’t put it in the wrong level or type of venue. For instance, people have booked white country bands into rap clubs. Having worked as an agent, record with a live show. An established live act will almost certainly play to people who have bought their records. This doesn’t necessarily apply to new artists.

can’t have any worries. I have to allow the songwriting people within this operation to have the time and security of mind to get on with the problems with fan clubs is that they tend to operate for very young people. There is an exploitative element to them. You are unlikely to offend the younger musicians, that after a few hit records they are somehow better than other people. They aren’t. They happen to do something where there is an enormous # Fan clubs are a situation where a band can’t win. For most people, music is just a part of their leisure, although inevitably there are some the tape and make my judgements. I don’t know any more than other people. What is it to succeed? I just have to react to what I like or think they want, we will almost certainly have them for life. Most people are amazed to get an answer from the band at all, so it is caused by childhood exposure to lead as low as half the EC limit can affect people well into adulthood; in June 1990, the UK dropped plans to pull out if you can’t trust what comes out of the tap, then, most people feel, something is wrong. # APPENDIX # Areas where future breaches of the has crystallised public concern about the state of our drinking water. Most people can’t believe that private companies, with a primary duty to their shareholders, the Scottish Office, the local community health specialists and the water suppliers had reassured people that there was no risk to health. The 1987-4, Fly-Obs cover says

The Haldane Report commissioned by the DoC pointed out in 1986 that up to 8,000 people around Lush and Durbelle were drinking water with these solvents at low levels

Sample 3 Random collection of concordances of way

was told to put Gabriel in the charge of his daughter, and led the way. He did not put a hand on Gabriel’s shoulder. ‘I’m saw a play before,’ said Gabriel, to indicate the politest possible way that he did not understand one word of what Luke was telling him.”

We’re like. You liked us.’ She had a bold, stark way of speaking, never looking Gabriel in the eye but staring over his shoulder with

ten # the petition # Burn everything, said Luke. It’s the only way. So they put a torch to the Mason’s waggon and, as the

... I'll get it straight at Watlington. I'll walk all the way, and in my bare feet, too... You could pray for me, the likes of you... I must be straining now, it’s a way to go, I think. And on foot. He took off his

an angel, no more than any of us. But look at my way. I never thoughtyou were. I knew all along that you weren’t out long since. I did! But in a sort of way... oh, out there! Out there and in here! I want a

garlands of each a week. The beer is made in a traditional way so possible, using the finest malt, only whole hops and no sugars. It was his life. If he had to go I think that was the way he would have wanted it. Voice over Mr Moore had been displaying the Spitfire for

two buffoons macaws and a hyacinth macaw were taken by thieves who forced their way into cages at a Bird Sanctuary in Cornwall. Police found the birds way productions. But the trust denies this. It says the move is the only way to keep the theatre open. He says the public won’t notice any difference died because of all the smoke and flames. There’s praise tonight for the way the twins father quickly got the children clear of the smoke and flames: He

got to Yorkshire but local boy Ray Powell raised the roof by fighting his way through to the semi-finals # Five firms facing charges over the death of a Gras fuel. One of the more than a hundred and thirty children who die in way every year. The aim of the tv campaign is to get parents to wonder mile. Something vulnerable in her manner brings out an element of sadness in the way the long final act teases her endurance; but it also makes the denouement three stitches at right of centre on to the second transfer tool in the same way. Move the second transfer tool from the right to the left and slide the

over the next two needles and so on. This is a fairly easy way to produce bands of pattern on machines of this type. When weaving on a
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Sample 4 Random collection of concordances of years

- active, you know. I was... 
- like, as I say because I've been left now... 
- It is clean now and it must be, I've been up here twenty-three years, it must be getting on for thirty years old that teapot and ar... 
- I've been up here twenty-three years, it must be getting on for thirty years old that teapot and ar. I couldn't have afforded that money for that stainless... 
- a ray something that's be topical on the television that particular week. Years ago we used to have the WEA Lecturers and erm that, they... 
- moving. You know why you are here, of course? The years of formal drill and training came to Volodya’s assistance. His body remained stiff... 
- a kind of freedom which had only been an idealistic daydream for nearly sixty years. Long before the incriminating photograph turned up on Major Tannen... 
- the game. It was survival. He was sober in an instant, his years of training coming back to him as though no time had passed at all... 
- was... - still am. Heyman sighed uncertainly. It's been six years, Paul. You've been out of the field for six years. Everything... 
- been six years, Paul. You're been out of the field for six years. Everything has changed... people, contacts, methods. Manville refused to... 
- using disguised names, she boasts that I loved him passionately, absurdly. Years have passed over my head but I have never felt the worship, the love... 
- interested in her. I doubt the coin it always fascinated be of obscure. Years later, when I travelled to Egypt, I tried to seek her out... 
- as though she was in constant need of care and attention, and over the years she had found that it was for easier to allow people to think what they... 
- see the suit in O'Hare's bar. And in Ballykissain, some sixty years ago, Jimmy Markley himself caught one. He held him firmly, as his... 
- 'I see, when you go. And the finding of the suit a few years ago was the start of the hunt that they now have every year... 

Sample 5 Random collection of concordances of year

- and the death of the Duc d'Olive (still in his carriage the previous year). Louise Colas, striving for modernity in her poem 'La Payissanne' out of which bright finances would swoop. But this, a million a year... 
- imagining what he would do if he had an income of a million francs a year. In such dreams servants would ease him into shoes studded with diamonds; he... 
- twice about climbing the walls of an undecorated chapel. But Gabriel had spent a year as a stonemason's apprentice, clinging to the rafters and cornices of holy... 
- Ah, then... But they might this year... interrupted the secretary. You're not wanted here. Take yourselves... 
- it was like seeing the lid for which he had carried around the key, year after ignorant year. What's the matter. You're letting in a draught... 
- would you say to having your own thoroughbred for one hundred and ninety pounds a year... no it's not one that's fallen off the back of a horse box... 
- Stratford # MALCOLM SWANN/Swan # Det Chief Insp PETER BURROWS/Thames Valley Police Voice over Ba year old William Swan died at his home in Stony Stratford to recover but believe it or not they're already talking about planning next year's race # Medical researchers believe they could be close to pinning down the... 
- For Karambou the marathon is one of the biggest... grandest sporting events of the year and what a welcome there is for keen-cars as he races down the steep... 
- stretch of motorway has been closed because of serious structural faults in a thirty-four year old bridge. Engineers discovered cracks in two supports of the bridge... 
- 4 and a half stone by the time of her death on December 23rd last year. But she would never admit to being anorexic and refused help. Mike speaker to close. # Work has started on cutting back a group of two thousand year old lime trees at one of the country's oldest arboretums. It's being... 
- half is owned by Oxford Council. But as long the rent of 10,000 year continues to be paid, council officers aren't bothered if Mrs Maxwell lives there have under age sexual drug sessions at his home has been jailed for a year. The court was told that youngsters also used his home to watch pornographic video... 

David Crabb reports # # # # Evesham/Worcestershire The Crown court in Kidderminster heard that 45 year old, Andrew Tracey had once been a member of...
Sample 6 Random collection of concordances of work

possible and if you have to return to stocking stitch do make sure that the work matches on both sides of the neck. Striped club colours for the walls,
it with the history of science, or, more precisely, given the historical work done by Lahaos and his followers, by confronting it with the history of physics
to regard Kuhn’s characterization of science as science or, more accurately, the work of scientists. Kuhn insists that his account constitutes a theory of science
they take for granted, they are able to perform the exacting experimental and theoretical work necessary to improve the match between the paradigm and natural
parts of the framework in which they worked all of the time then no detailed work would ever get done. If all scientists were and remained normal scientists then
others intact (Kuhl, Schwartz, and Foxe 1979). Much of our work concerns the mandible of the foralbrain, the nacranx, which is not recognized by
Radcliffe (1983). The problem with other recording studies, notably single unit recording, work, is often too much selectivity with a resultant bias towards a particle
possible to identify the function of the subcortical area. An excellent example is the work that has been done on the hippocampus. The most obvious consequence
of auditory space (Knudsen, DuLac, and Eccles 1987), but this work has focused on subcortical mechanisms. We know that the auditory cortex is involved in
now of secondary importance. What consequences follow from these two main changes for day to day work in residential homes? Two issues in particular stand
alternative family care shaped the form of subsequent endeavours to help children. Social work intervention concentrated on planning for children in care, and
child care staff to adjust to each other. Casework with parents, the specific work with children in care, and skills training for residential workers and field work
are young people not children; second, that the main emphasis in child care work has been on the discussion of personal family relationships and in working too.
illustrate: A former social work student, after completing her training, went to work in a residential unit for adolescents. Most of the young people had suffered in
care could be seen as beneficial in its own right, whatever the outcome of work to restore family relationships. This might create a balance in the day-to-day
help is more complex than has been conveyed by my observations of the students work with John. Residential workers significantly contribute to the psychologi-
, neither to the exclusion of the other. To illustrate: A former social work student, after completing her training, went to work in a residential unit for
of care for children and young people with failure, and through that good social work practice means avoiding the use of care, especially residential care. Consent

Sample 7 Random collection of concordances of government

platform. Her supporters in the audience made it clear that her recent attacks on Government policy have, if anything, made her more popular with party activists
submit a full planning application. # The Bishop of Oxford has appealed to the Government not to cut aid to the Third World. He says it would be morally
an open letter to local MPs which includes Frontline Ministers. But tonight, the Government couldn’t give any assurances about overseas aid. Gerbg Patel reports.
David Byers says by cutting Third World aid to help reduce public spending, the Government would be cutting off its nose to spite its face. The effect
who are powerless, says the Bishop of Oxford, without the help of the Government and those of other developed countries. And they would face certain disaster
... and at three pounds each, they’re ten pounds cheaper than the official Government version. Male speaker I’ve actually read it three times. The idea was born in
... Male speaker We feel people have a right to read this and if the Government isn’t going to help them, we are female speaker After the French referendum
An RAF base which had been due to close next year as part of the Government’s defence cuts is to stay open and be taken over by the army. The
scheduled to close next April as part of Options for Change... the Government’s restructuring of defence. The parachute packing hangar had been destroyed by
post of Swindon’s Economic director has led to anger and protest. The Local Government union NALGO calls it an infamous act of betrayal to Jamie Robertson, who
one of the most self-contained parts of the British Rail network, factors which the Government believes will make it attractive to investors. Privatisation will be the
Victims of the Maxwell pensions scandal have set up an action committee to press the Government for compensation. They also plan to campaign for new laws to
the Commons the rail unions protested at today’s announcements. Their leaders said the Government was asset-stripping British Rail. R01/21/93 21:11 pah 0:15 h
The news came as a complete surprise to workers at the Oxfordshire base. The Government says it will work to salvage a long-term future for the company. But
rejected any idea of an immediate cut in interest rates. # # The Government has limited public sector pay rises to one point five per cent, although teachers
attacked Rocky were destroyed the same day. Great Danes are not affected by the Government’s dangerous dogs legislation. # Good evening, # ANNE DAWSON:
major cases like this leg reconstruction, there’s little competition. But under the Government’s health reforms, routine surgery like a knee replacement, can easily
... The proceedings are expected to last 2 days. # Health watchdogs fear the Government’s NHS reforms could mean hundreds of hospital patients will have to stay
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Sample 8 Random collection of concordances of *day*

about the things we’ve talked about. Tomorrow we’ve got quite a likely day ahead of us even by the time we do our group work tomorrow first thing of them you can practice and put into action what you talked about. Fun day; more fun than today and today. I hope I’ve provided some of the

I do but today there’s just not enough time in a day to do it. You know communications is a very big area there’s a about it later (SP 5853D) day (SP 5853D) whereas you look back at the end of the day and if you haven’t done what you did sort of feel like a

country in less than an hour, headed anywhere in the world. Then one day, soon, he would be back. ‘You bastard, Hayman,’ who is Alex Randleigh, based in Brussels. It leaves a four to six day delay in communication, unfortunately, but it protects Kirov’s cover. In the pretty daughter. From them I learned that the coronation was to be on the day after next, and not in three weeks. The old lady was more interested years I have lived without knowing your whereabouts, there was perhaps not a single day when I did not think of you.” During the course of those long linens climbing the wooden stairs to fetch a body. Mourning was scarcely possible that day; practicalities intervened. There was a lack of Caroline’s hair to be cut put down only to inexactitude, to sloppy literary habits. I read the other day a well praised first novel in which the narrator – who is both sexually inexperienced I could no longer pretend that I wasn’t pregnant. He found me one day, crying my heart out, and because he was the sort of man he

long sigh ‘I think I always knew that it would come out one day. Relatives have a habit of breaking out of closets, don’t they?’

raveling to stare at in the fireplace. “And did you have a good day?” his mother persisted. “Yes, I went to Nievorge.”

, collected some brochures from the hall table, and took herself out for the day. She would find Mrs McManus when she came back, and Feargal could make broad smile, he explained. “When I was talking to him the other day and I happened to mention that an old friend of my sister’s was

Unrepentant, he nodded. And Feargal said he would be down there that day, and I said – you know how you do – if you happen to her head, she lay for a while thinking over the extraordinary events of the day. Two days, she thought sleepily. A lot could happen in two days.

lot could happen in two days. And with the thought of spending a whole day in his company she gave a contented little smile and snuggled under the duvet.

Sample 9 Random collection of concordances of *man*

was pussed even more, but he took the hint. Somehow, the old man had let out a dangerous secret, one which could not be discussed in a was stunned. ‘Murdered? Why?’ Your father was a brave man.” Kirov went on. He dared to feel, as many of

be in direct touch with the pilot. Phasenos was a cell-link, a contact man only. He had never been used for a hit, and it was unlikely

still counting on over 40 safe hours, Manville left his office. The condemned man had failed to eat a hearty breakfast, and lunch had consisted of two tarts three cups of coffee. There was little point, Manville decided, on a man eating on an empty stomach. He went straight to the nearest bar, where seated at his desk, holding it between trembling fingers. He could imagine the man’s eyes, filled with laughing and disgust, unable to register the full extent of a surgeon’s scalpel. The inner robot switched off, leaving the conscious man to cope with real problems, the immediacy of living. Pumping adrenaline lent a

heard a thin squeal of pain and閃rounded, rather than actually saw a man topple sideways into the gutter. A searing fire of elation bathed him suddenly.

Before ducking back into cover, he was rewarded by a clear sight of a man falling back behind the Dodge. Manville’s bullet buried in his stomach. He

wearing, thinking. They would try a rush next, he predicted. Old men to come out of cover, to draw his fire, while the remainingoperative

the ground and rolled out of the doorway on to the sidewalk. The fourth man, caught without cover, had no chance at all. Manville loosed three shots

the slugs finding a mark in his chest. With a horrible gurgle, the man toppled backwards to lay across the trunk of the car, finally shivering down it

was a solid human measure. You simply resisted your natural temptation to worry about the man breaking cover, and took the hit-man before he took you. Come

the temptation to shift focus. Indeed as expected, the shape of the second man emerged suddenly above the car’s hood, ready to pump bullets towards Manville’s

bind him to reality. He was still, for the moment, a military man. Therefore, he followed orders. He was a pilot. It was his

of the Potomac River. If Kirov’s face bore the unmistakable look of a man who has deliberately walked into a cage of lions and emerged again unscathed, surprise

right-fighting technique in group tactics. Right at the beginning of a gun-fight, one man fires a hit, screams, and goes down. He stays down, just

terribly wrong. He could have failed to get a personal interview with the one man with whom he had some sort of contact. His request could have been investigated
Sample 10 Random collection of concordances of world

| Pattern | Example |
|---------|---------|
| red + noun | The red + noun example is used. |
| blue + noun | The blue + noun example is used. |
| green + noun | The green + noun example is used. |
| white + noun | The white + noun example is used. |
| black + noun | The black + noun example is used. |

Activity 2

Students were asked to use each pattern [adjective + noun] they have extracted in Activity 1 to produce at least two sentences of their own.

Note that this activity requires students to go beyond just identifying the patterns in the concordance lines and come up with their own sentences, i.e., put these patterns into use.
5. Conclusion

The research question addressed in this paper (i.e., 'Would the use of corpus-aided discovery learning activities have an impact on extending the scope of students' vocabulary?') was clearly answered in the discussion of the task. We have presented an example for the possibility of using a corpus-aided discovery learning (CADL) approach in teaching/learning vocabulary. The use of CADL activities in the classroom was quite advantageous since they allowed students to examine the vocabulary in their natural context, to learn vocabulary in frequently occurring combinations and to store a variety of expressions that they may not be able to create by themselves. The effectiveness of the CADL approach was confirmed by the wider scope of the vocabulary used by students after the task as compared to their narrow choices of vocabulary items before using the CADL approach.

This paper provides a practical example of how corpora can be put to use in the English language classroom. Corpus data are resources that provide descriptive insights relevant to how people use language and provide tools that enable learners to analyse how people use different language forms. The use of the CADL approach provides learners with the possibility to enrich their vocabulary by increasing the number of adjectives they can use with each noun. It also provides learners with access to some information about the culture of the British people from the authentic material. It also accords with the principles of data-driven learning and promotes students' discovery-based learning by

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4 In one of the concordances of the noun 'day', the participants came across the pattern 'Boxing day' and we discussed the significance of this day in British culture. Boxing Day is a holiday celebrated on the day after Christmas Day, i.e., the 26th of December. Currently, Boxing Day is primarily known as a shopping holiday since it is characterised by huge discounts on most items in the shops.
encouraging them to detect linguistic patterns by themselves. It should be noted that the learning activities employed in this study are consistent with the current principles of language learning theory, that is, learners develop more autonomy when they receive guidance about how to observe language and detect patterns.

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