

Teaching grammar through grammar discovery and authentic materials

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Swansea from the air



University on the beach



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Welsh English

- Some interesting features
- <https://www.youtube.com/watch?v=2pZ-Ny8q22o> (3m28)
- Problems pronouncing Welsh place names
- <https://www.youtube.com/watch?v=GZPhPf-0pYM>
- Longest place name (with a song):
- <https://www.youtube.com/watch?v=1BXKsQ2nbno>

Teaching grammar



Grammar discovery

“Only when words are in their habitual environments, presented in their most frequent forms and their relational patterns and structures, can they be learnt effectively, interpreted properly and used appropriately”

(Wu, 1992: 32)

Data Driven Language Learning

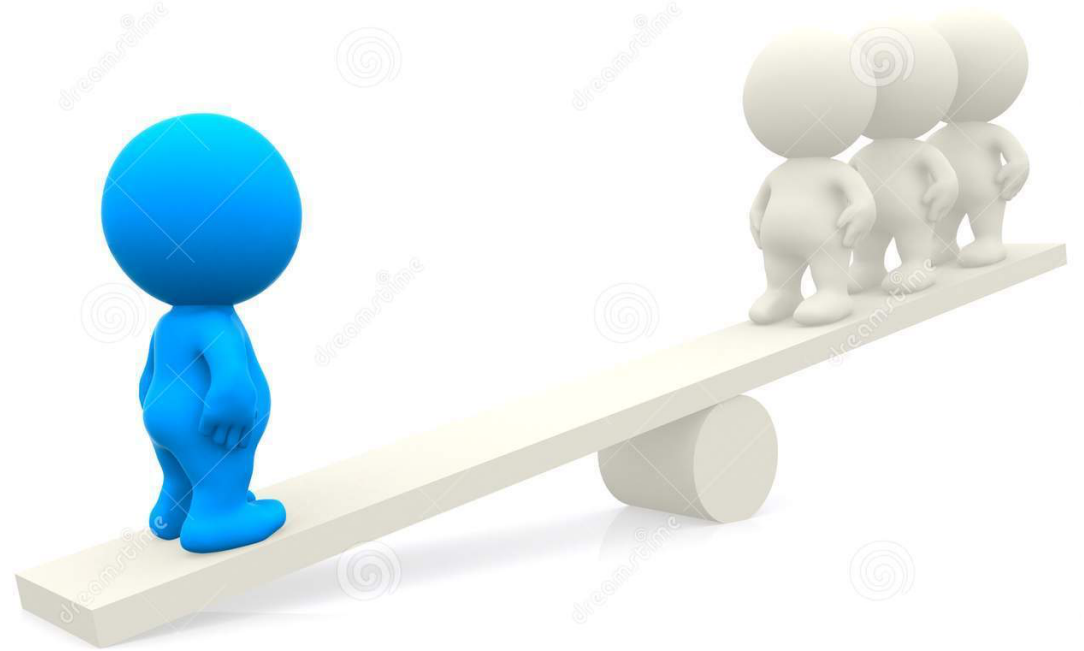
- DDL, as described by Tim Johns, is intended "to confront the learner as directly as possible with the data, and to make the learner a linguistic researcher [...] [someone who is able] to recognize and draw conclusions from clues in the data [...]" (Johns, 2002: 108).



Tim Johns

Using authentic materials

- More work for the teacher



- More interesting for the learner



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Lesson with upper intermediate (B2)

- Target grammar point:
 - 'Would' versus 'used to' in the past tense.
- Mixed group of first languages.
- Lesson was 40 minutes
- Context from textbook was “Evil characters”
- [Example lesson](#)

Lesson with pre-intermediate (A1/A2)

- 40 minute lesson
- Mixed L1 background
- Target structure:
 - Comparatives and superlatives
- Context: Transport of the future
- [Example lesson](#)

Example Activities

- In vocabulary learning
 - Compleat lexical tutor (www.lextutor.ca)
- In reading/listening activities
 - Youth corpus (www.um.es/sacodeyl/)
 - BBC radio with transcripts (http://www.bbc.co.uk/radio4/youand yours/transcripts_index.shtml)
- In teaching grammar
 - AntConc (http://www.antlab.sci.waseda.ac.jp/antconc_index.html)
 - British National Corpus (<http://corpus.byu.edu/bnc>)

Some how can you find materials?

- Using the web: <http://www.webcorp.org.uk/live/>
- Books and plays:
 - University of Oxford Text Archive
 - <http://ota.ox.ac.uk>
 - Gutenberg project
 - <https://www.gutenberg.org>
- Newspaper archives
- Song lyrics: various song lyric search engines including Apple Music.

Vocabulary learning

- Compleat lexical tutor (www.lextutor.ca)
 - [ListLearn](#) – vocabulary lists for French and English divided into frequency bands of 1000 words. Links to audio, concordance and dictionary.
 - [Hypertext](#) – upload your own text. Links with concordance, audio and dictionary. Reading resources for words.
 - [Concordances](#) – English, French, German,
 - [Cloze builder](#) - upload your own document then decide what words to delete (e.g. every 5th word). Links to concordance.
 - [N-gram](#)- upload text and search for 3,4,5 word strings (useful for formulaic language)
 - Works best with Internet Explorer

Vocabulary/grammar

- Using AntConc
- (<http://www.antlab.sci.waseda.ac.jp/software.html>)
- Concordance lines (edited)
- Option 1: give list of sentences with unknown word – what does it mean?
- Option 2: replace keyword with blank
- Option 3: distribution of two L2 words with slightly different meanings in the L1, e.g. to make and to do – not the same as machen and tun,
- Option 4: Idiomatic uses of word

Make versus do

way for modern buildings . He said : ' The citizens of		
. # Chemical Products # A chemical does not a product	make	. For it to be useful , in a working situation ,
such cues) . Additionally , human readers are able to	make	a multitude of inferences about the sentences within a
flexible in any new arrangements that we may be able to	make	together , but we feel that we must preserve the quality ,
large numbers of synonyms for even a few home addresses can	make	it impractical , however . The distribution of records produced
work , but she always popped in on Monday afternoons to	make	a start on the ironing . Is Rose coming today ? Lonie
! (SP:PS0F9) Right ? So , if you want anything (pause)	make	it yourself . (pause) (SP:PS0FA) I do anyway .
opinion that the patient 's mental faculties are such as to	make	his refusal of treatment unreliable , I take the view that ,
is a great deal of scepticism that the company can actually	make	money on all those facilities management contracts . Rentals
many different information products as the publishers care to	make	available in a compatible memory card form . This approach to
) . 2 Take the old till roll out carefully (make	sure it is not damaged , thereby losing valuable information) .
Conservative Members for not having read ' Meet the Challenge .	Make	the Change ' . When I said that I had read it
be dominated by predictability is very large , and citizens will	make	their plans assuming that judges take that view and so will not
creative and far-seeing people assembled by Alec Clegg to	make	an educational vision a practical reality in the primary

'Do' examples

any extensive fieldwork . Since this condemnation of research		
execrate someone whom they decide is a useless clown and they	do	this by making him a Lord , giving him the chairmanship of
' vigorously oppose the appointment that has been made and will	do	everything in its power to have the receivership rescinded . '
. The one and only thing she could do and must	do	It was to fetch help -- swiftly . How long Joe had been
make sense of the experience of living and dying and to	do	so with hope and creativity . You may find yourself searching for
grenade blew up . ' ' Does it have anything to	do	, with the transperambulation of pseudo-cosmic anti-matter ? '
even if I were n't here would you have anything to	do	? (SP:PS6U6) Pardon ? (SP:PS4YX) Would you have anything
problems . There are now two breeds of cat available that	do	not appear to cause allergic responses , which with an ordinary
nor at all senile , Isabel Lavender thought , but I	do	have a sister who is selfish and easily led , and in
tuberculosis beds in this country before the war , but we	do	not need TB beds now ; we need day surgery and intensive
. She said , ' Oh no , you ca n't	do	that , I 'm afraid . Mr Evans might come back first

Reading/Listening

- Using Youth corpus (French, Spanish, German, Italian, Lithuanian, Romanian, English)
- <http://www.um.es/sacodeyl/>
- Based on videoed speech data
- Transcripts and resources available
- Searchable by topic, grammatical function etc.
- Students aged 11-18

‘From textbook to data’ or ‘from data to textbook’?

“Th[e] principle of fidelity to the data is one which we ignore at our, and our students’, peril. That danger is well illustrated by Groß, Müller and Wolff (1996), which uses concordance data to teach the old textbook rule for the use of *some* and *any* in English: *some* in positive statements, *any* in negative statements and in questions. Reference to any (!) KWIC concordance of *any* will show that generalisation to be false: the problem is that having decided on the generalisation in advance, it is all too easy to select only those citations that support it”

(Johns, 2002).

Benefits

- Automatic searching and sorting (Leech, 1997)
- Open-ended supply of language data (Leech, 1997)
- Enables the learning process to be tailored (Leech, 1997)
- Authentic language
- Promotes a learner-centred approach (Leech, 1997)
- Learner autonomy (Chambers and Kelly, 2002)
- Processing authentic texts can increase learners' metalinguistic knowledge (Gavioli, 1997)
- Engaging and “something different”

Limitations

- Volume of information may overwhelm students (Cobb, 1998) or teachers
- Unknown words in the contexts (Cobb, 1998)
- Contexts are short and incomplete (Cobb, 1998)
- Required training for efficient use (Stevens, 1995)
- Learners may treat the corpus as another dictionary (Stevens, 1995)
- Not all learners have positive attitudes to inductive learning (Krieger, 2003)
- Difficulty of assessing such an open-ended task (Leech, 1997)

Working within the Limitations

- Simplify the data
 - Select familiar/predictable data
 - Reduce the quantity of data
 - Simplify the task
 - Recognition vs. induction
 - Predetermined categories vs. devising categories
 - Group work vs. individual work
- (Aston, 1997)
- Use print-outs/interactive whiteboard
- (Johns)

Corpus linguistic techniques

- [Concordancing](#)
 - “using corpus software to find **every occurrence of a particular word or phrase**” (O’Keefe et al., 2001: 8)
- Word frequency counts and word lists
- [Key word analysis](#)
 - “**Key words** ... are those whose frequency is unusually high in comparison with some norm” (O’Keefe et al., 2001: 12)
- [Cluster analysis](#)
 - **Cluster analysis** allows the user to generate a list of the most frequent 2-, 3-, 4-, 5-, or 6-word combinations (n-grams, word/lexical clusters/bundles) from a corpus, i.e. collocations and colligations (O’Keefe et al., 2001)

Corpus linguistic techniques

- [Concgramming](#)
 - “A ‘**concgram**’ is all of the permutations of constituency variation and positional variation generated by the association of two or more words” (Greaves and Warren, 2007: 290)
- [Lexico-grammatical profiles](#)
 - Collocates
 - Chunks/idioms
 - Syntactic restrictions
 - Semantic restrictions
 - Semantic prosody