

T. C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

THE EFFECTS OF CALL IN EFL: USING CONCORDANCE LINES ON
GRAMMAR TEACHING

YÜKSEK LİSANS TEZİ

SERHAT AKYÜZ

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**Tez Danışmanı
Yrd. Doç. Dr. Fatih YAVUZ**

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TEZ ONAY SAYFASI

Enstitümüzün Yabancı Diller Eğitimi Anabilim Dalı'nda 201312553009 numaralı Serhat AKYÜZ'ün hazırladığı "The Effects of CALL in EFL: Using Concordance Lines on Grammar Teaching" konulu YÜKSEK LİSANS tezi ile ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliği uyarınca 22.12.2017 tarihinde yapılmış, sorulan sorulara alınan cevaplar sonunda tezin onayına OY BİRLİĞİ ile karar verilmiştir.

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Today, technology has turned to be an inevitable part of our lives. By means of technological developments, computer has become an important material in every field of life. Especially in classrooms, it is used to a great extent in order to improve the teaching process. Although the used technology differs, it can be admitted that the computers bring diversity into the classrooms. Concordancers, for instance, has been used in language classrooms for a while. This study aims to investigate the effects of concordancers on grammar learning. On account of this study, language teachers will have an idea about concordancers and find an alternative way of teaching grammar in their classrooms.

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Serhat AKYÜZ

ÖZET

BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNİN İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRENİMİNE ETKİSİ: BAĞIMLI DİZİN SATIRLARININ GRAMER ÖĞRETİMİNDE KULLANILMASI

AKYÜZ, Serhat

Yüksek Lisans, Yabancı Diller Eğitimi Anabilim Dalı,

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Son yıllarda, teknolojinin de gelişmesiyle, bilgisayarlar hayatımızın önemli bir parçası olmuştur. Dil sınıfları da bilgisayarların kullanımından faydalanır hale gelmiştir. Bununla birlikte, bilgisayar destekli dil öğrenimi de, dil öğrenimi ve öğretiminde popüler bir konu haline gelmiş durumdadır. Bu çalışma, bağlamlı dizin satırlarını kullanarak bilgisayar destekli dil öğreniminin düşük seviyeli öğrencilerin gramer öğrenimindeki etkisini incelemeyi amaçlamaktadır. Çalışmada, derleme dayalı gramer öğrenimiyle, ders kitabına dayalı gramer öğrenimi karşılaştırılmaktadır. Katılımcılar Balıkesir Üniversitesi Turizm İşletmeciliği ve Otelcilik Bölümü'nde okuyan 82 birinci sınıf öğrencilerisidir. İki gruptaki bu katılımcılara 4 haftalık bir uygulama yapılmıştır. Uygulama sürecinde öğretilmek üzere 4 gramer konusu seçilmiştir. 41 kişiden oluşan kontrol grubuna, ders kitabının gramer bölümü ve o bölümdeki alıştırmalar kullanılarak hedef gramer konuları verilmiştir. Yine 41 katılımcıdan oluşan deney grubuna da, gramer konuları bağlamlı dizinler ve örnek cümlelerle hazırlanan alıştırmalar kullanılarak öğretilmiştir. Deneyin başında ve sonunda çoktan seçmeli bir test katılımcılara ön-test ve son-test olarak uygulanmıştır. Sonuçlar SPSS programı kullanılarak analiz edilmiştir. Deneyin sonuçları, deneyin ardından her iki grubun da dikkat çekici bir gelişim gösterdiğini ortaya koymuştur ve son-test sonuçları da kontrol gruba deney grubu arasında anlamlı bir farklılık olduğunu göstermiştir.

Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi, Derleme Dayalı Aktiviteler, Bağımlı Dizinler, Gramer Öğretimi.

ABSTRACT

THE EFFECTS OF CALL IN EFL: USING CONCORDANCE LINES ON GRAMMAR TEACHING

AKYÜZ, Serhat

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In recent years, with the development of technology, computers have been an important member of our lives. Language classrooms have also benefited from the utilization of computers. Thus, computer assisted language learning (CALL) has become a popular subject of language learning and teaching. This present study aimed to examine the effectiveness of CALL using concordance lines on lower level students' grammar learning. In the study, the corpus based grammar learning and course book based grammar learning were compared. The participants were 82 freshmen students studying in the Tourism Management and Hospitality Department in Balıkesir University. The subjects in two groups were applied 4-week treatment. Four grammar points were chosen to be taught in treatment process. Control group, which included 41 participants, was given target grammar structures using the grammar sections and exercises from the course book. In experimental group which has 41 participants as well, the grammar points were taught using the concordance lines and exercises prepared with the sample sentences from the concordancer. At the beginning and at the end of the experiment, a multiple-choice test was given to subjects as pre and post-test. The results were analyzed by using SPSS program. The results of the experiment revealed that both groups made remarkable progress after the treatment and the post –test results indicated a significant difference between experimental group and control group.

Key Words: Computer Assisted Language Learning, Corpus-based Activities, Concordance Lines, Grammar Learning.

LIST OF ABBREVIATIONS

CALL	: Computer Assisted Language Learning
DDL	: Data Driven Learning
SPSS	: Statistical Package for Social Statistics
EFL	: English as a Foreign Language
ESL	: English as a Second Language
SLA	: Second Language Acquisition
ELT	: English Language Teaching
OANC	: Open American National Corpus
MASC	: The Manually Annotated Sub-Corpus
COBUILD	: Collins Birmingham University International Language Database
BNC	: British National Corpus
COCA	: Corpus of Contemporary American English
ENIAC	: Electronic Numerical Integrator and Computer.
MS-DOS	: Microsoft Disk Operating System
IBM	: The International Business Machine
CD-ROM	: Compact Discs
WWW	: World Wide Web

Dedicated to my late father...

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1. INTRODUCTION

Computers are an inevitable part of our lives in today's world. They become more integrated in every field of social life. Education, among these fields, is also greatly influenced by the computers. Teachers and students have started to benefit from computers in their classrooms. One of the usages of technology in education is Computer Assisted Language Learning (CALL). CALL which is defined as "the search for and study of applications on the computer in language teaching and learning" (Levy, 1997, p.1) has developed very rapidly recently. As the computer technology develops, the materials and techniques used in language teaching increased accordingly.

As a recently prominent approach to CALL, corpus linguistics has become a widely utilized language learning tool. A corpus is basically made up of natural texts which are studiously gathered and organized (Biber, Conrad and Reppen, 1998). As the form of using corpus in language learning, Hunston (2002) defines the term 'language corpus' as written, or spoken linguistic data collections, which are organized, or collected with a goal to demonstrate a specific pattern of a language, or introduce some collections of a language. Language corpora can include both written texts taken from newspapers, books, magazines, essays, etc. and spoken texts containing formal or informal conversations, radio and TV shows, weather broadcasts, business meetings etc. (Chen, 2004). Even though these two types of collections seem different, there is a common point for both, which is a crucial aspect of using corpus in language learning; authenticity.

The use of authentic materials in language learning has been debated for years. The term authentic material varies from newspapers, articles to novels, interviews etc. Today, reaching to authentic material is easy by means of the corpus based programs on the Internet. Using these materials through corpora and concordancer based activities is defined as data-driven learning (DDL) and it exposes the students to examples of more realistic language than invented or artificial examples (Johns, 1994). Students explore the language samples and try to identify the patterns, contrary to learning the rules directly with the help of an artificial source.

Although concordancers become popular in language learning, the studies are mostly based on vocabulary learning. The examples of using concordancers on grammar learning are very few. In line with this situation, this study will examine the efficiency of concordancers on grammar learning on lower level EFL (English as a Foreign Language)

students. The aim of the study is to reveal the differences of students' grammatical competence after course book-based lessons and concordance-based lessons.

This chapter presents the background of the study, purpose of the study, research questions, significance of the study and definition of the terms used in the research.

1.1. Background of the Study

Concordancers have been used as a language learning tool for a while. Peachey (2005) defines concordancer as a piece of programming, either installed on a PC or accessed online through a website, which can be utilized to search, access and analyze language from a corpus. The concordancer tells us the given words and their correct use in various authentic texts. These authentic texts can be found in online corpora. Today, there are numerous online corpora which draw attention of language teachers to use them in their classrooms.

In the literature of the studies about using concordancers, corpus is mostly used in teaching writing and vocabulary. While several studies investigate the effectiveness of corpus in writing (Anthony, 2006; Gilmore, 2008; Gaskell and Cobb, 2004; Koo, 2006; Abualsha'r and Abuseileek, 2013), some researchers study teaching vocabulary using concordancers (Chao, 2010; Al Jarf, 2007; Sun and Wang, 2003; Koosha and Jafarpour, 2006). Additionally, there are some studies on reading comprehension (Berardo, 2006; Gordani, 2013). The studies focused on using corpus based material in grammar teaching are relatively few (Vannestal and Lindquist, 2007; Lin & Lee, 2015; Boulton, 2009). The participants of these studies are generally high-level students.

In literature review, it is witnessed that the studies investigating the effect of concordancers on grammar learning are comparatively rare. Furthermore, generally high-level learners participate into these studies. Consequently, more studies should be conducted to reveal the effects of concordancers on grammar learning of lower level participants.

1.2. Purpose of the Study

Concordancing in the classroom is becoming an increasingly popular subject in language teaching. With the development of corpus technologies, many language teachers try to integrate concordancing technologies into their classrooms. For the purpose of investigating the effects of these technologies in language classrooms, various studies have been conducted. Although the focus of the studies on using corpus based technologies in language classrooms are mostly on writing and vocabulary (Anthony, 2006; Gaskell and

Cobb, 2004; Koo, 2006; Abualsha'r and Abuseileek, 2013; Al Jarf, 2007; Sun and Wang, 2003; Koosha and Jafarpour, 2006; Gilmore, 2008; Chao, 2010), there are several studies investigating the effects of concordancing programs on reading and grammar learning (Berardo, 2006; Gordani, 2013; Vannestal and Lindquist, 2007; Lin and Lee, 2015; Boulton, 2009).

Detecting the lack of studies on lower level students in the literature, this study aims to investigate the effects of concordance lines on lower level students' grammar learning.

1.3. Research Question

The research question of this study is as follows;

How does the use of concordance lines to teach grammar affect the lower level students' proficiency compared to the course book based method?

1.4. Significance of the Study

Considering the increasing usage of technology in language classrooms, this study will provide evidence about the effectiveness of concordancers on grammar learning of lower level students. The findings of the study will contribute to the literature by revealing whether a concordancer is efficient in grammar teaching compared to course book based method.

In the literature of corpus-based studies, it is noticed that grammar learning is neglected compared to vocabulary or writing. Especially studies focusing on grammar teaching to lower level students are really rare. For this reason, this study will give an idea to the teachers considering using technology in their classrooms for their lower level students. In Turkey, grammar is generally taught by giving rules and demanding students to memorize and use the patterns according to these rules. With the help of this study, language teachers will have an idea about concordancers and find an alternative way of teaching grammar in their classrooms.

1.5. Limitations

There are some limitations of the study.

1. The study is limited to 82 freshmen students studying at Balikesir University - Burhaniye Applied Sciences Vocational School, Tourism Management and

Hospitality Department. Therefore, the findings of the study cannot be generalized to all English language learners.

2. For the experiment, 4 structures of English grammar were chosen. The results may differ when some other target grammar structures are chosen for the experiment.
3. The study was conducted in 4 weeks. Having a longer experiment period would be helpful to understand the effectiveness of corpus based activities.

2. LITERATURE REVIEW

2.1. Corpus Linguistics

In this chapter, corpus and corpus linguistics will be defined and the history of corpus linguistics will be described according to its developmental process. Data Driven Learning will be explained and a list of text corpora and applications of corpora in language teaching will be introduced.

2.1.1. The Definitions of Corpus Linguistics

Increasing presence of technology in everyday life caused teachers to integrate computer technologies to language classrooms. Among these technologies, reaching the source of real language material attracted teachers' attention and online corpora began to be used as language learning material. As a result, corpus linguistics became an essential subject in linguistics. McEnery and Wilson (1996) essentially described corpus linguistics as a study of language or a linguistic methodology based on samples of 'real life' language use. In his definition, Granger (2002) described the corpus linguistics as a methodology established on the use of electronic collections of naturally occurring texts, viz. corpora. In both definitions, real life, natural, language texts, namely corpora, are emphasized. According to Conrad (2000) "corpus linguistics is the empirical study of language relying on computer-assisted techniques to analyze large, principled databases of naturally occurring language" (p.548). Moreover, Kennedy (1998) ,in his study, described corpus linguistics as "based on bodies of text as the domain of study and the source of evidence for linguistic description and argumentation" (p. 7). In a broader definition, Farr (2008) defined corpus linguistics as an approach and has been used in many disciplines: e.g. dialectology, lexicography, sociolinguistics, language materials development, language therapies, speech technology, forensic linguistics, literary studies, language change and evolution and grammar research.

Corpus (plural, *corpora*) originated from Latin, means "body". But in linguistics, it is used as a 'body' of a language. A corpus can be defined as a collection of texts consisting of authentic language data. Sinclair (1991) defines corpus as "a collection of some pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language". Meyer (2002) defines the corpus as "a collection of texts or parts of texts upon which some general linguistic analysis can be conducted" (p. xi). Today, corpora are digitalized and can easily be accessible online. In the past, these

collections of language were written on papers. In the next chapter, the history of corpus linguistics will be discussed.

2.1.2. History of Corpus Linguistics

Corpus Linguistics is a branch of linguistics that emerged almost two hundred years ago. At first, scholars collected language samples and recorded them on papers to understand the system of a language. As Teubert (2005) asserts that "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).

When computer era began, corpus was transferred to electronic format in 1960s when the first computer corpus, Brown Corpus, was created. Although corpus was mostly accepted as a valuable source, there occurred a controversy among linguists. Generative grammarians were opposed the idea of limited corpus representing unlimited language. For instance, Chomsky (1988, cited in McEnery and Wilson, 1996) suggested that the corpus could never be a useful tool for a linguist because a linguist should model language competence rather than performance. He also declared that corpus data could not differentiate wrong sentences from sentences which had not existed yet, but native speaker intuition could distinguish which sentences were grammatically incorrect. However, descriptive linguists confronted that idea on the assumption that native speaker intuitions do not provide empirical evidence.

Corpora were affected by the debates in linguistics community and ignored almost for 20 years. In 1990s, corpora were linked to the computer and lived its brightest period. With the help of easily accessible corpus collections on computers, many studies were carried out at that time.

2.1.3. Corpora in Language Teaching

Today, as technology is used more and more in classrooms, corpus is considered as a useful material in language classes. Despite its earlier appearance, teachers started to realize the benefits of corpus in language teaching at the beginning of 1990s. Initially, the interest of language teachers on corpus was aroused in 1987 when the first corpus- based dictionary, Collins COBUILD English Language Dictionary, was published. Some EFL teachers and researchers believe that the use of corpora is very useful for EFL learners as corpora bring the natural and authentic real-life language to the classroom to help students to understand the descriptions of a language (Hunston, 2002).

The utilization of corpora in language classrooms indicates two main applications in EFL teaching and learning: direct and indirect use. In the direct application, language learners and teachers search and use corpora themselves in order to discover the specific patterns of language or the behavior of words (Bernardini, 2002). Exposed to real language, students are supposed to deduce the language patterns, lexical collocations etc. In this approach students have learning autonomy accessing and studying on corpus directly. Teachers are observers and their role is to associate the students with the corpus material. This method is also called data driven learning (DDL) which will be mentioned in a separate topic. On the other hand, indirect application centers upon the researchers who are the providers of corpora for language teachers, materials designers, and course developers, all of which use the evidence originated from corpora while designing courses for language classes or developing teaching materials for the field (Hunston, 2002). In this approach, the corpus is used by learners under the control of teachers. Teachers arrange the concordance lines for specific context and purpose of the lesson and guide students by asking questions to show them the way they can reach the language pattern or context. In both applications, learners are exposed to authentic material and find a chance to analyze this material in order to understand the language forms and patterns.

Although it has caused debate in the time it first emerged, corpus has many benefits and influences in language learning. Before corpora, linguistic descriptions were based on what native-speakers know about language or what they perceive language to be instead of real language use. Thanks to corpora, we have gained a better understanding of how language is used and new insights into language structure (Tsui, 2004). Today, both teachers and students benefit from corpora in language classrooms. Teachers use corpora as a useful source for their activities. In the past, they wrote their own sentences to use in the classrooms. These sentences lacked authenticity and they were limited in amount. Students usually had difficulty studying on these sentences (Sun and Wang, 2003). But now, they prepare their materials using real sentences. They can choose appropriate sentences from the corpus and give them to their students to analyze and discover new patterns. Students, on the other hand, became the controllers of their own learning. Corpora provide many examples of the search item in its context of use but it does not tell the grammar structure, the meaning of the word or phrase. Students need to analyse the given samples and deduce the pattern and structure mentioned. In other words, learners are not taught by giving the rules, but they explore corpora to find out patterns among various language samples (Boulton, 2010). Also, by directing the students to discover the language from the real context, students' inductive

reasoning skills develop. Students become more aware of language use in real life. They explore many examples, make generalizations and understand the language with the help their discoveries on corpus. In sum, After the use of corpora the roles of both teachers and students have changed. Learner-centered methodologies have been reinforced, and the conception of teachers as sources of knowledge left its place to teachers as guides and facilitators, or even co-researchers (Gabrielatos, 2005).

By means of increasing popularity of corpus in EFL context, the terms such as DDL and concordancing are encountered more often. In the next section, DDL, its meaning and features will be mentioned.

2.1.4. Data-Driven Learning

DDL (Data Driven Learning) is a method which enables students to analyze original texts from a corpus using a concordancing program in the classroom. In this method, the student is in the center of learning process and the teacher acts as a facilitator. The term was first presented by Tim Johns in 1991. The aim was to increase learners' autonomy in language learning with the help of using concordancing program in classroom. In this method, learners exploit corpora by using concordancer to understand language. This method differs from traditional method. Because it requires students to observe a particular phenomenon of a language presented by concordance lines and hypothesize how this phenomenon of a language works, and then see whether the hypothesis is correct (Payne, 2008).

Gilquin and Granger (2010) indicate various advantages of DDL method. Firstly, it adds authenticity into the classroom by corpora so that learners can have a chance to analyze authentic material to find examples of a particular linguistic item. Secondly, DDL has a corrective function. Learners compare their written productions with the examples in a corpus or they can examine common learner errors. Indeed, learners can find the support they need to correct their own interlanguage features (misuse, overuse and underuse) and thus they can improve their L2 writing. Thirdly, DDL approach the advantage of including discovery element which provides motivation and fun in language learning. As language researchers, learners are encouraged to observe corpus data, make hypotheses and define rules in order to gain insights of language (Gilquin and Granger, 2010).

In DDL, the student-centered classroom design includes classroom interaction, in which students can communicate through their own understanding of the language knowledge to

achieve the purpose of the acquisition of language. This learning mode supports the learner's autonomic learning ability to explore and discover language knowledge (Guan, 2013).

The teaching of grammar through DDL seems to rely on both product and process approaches, and it is suggested that grammar learning should mainly include activities which can raise language learners' consciousness rather than activities which try to focus on the teaching of rules (Hadley, 2002).

2.1.5. The List of Text Corpora

There are many corpora available on the Internet. In this section, the most popular and richest corpora will be introduced briefly with visuals.

2.1.5.1. Google Books Ngram Corpus

Google Books Ngram Corpus can be claimed to have the biggest corpus data. It contains data of all the books in Google Books platform beginning from 1800s to today. Basically, there are three main corpora on Google Books which are American English Corpus including around 155 billion words, British English Corpus including around 34 billion words and Spanish Corpus including around 45 billion words.



Start with which corpus?

Corpus	Size (words)
American	155 billion
British	34 billion
Spanish	45 billion

[Compare to standard Google Books interface]

Mark Davies
Brigham Young University

Figure 1. Word Counts of Corpora in Google Books

Apart from these corpora, Google Books has some special sub-corpora such as Corpus, English Fiction Corpus, English One Million Corpus and the corpora of other languages such as Chinese, Russian, French, German, Hebrew, Italian and Russian. Google Books has a special concordancer system to work on the corpora named Ngram Viewer. Google Books Ngram Viewer is an online search engine that lets users to make systematic research on corpus data by filtering with custom criteria such as date, words, collocates, phrase, substring, lemma, part of speech or synonym. Ngram Viewer offers graphical search results and lets users to sort out the results according to relevance, frequency and alphabetical order.

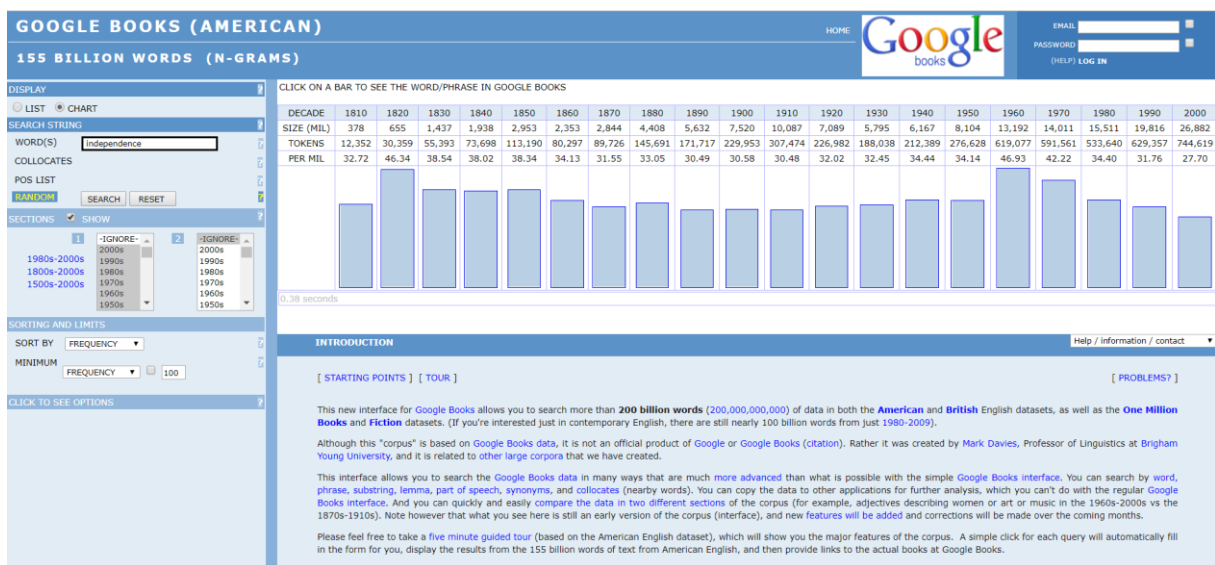


Figure 2. Interface of Google Books Ngram Viewer

2.1.5.2. American National Corpus

American National Corpus started collecting data in 1990 and includes the texts of any genre and transcription of spoken data of American English resources. It is an open corpus which means that it has not been completed yet, ready to be contributed by users and growing constantly.

American National Corpus is composed of two contents, OANC (Open American National Corpus) and MASC (The Manually Annotated Sub-Corpus). OANC includes around 15 million of words of American English with automatically produced annotations such as structural markup down to the level to paragraph, words, noun chunks, verb chunks and name entities.



Figure 3. Web Page Interface of American National Corpus

MASC includes 500,000 words derived from OANC and equally distributed over 19 genres of American English which are court transcript, debate transcript, email, essay, fiction, Gov't documents, journal, letter, newspaper, non-fiction, spoken, technical, travel guides, twitter, blog, ficlets, movie script, spams and jokes. What makes American National Corpus different from other corpora is that it is richly annotated. As concordancer, American National Corpus uses four different concordancer tools which are ANC Tool, ANC2Go, GATE Tools and UIMA Tools. These tools serve for different purposes in corpus analysis.

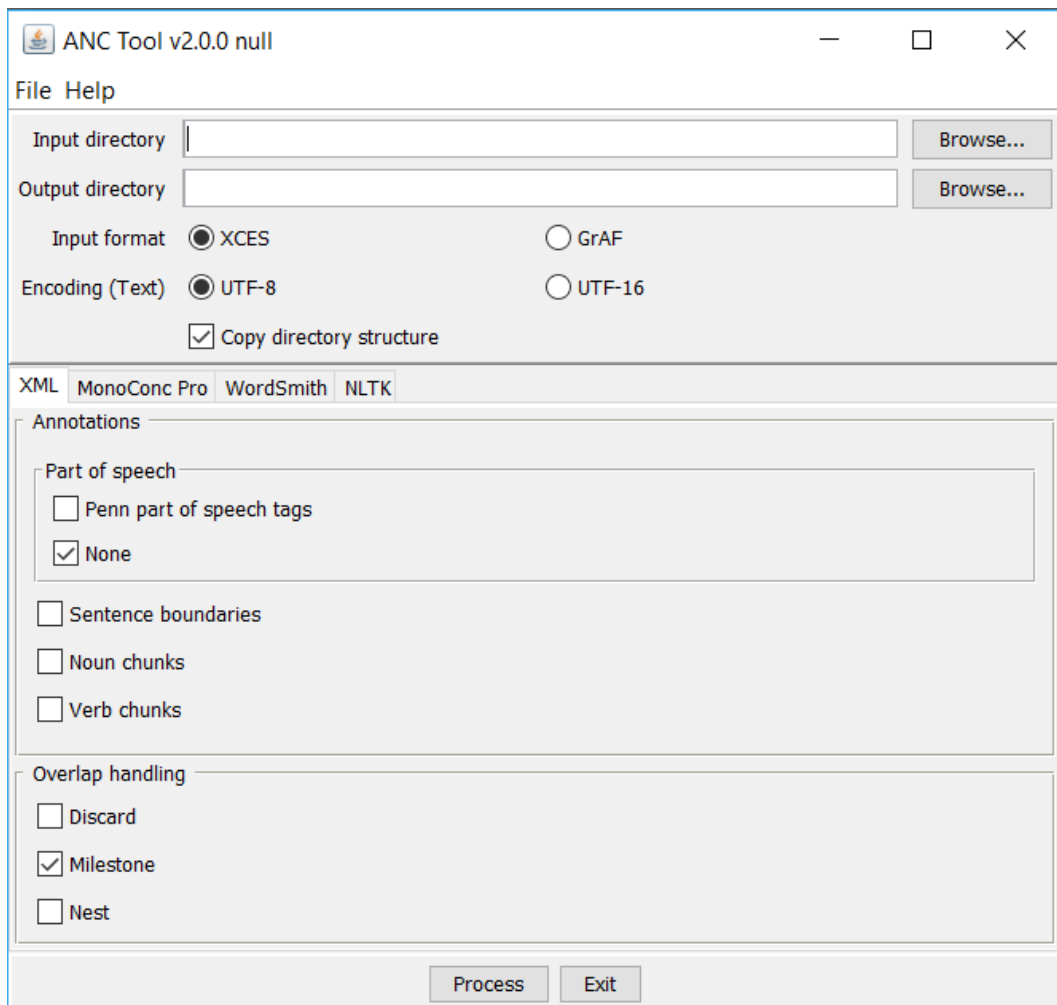


Figure 4. Software Interface of ANC Tool

2.1.5.3. Bank of English Corpus

Bank of English is a huge collection of English texts, mainly of British origin. The data sources are books, magazines, websites and newspapers locations such as North America, Australia, New Zealand, South Africa etc. It relies on the COBUILD (Collins Birmingham University International Language Database) project of University of Birmingham. The Bank of English COBUILD corpus includes around 200 million words of both spoken and written English. The Bank of English uses a special analyzing system and performs actions such as pre-processing, lexical analysis, morphological disambiguation and syntactic mapping.

The screenshot shows the web interface of the Language Technology World portal. At the top, there is a navigation bar with links for RSS, Accessibility, Contact, About, Updates, and Legal Information, along with a 'Log in' button. Below this is a grid of categories: Information & Knowledge, Players & Teams, IPR & Products, Resources & Tools, and Communication & Events. The main content area is titled 'The Bank of English (COBUILD Corpus)' and includes a search bar, a breadcrumb trail, and several sections: 'annotation format', 'developed by organisation(s), person(s) or within project(s)', 'language data type', 'modality type', and 'description'. The 'description' section provides a detailed overview of the project, its funding, and the analysis system used. A sidebar on the left contains 'GENERAL INFORMATION' and 'SUPPORTERS'.

Figure 5. Web interface of The Bank of English COBUILD Corpus

2.1.5.4. British National Corpus

British National Corpus which was created and funded by Oxford University press includes around 100 million words beginning from 1980s. The data of BNC is mainly derived from academic papers, magazines, fictions, newspapers and spoken transcriptions. BNC contains only British English sources and can be regarded as a synchronic corpus that only the sources of late 20th century is used. BNC is among those corpora that have been used in language education. Oxford University Press effectively used BNC in language instruction, mainly in two ways: (1) by letting researchers and publishers benefit from the samples in corpus for references and in creating materials. (2) by letting the language learners figure out the authentic use of words, chunks and collocations etc.

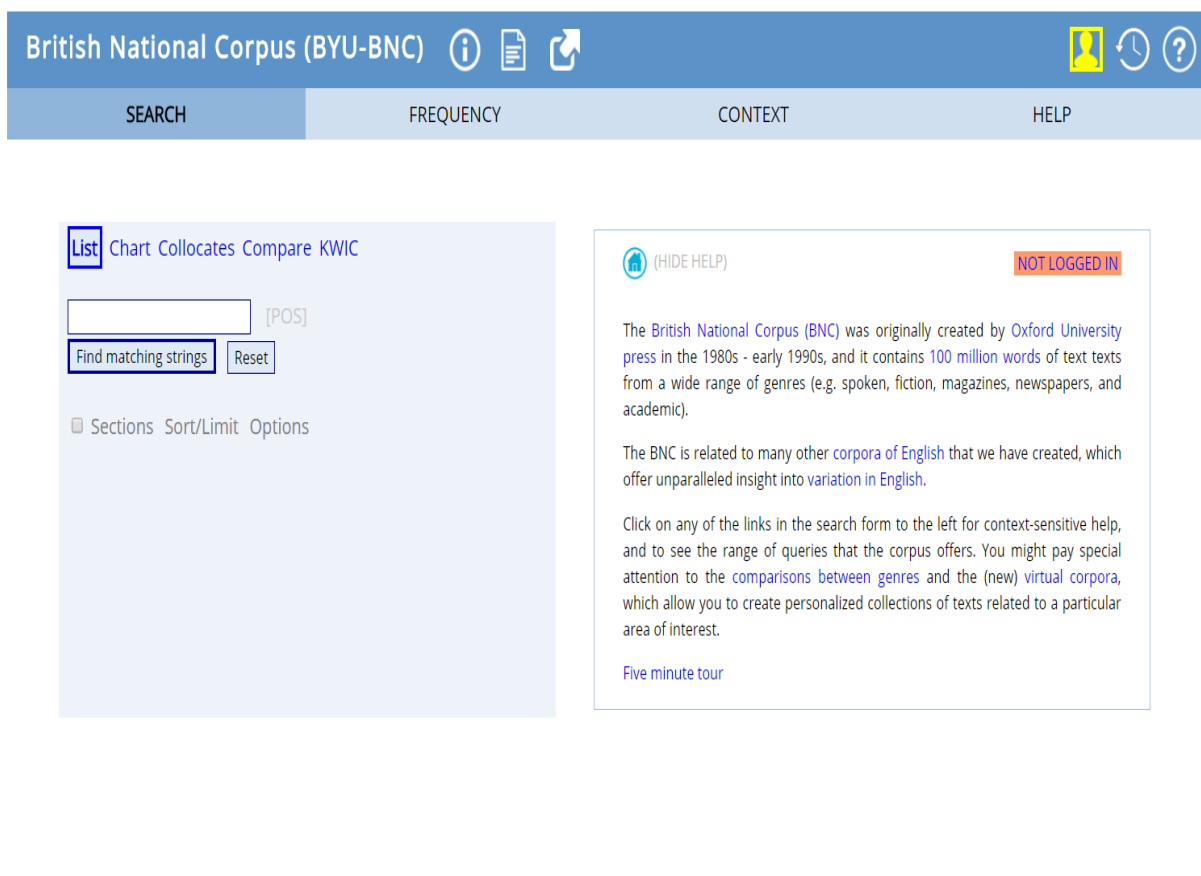


Figure 6. Web Interface of British National Corpus

2.1.5.5. Corpus of Contemporary American English

Corpus of Contemporary American English (COCA) covers the years from 1990 to 2015 and includes 450 million words. It is regarded as the most widely used and structured online corpus. COCA is divided into 5 main categories; (1) spoken, 85 million words, (2) Fiction, 81 million words, (3) Popular Magazines 86 million words, (4) Newspapers, 81 million words, and (5) Academic Journals, 81 million words. COCA uses the same interface with British National Corpus. Queries in the web interface can be made with words, phrases, synonyms, lemmas, part of speech and alternates. Though it serves as online, COCA offers four extensive data files for offline use which are full-text, word frequency, n-grams and collocates data.



Figure 7. Web Interface of Corpus of Contemporary American English

2.1.5.6. Turkish National Corpus

Turkish National Corpus is a general-purpose reference corpus with 50 million words, covering a 20-year period (1990-2009). It covers written and verbal examples of contemporary Turkish from a variety of different fields and genres. During the creation of the Turkish National Corpus, the structure of the British National Compilation has been taken as a model in general and the necessary changes have been made in the corpus.

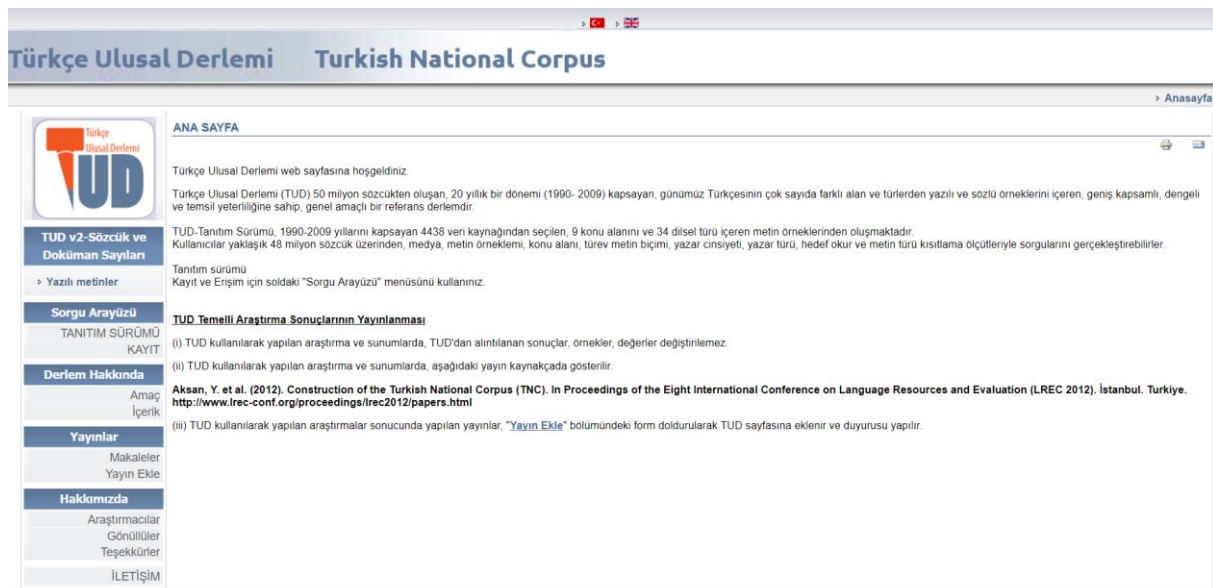


Figure 8. Web Interface of Turkish National Corpus

2.1.6. Applications of Corpora in Language Learning.

In this section, studies on using corpora in language teaching are reviewed. Studies are categorized according to language skill to be taught such as vocabulary, writing, grammar, reading. At the end of the section, the studies about corpora usage in language instruction are examined.

2.1.6.1. Using Corpora in Vocabulary Instruction

Vocabulary instruction is presumably the most favored subject for researchers who study on corpora application in language learning. Especially, collocation learning is accepted as a suitable subject to examine the effects of corpora on vocabulary instruction by many researchers. In one of these studies, Sun and Wang (2003) focused on the relative effectiveness of inductive and deductive approaches to learning collocations by using a concordancer and also the relationship between cognitive approaches and levels of collocation difficulty. 81 second year students were chosen and as a result, it was found out that the inductive group improved significantly better than the deductive group in the performance of collocation learning and easy collocations seem to be more suitable in the concordancer learning setting. Another study about collocations is conducted due to the limited empirical studies on collocation learning for Taiwanese junior high students via concordancer. For this reason, Chao (2010) attempted to investigate the effects of concordancer on collocation learning of Taiwanese junior high students. 71 junior high students attended the research and pre-test, post-test and a questionnaire about students'

attitudes were used to acquire data. Chao (2010) found that even junior high students, who are relatively lower proficient students than senior high and college students, can benefit from concordance learning with careful course design and appropriate guidance. Overall, the students in the current study considered concordance learning positively.

Data Driven Learning and vocabulary instruction are regarded as fruitful fields of study particularly when combined. To analyze the effects of DDL and concordancing tools on teaching collocations of prepositions, Koosha and Jafarpour (2006) chose 200 English major students studying at three different universities in Iran. Students divided into two groups one of which was exposed to conventional-based treatment and the other was taught through the DDL approach that was based on concordancing. Koosha and Jafarpour (2006) concluded that the DDL approach was remarkably effective in the teaching and learning collocation of prepositions and learners' performance was positively correlated with their levels of proficiency. Also, the analysis of errors of collocations indicated that Iranian EFL learners were in favor of carrying over their L1 collocational patterns in to their L2 production.

Most of the studies show that corpora are often used as an alternative to traditional vocabulary teaching. In his study, Al-Jarf (2007) intended to use online learning in EFL vocabulary instruction from home as a supplement to classroom instruction. The participants were 53 freshman students. Their pre-test and post-test results showed that active participants made higher gains than inactive participants. Al-Jarf (2007) reached the conclusion that using technology from home as a supplement to traditional classroom techniques helps motivate and enhance EFL students' learning and acquisition of English vocabulary.

In conclusion, vocabulary, especially collocation learning, is preferred by several researchers who study on corpus application in language learning. As a result of these studies, it is concluded that corpora can be accepted as a profitable tool to teach vocabulary. It can be used as an alternative method or a supplementary method to traditional teaching methods. In both ways, learners can be benefited from corpora to develop their vocabulary knowledge. In addition, in some studies, it is observed that students consider corpora positively and become more motivated compared to traditional teaching techniques.

2.1.6.2. Using Corpora in Writing Instruction

Writing has always been an important skill for language learners. With the application of corpus in writing instruction, students began to observe written samples of real life

materials. Since the utilization of corpora in language learning, several studies have been conducted to analyze the effects of corpora in writing instruction. For instance, Koo (2006) studied on how English as a Second Language (ESL) students from Korea use a corpus as a reference tool in conjunction with dictionaries when paraphrasing English newspaper articles in order to understand aspects of using reference tools for writing and to analyze technologies that can help foreign language writers. The participants were Korean graduate students with advanced English proficiency. As a result, it is found out that the use of reference tools led to an improvement in the accuracy of writing and concordancing program played an important role in defining the structure and context of English phrases and sentences. In another study, with the help of commonly used large corpora such as the British National Corpus and the COBUILD Corpus and Collocations Sampler, Gilmore (2008) aimed to introduce corpora to readers and to show how they can be effectively used in the redrafting stages of writing to both minimize the teachers' workload and encourage greater cognitive processing of errors. He described an exploratory investigation comparing the use of these two online corpora in Japanese university writing classes. It is concluded that the participants were able to improve the naturalness of their writing after training session and most of them found these sources beneficial. Another study was conducted on account of the problems on sentence-level writing errors of second language learners. Gaskell and Cobb (2004) reported on concordance information available for lower intermediate second language writers. Their report has achieved 4 different aims: (1) makes a case in principle for concordance information as feedback to sentence-level written errors, (2) describes a URL-link technology that allows teachers to create and embed concordances in learners' texts, (3) describes a trial of this approach with intermediate academic learners, and (4) presents preliminary results. With the purpose of investigating the effect of using concordances and word processors on EFL graduates' performance in academic writing, Alshaar and AbuSeileek (2013) studied on using linguistic corpora and Word processors for correcting grammatical and spelling mistakes. The participants were 48 MA students and in order to acquire results quantitative and qualitative measures were used. To find the participants' achievement, pre- and post-tests were used; semi-interviews and answers to a questionnaire were also analyzed to investigate their attitude toward using concordances and word processors in writing. As a result of this study, Alshaar and AbuSeileek (2013) concluded that students' performance improved due to the effect of using concordances; however, spelling and grammar word processor had a slighter effect on their achievement.

As can be inferred from the studies above, corpus is used as a model in writing instruction. Students examine the real-life samples from corpus and correct or rewrite their papers according to the patterns, structure and language use which they deduce. In these studies, it is concluded that, corpus has generally positive effects on learners' performance in writing. The improvement in accuracy and enhancement in naturalness is noticed in learners' writings.

2.1.6.3. Using Corpora in Grammar Instruction

In most language classrooms, grammar is taught by giving the rules to students and expect them to memorize and then use them properly. It seems time saving and effortless for teachers. But is it effective or lasting? After beginning to use corpora in education, teachers started to think about it and some of them found corpus as an alternative. Therefore, they began to conduct studies to examine the effectiveness of corpus in grammar instruction. In one of these studies, Boulton (2009) aimed to see how lower-level learners cope with corpus data with no prior training due to the arguments about the necessity of extensive learner-training in corpus techniques especially for lower-level learners. The participants were 132 first-year college students in France. As a result of the study, no evidence was found that traditional sources promote better recall, and corpus data seemed to be more effective for reference purposes. In another study, Lin and Lee (2015) investigated the experience of six early-career teachers who team-taught grammar to EFL college students using data-driven learning (DDL) for the first time. Apart from some challenges, the results showed that the teachers found DDL an innovative and interesting approach to teach grammar, approved of DDL's capacity to provide more incentives for students to engage in discussion and accepted its effectiveness in transforming relatively passive students into active learners.

Some studies about the attitudes of students also take place in literature. In one of these studies, Vannestål and Lindquist (2007) intended to analyze students' attitudes towards grammar and how these attitudes are affected by the introduction of concordancing considering scarce empirical study on using corpus in grammar teaching. Their aim was to increase the students' motivation by showing them that English grammar is more than a set of rules in a book and also to make students more responsible for their own learning. In the study, corpus was used as a complementary material in curriculum for first-semester English at Växjö University in Sweden. As a result of this study, it was concluded that corpora

require much time to practice for the students, especially weak ones. Therefore, several students did not find corpora helpful for learning grammatical rules.

In the literature, it can be noticed that the studies focusing on using corpus based materials in grammar instruction are not plentiful. As a matter of fact, in some studies, it is recommended to conduct further researches. Nevertheless, it can be concluded from these small number of studies that corpus has the power to make the passive students be active learners in the classroom and also it is witnessed that corpus-based material is more effective in reference purposes. Apart from these positive remarks, Vannestål and Lindquist (2007) revealed a negative aspect of corpus in grammar instruction. In language classroom, corpus requires more time for practicing especially for weak learners. For this reason, it can be found demanding and challenging for low-level students.

2.1.6.4. Using Corpora in Reading Instruction

Corpora has been used in language classrooms to teach different skills. Among these skills, reading gives the impression of being neglected by researchers. However, some researchers who have studied on vocabulary and grammar, actually study on reading simultaneously. It is difficult to evaluate these studies separately because they are related to each other according to skills which are hoped to improve.

In this section, studies focusing especially on reading will be presented. Berardo (2006) studied on using authentic materials in teaching reading. In the study the advantages and disadvantages of using authentic materials in reading were discussed. It was mentioned that there are positive aspects of authentic material usage: They are highly motivating, giving a sense of achievement when understood and encourage further reading. And also, students benefit from the exposure to real language being used in a real context instead of artificial language. In another study, Gordani (2013) used a randomized pretest and posttest control group design in order to examine the effect of corpora in General English courses on the students' vocabulary development. An online corpus-based approach was combined to 42 hours of reading comprehension classroom instruction. The results showed that the experimental group outperformed the control group on the posttest suggesting that the main effect of corpus integration has been significant.

Although reading remains in the shadow of especially vocabulary and grammar, two sample studies are reviewed under the title of this skill. As a result of these studies, the

positive effects of real language can be observed. Additionally, students become more motivated and outperformed the control group considering reading comprehension skills.

2.1.6.5. Applications of Corpora in Turkey

Various studies have been reviewed all around the world in previous sections. There are valuable studies about this subject in Turkey, too. Under this section, some studies about using corpora in language classrooms in Turkey will be reviewed.

Studying on using authentic texts, Ozkan (2011) aimed to experiment an alternative assessment in order to observe both recognition and production skills. Participants of the study were students at the ELT department in University of Cukurova. News articles were integrated to *English Contextual Grammar* course for a term. This study exhibited a learner centered approach to assessment of grammatical competence. The effectiveness of the procedure and students' perceptions about this alternative method were demonstrated in the study. The results showed that learners feel more successful and comfortable if assessment reflected classroom language with content and face validity. Considering the lack of interest and practical knowledge about the pedagogic role of the corpus, Kayaoglu (2013) intended to examine the feasibility of using a corpus to help students differentiate between close synonyms which have similar meanings but cannot be substituted one for the other. Participants who were 23 intermediate level students majoring in English (in the English Prep program) were asked to use the corpus when deciding the appropriate close synonym in the 50 sentences given. Also, the participants were interviewed for the reflection about the process and corpus program. As a result of the study, it was proposed that on condition that learners exposed to authentic examples more, corpora can be utilized for pedagogic purposes from syllabus design to materials development. Besides, teachers should be made fully aware of what corpora offer for language teaching and corpora should be used in language classrooms more. It is mostly believed that the research in DDL needs more effort to draw encouraging implications for EFL/ESL settings. To this end, Çelik (2011) aimed to investigate the effects of data-driven learning (DDL) on EFL learners' achievement and retention of lexical competence comparing to dictionary use. Participants obtained instruction through a learning management system and pre- and post-test about collocations were applied to collect data. At the end of the research, Çelik (2011) concluded that pre- and post-tests did not show a significant difference between the two experimental groups but a later 'retention' test did show that the corpora-based learning group had a higher level of

retention. In another study about corpus-based activities, Uçar and Yükselir (2015) aimed to display the impacts of corpus-based activities on verb-noun collocation learning in EFL classes. The participants were 30 preparatory class students at School of Foreign Languages, Osmaniye Korkut Ata University. Pre-test and post-test were applied to both groups consisting of 15 students. As a result, there is a statistically significant difference between experimental group, which was taught through corpus-based materials taken from COCA and control group, which was taught through a conventional method, in terms of the type of treatment. It was concluded that corpus-based activities have a significant impact on verb-noun collocations in EFL classes.

In conclusion, the studies in Turkey about using corpus based activities in language classrooms provide valuable information for language teachers in our country. In these reviewed studies, the importance of authentic material has been revealed and it is suggested that teachers should be informed about corpus and encouraged to use it in language classrooms. Additionally, in her study Ozkan (2011) recommended an alternative assessment model to use in grammar teaching. Due to fact that grammar teaching is mostly based on form in our country, this new model which combines three dimensions; meaning, form and use can be considered valuable for language teachers.

2.2. CALL

In this section, some definitions of CALL will be given and the historical stages of CALL will be mentioned. Finally, advantages and disadvantages of CALL in language teaching will be discussed.

2.2.1. The Definitions of Call

There are several definitions of CALL in language teaching. Levy (1997) defined CALL as “the search for and study of applications on the computer in language teaching and learning” (p.1). It is a broad definition. The first use of the word ‘CALL’ as a language term dates back to 1983. The term ‘CALL’ was first used in a TESOL (Teachers of English to Speakers of Other Languages) convention in Toronto. All the participants at the convention agreed on this term (Chapelle, 2001).

CALL has also been described in newer studies. For instance, Gamper and Knapp (2002) defined CALL as a field of research that discovers the approaches and the techniques

employed by computers in the field of language learning along with their benefits. Beatty (2003) described CALL as a process of learner using a computer and, consequently, improves his or her language. Focusing on learning aspects of CALL, Navaruttanaporn (2010) defined CALL as utilizing the Internet software programs and computers for language teaching, which has two important aspects; bidirectional learning and individualized learning. The utilization of computers in language classrooms by teachers or students caused the term 'CALL' to be studied in language teaching and today it is becoming more and more popular and diverse in language classrooms.

2.2.2. Using Computers in Education

Education has undergone radical changes through the history. For a long time, behaviorism maintained its influence on educational policies. After the developments and studies on the functionality of human brain, cognitivism emerged as a reflection of these studies. The rise of the research concepts such as interaction, constructing the knowledge and individualism yielded to the emergence of constructivism which is the prevailing learning approach in education. At present, along with these methodological shifts, the invention of computers acted as a significant technical milestone that radically changed the nature of educational fields.

Beginning from the invention of first computer, there has been a rapid and comprehensive change in computer technology and education has been highly affected by these changes. The first computer was invented by Charles Babbage in 19th century but this computer was not practical for personal use. ENIAC (Electronic Numerical Integrator and Computer) can be accepted as the first attempt for a general-purpose computer with its digital function but lacking an operating system. In the mid-20th century, by means of using transistors in computers, the computer technology reached a point which constitutes the fundamental technology of today's computers. The other significant factor that act as a stepping stone in computer technology was the developing of computer programming languages. Microsoft Disk Operating System (MS-Dos) was born in 1980 and The International Business Machine (IBM) announced the first personal computer in 1981. After 3 years, in 1984, Apple introduced Macintosh computer which had a user-friendly interface that is icon-driven (Steitzl, B. 2006). In 1990, with the emergence of Windows Operating

System, computers started to be used by individuals practically. This step is the most significant factor in integration of computers into education.

Apple's desktop computer Apple II, which was released in 1977, can be accepted as the first desktop computer to be used for educational purposes, specifically for geography and maths. Also by means of floppy discs, Apple II offered the chance to store and transfer text based resources. A few years later, with the invention of first personal computer by IBM, computers were started to be used at schools for various purposes but without internet connection. In the mid-1980s, CD-ROMs (Compact Discs) brought to educational environment enabled users to move and make use of video and audio materials in classrooms, by eliminating the insufficient storage capacity drawback of floppy discs. The integration of the Internet into the education has the most immense influence on using computers for educational purposes. In the early to mid-1990s, the Internet became accessible in classrooms, but it was not as functional as it is used today because of slow dial-up connection. After the broadband connection become widespread, the Internet use in classrooms turned out to be more practical. This practicality was achieved by an information space which is called as World Wide Web (WWW). The first period of WWW is called Web 1.0. which had a one-way direction from machine to user. In this system, machines acted as the information resources and users were the passive receivers. The second period after Web 1.0 is named as Web 2.0. This term was first used by Darcy Di Nucci in 1999. Florence and Portia (2016) defined the key features of Web 2.0 under five categories. (1) Folksonomy which is the systematic classification of data. (2) Rich user experience that means dynamic and responsive content. (3) User participation that is bilateral information flow between agents. (4) Software as a service that allows user to generate their content over apps or APIs. (5) Mass participation that removes the boundaries between users all around the world. O'reilly (2005) defines this period as a system that lets users to interact with each other and has the authorization to add or change the data in this information space. This interaction feature of Web 2.0 has several reflections in education such as:

- Blogs that give users the chance to broadcast their own contents on web.
- Hosting services and p2p sharing system that offer user share data between agents on web
- Social media services that creates an all-sort-of sharing environment for Internet users

- Open source online free encyclopedias which are written collaboratively by anonymous users

All these features of Web 2.0 have been effectively used for educational purposes and contribute to the learning and teaching process with their tools.

2.2.3. The History of Computer Assisted Language Learning

Computers have been used for a long time for many purposes. However, the utilization of computers for educational purposes is estimated to begin in 1960s. The historical development of CALL can be examined under three primary phases; behaviorist CALL, communicative CALL, and integrative CALL (Warschauer & Healey, 1998). Each phase possesses different technology and in relation with the technology different approaches and purposes for language classrooms. These differences can be observed in Table 1 which was designed by (Warschauer, 2004: 11).

Table 1. The Three Stages of CALL

Stage	1960s-1970s: Behaviouristic CALL	1970s-1980s: Communicative CALL	1990s - present: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally - constructed system)	Socio-cognitive (developed in social interaction)
Principal Use Of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	And Fluency	And Agency

(Source: Warschauer, 2004: 11)

2.2.3.1. Behaviouristic Computer Assisted Language Learning

The history of computers being used in learning and teaching begins in 1960 when the PLATO Project (Programmed Logic for Automatic Teaching Operations) was introduced at the University of Illinois. PLATO aimed to provide mechanical vocabulary and grammar drills. However, PLATO could not satisfy all the language learners' needs particularly about speech production and understanding. The other project which is also regarded as the representative of the phase is TICCIT (Time-Shared, Interactive, Computer Controlled Information Television). It was presented at Brigham Young University, Utah, US a while after PLATO in 1971. It was a substantial project combining the two technological materials: television and computer (Levy, 1997).

As the name implies, the first phase was based on behaviorist learning theories. Students practiced language drills and mechanical activities through audio-lingual method. Computers gave the students a chance to study on screens instead of worksheets. In this stage, computer was regarded as a tutor which never got exhausted or criticized the students and let them work at their own pace (Warschauer and Healey, 1998).

2.2.3.2. Communicative Computer Assisted Language Learning

Towards the end of the 1970s, behavioristic CALL was replaced by communicative CALL. It refused the mechanical, restrictive practices of behavioristic approaches and accepted the theories of cognitive approach, addressing the course of learning, exploration and improvement (Warschauer and Healey, 1998). Warschauer (1996) asserted that the drills and repetition programs limited the learners from experiencing enough authentic communication. In behavioristic CALL, students were not able to have the chance to communicate or control the learning process except for practicing mechanical drills. In communicative CALL, students practice communicative, meaning-focused language use and have opportunity to produce original statements. The main focus in this approach is that content and grammar is to be taught implicitly (Warschauer and Healey, 1998). Even though the role of computer was seemed as the same as in the first stage, contrary to behavioristic approach, it allowed the students to be more independent in front of the computer screen.

2.2.3.3. Integrative Computer Assisted Language Learning

With the development and widespread use of Internet technology, the relation between technology and language teaching has reached to a new phase which is called Integrative

CALL. Integrative CALL has the purpose of integrating various skills of language learning, for example, listening, speaking, writing, and reading (Warschauer & Healey, 1998). This ongoing approach came out in 1990s and is established on two technological bases; the Internet and multimedia. Multimedia is defined by Warschauer (1996) as the availability of a wide range of media - including but not limited to text, graphics, sound animation and video - on one device, which makes many contributions to the learners. Learners who had a chance to interact with the computer a decade ago, started to interact with other learners via computers. Instead of practicing the language with weekly classroom limited courses, students use computers as technological tools to learn the language at their own pace using many kinds of media (Warschauer and Healey, 1998). Wertsch (1985) claims that much of the theory underlying integrative CALL stems from the Vygotskyan sociocultural model of language learning which attaches importance to interaction in order to create meaningful utterances. Therefore, person-to-person interaction is an important feature of many current CALL activities.

2.2.4. Advantages and Disadvantages of CALL

CALL has become a popular subject for researchers in language teaching in recent years. Some researchers discuss the advantages of using computer technologies in language classrooms, while some mention about the disadvantages of computers in their studies. Depending on these studies, the advantages and disadvantages of using computers in language learning will be discussed in this section.

2.2.4.1. Advantages of CALL

There are many advantages of CALL for both language teachers and students. Today, computers are accounted for a significant part of our daily lives. By means of technology, computers are becoming more and more empowering and convenient devices for both students and teachers in teaching and learning process. Because they provide width, flexibility, and distance for the learning experience by removing the boundaries of a classroom for students and teachers (Levy and Stockwell ,2006). Learners can reach millions of authentic language materials and facilitate their learning using computers.

In language classrooms, using computer technologies reduces learner stress and anxiety via fun games and communicative activities. It increases learners' motivation and learners

become more eager to involve in learning process. Moreover, shy learners who are afraid of making mistakes in front of their friends feel relaxed; as most CALL technologies provide one to one interaction with the learner (Brett, 1997). As Krashen (1982) said: “If a student has low anxiety, high motivation, and self-confidence, s/he is said to have a low affective filter, so that the student can learn easily” (p.32). CALL provides a suitable learning environment increasing learners’ motivation and self-confidence. Also, using computers in language classrooms promotes learner autonomy. CALL provides learner-centered environment and learners take responsibility for their own learning. Every learner has a different learning style and a different pace in learning a language. With the use of computers, teachers are able to prepare different activities for their different learners and students can do activities at their own pace. Besides, computers can record students’ learning progress and analyze individual problems, and the teacher can help them based on the analysis (Kitao, 1994). In other words, teachers may find a chance to evaluate their learners individually and give them feedbacks according to their individual performance.

Warschauer and Healey (1998), summarize the main benefits of adding computer components to language instruction as follows:

1. Multimodal practice with feedback
2. Individualization in a large class
3. Pair and small group work on projects, either collaboratively or competitively
4. The fun factor
5. Variety in the resources available and learning styles used
6. Exploratory learning with large amounts of language data
7. Skill-building in computer use

Similarly, Yanpar (1999) lists the advantages of CALL in five articles:

1. CALL gives students the chance to learn at their own pace.
2. It leads to active participation.
3. It enhances the quality of teaching methods.
4. The students have the chance to see their own progress.
5. It gives students the chance to repeat and practice after school hours

Lee (2000: 1) presents the reasons why computer technology should be applied in second language instruction. The reasons for using CALL include: (a) experiential learning, (b) motivation, (c) enhance student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding.

It is obvious that using computers in language classrooms has abundant advantages both for the students and teachers. It is admitted that computers increase the effectiveness of language learning process.

2.2.4.2. Disadvantages of CALL

Despite having abundant advantages, using computers in language classrooms possess some barriers. Lee (2000) summarizes these barriers as follows;

1. financial barriers,
2. availability of computer hardware and software,
3. technical and theoretical knowledge,
4. acceptance of the technology.

Wang (2007) asserts that the main problem is the financial problems to afford the necessary equipment to apply computer in language classrooms. Some schools in poor areas cannot supply technological materials to their students. Also, some students may not have computer in their houses. Attaining all the Technologies available for the language classrooms would be hard for most schools. Therefore, the cost of computer technologies can be counted as the main problem for the application of CALL.

Compared to reading from a printed text, it is more tiring to read from screen (Kenning and Kenning ,1983). In their study, McKnight & Richardson (1988) found that learners became tired by reading a text from computer screens in a short time. Especially for long lasting reading activities, computer is regarded as tiring and learners lose their concentration after a while. Therefore, reading from a paper is more preferable than reading from screen.

In order to facilitate teaching-learning process without any failure, both teachers and students may need training to learn to use computers (Wang, 2007). The learners and teachers should have necessary technical knowledge about computer programs in case of unexpected situations which may occur in classrooms. If the teacher or student is not fully capable of using the programs which are used in classrooms, problems may arise and harm the language teaching-learning process.

Additionally, in a traditional classroom, the interaction between students and teachers has an important effect on students' personality. Such pedagogy supplies an emotional foundation to cognitive growth. In a computerized classroom, students lack direct contact with the teachers and working with computers on their own. Mechanical learning in

a computerized classroom such as tutoring and drilling can dry up their emotional life (Wang & Smith, 2013).

In conclusion, in addition to many advantages, using computers in language classrooms also have some barriers. These barriers can be defined as; (a)financial problems, (b)difficulty of reading on the screen, (c)lack of training, (d)lack of direct interaction. These barriers can be overcome or at least reduced in order to make learning environment more suitable for computers.

2.2.5. Concordance

In this part, concordance issue will be thoroughly discussed. First, a detailed description of concordance will be introduced. Then, the functions, usage and interface of concordancers which are one of the core components of concordance technique will be described. Lastly, the implications of concordance into the language instruction will be reviewed.

2.2.5.1. Definition of Concordance

Literally, concordance is defined in Oxford Dictionaries | English. (2017) as “*an alphabetical list of the words (especially the important ones) present in a text or texts, usually with citations of the passages concerned or with the context displayed on a computer screen*”. In this definition of concordance, the ‘importance’ about the words listed is stressed and Ldoceonline.com. (2017)’s description “*an alphabetical list of all the words used in a book or set of books, with information about where they can be found and usually about how they are used*” highlights ‘usage’ function of concordance. Along with these definitions, it can be argued that two main terms defining the nature of the concordance are ‘importance’ and ‘usage’. In general, concordance has been effectively used in three major fields; in medical, religious and educational studies. In medical context, concordance is a process by which a patient and a doctor make decisions together about treatment and it refers to a relationship between the patient and the doctor. Concordance gives the patients the chance to have a detailed information about the health condition and course of treatment. In religious context, concordance refers to the word-based studies in holy books of religions which covers the finding frequency of words used and making inferences according to the

data obtained by concordance. Concordance is mainly used to locate the certain words in verses of holy books. In educational context, concordance has several usages and functions.

2.2.5.2. Concordancers

Peachey (2017) defines the concordancers as either a software or a website that is used to make a search and analyzes from a corpus to explore the connections and relationships between words and the use of language in real context. Concordancers are the main tools of concordancing technique. Typically, concordancers need a source file, commonly named as corpus and search for a keyword in the corpus. Mainly concordancers are grouped under three categories; open source, freeware and commercial concordancers. Open source concordancers are free to use and source code of the software is available for everyone which can be distributed and modified. In this type of concordancers, users who have the knowledge to modify the source codes can make changes in the concordancer according to their needs without worrying about license restrictions. Some examples to open source concordancers are GlossaNet, KH Coder, myCAT, NoSketch Engine, KonText, Unitex/GramLab, #Lancsbox etc. Another group of concordancers are freeware concordancers. This type of concordancers are free to use but unlike open source concordancers users cannot modify the source code of the software or distribute it commercially. They are only free for personal use. Freeware concordancers are AdTAT, AntConc, CorpusEye, Linguistic Toolbox, PowerConc, Reverso Context, TranslatorBank etc. Lastly, commercial concordancers are available for users who purchase the software. Users should purchase the concordancer to use and generally, commercial concordancers offer more sophisticated services than the freeware or open source concordancers. Examples of commercial concordancers are ApSIC Xbench, MonoConc, Sketch Engine, WordSmith etc. These concordancers have been used for various purposes in language instruction and have several benefits in the teaching and learning process, some of which are;

- Both learners and teachers can grasp the authentic use of language by making specific word searches in the authentic corpora.
- Teachers can create their content using the authentic sources and create authentic example sentences.
- It helps learners to build an authentic point of view in vocabulary learning.

- Concordancers offer great opportunity to practice the collocations, clusters, chunks, idioms and phrasal verbs.
- Concordancers are useful in distinguishing the words which have multiple meanings and making comparisons using different corpora.

Using such software can be challenging for students and teachers as it requires technical knowledge. In this regard, it is necessary to take into account the individual differences and technology literacy of the students. Unfamiliarity is regarded as a significant independent variable in such techniques and in this point, teachers' effective guidance in presenting and utilizing the concordancers gains importance.

2.2.5.3. Implication of concordance to language instruction

After the implementation of computers into education and accordingly emergence of CALL, computers started to be used effectively for educational purposes. It did not take long for computers to be used in language instruction. The functionality and practicality of computers led to a high approval in language instruction field. Concordance technique is one of the reflections of use of computers in language instruction. Flowerdew (1996) defines the concordance use for language learning purposes as a means of accessing a corpus of a text to see how the particular words or phrases in the text are used by showing the patterns. As can be understood from this definition, concordance technique can be used in language instruction for several purposes such as grammar teaching, in vocabulary studies, for translation purposes and to enhance writing by analyzing a model text. Moreover, Flowerdew (1993) suggests that concordancing can be used as a tool in course design while creating the syllabus. In this study, he aims to show how concordancing contributes to both process and product-based approaches in course design. In their study, Thurston & Candlin (1998) also highlighted the significance of using concordance technique in the teaching of the vocabulary of academic English. In this study, it is shown how concordance software is effective in introducing the most frequent academic words. Along with the efficiency in teaching vocabulary, they stressed the positive role of concordance technique in developing teaching materials focusing on grammar and vocabulary. Another distinctive study by Vannestål & Lindquist (2007) intends to raise awareness on the use of concordance over grammar using corpus. In their study, they aim to find out the learners' attitudes to a concordance-assisted grammar course. Their study yields significant results on the use of concordance to teach grammar. They found out that

concordance technique is effective in teaching grammar but to be able to achieve this, learners should be independent corpus users who are aware of how to use corpus and make inferences on the concordance results. It may turn out to be a boring and demotivating technique for those who are not fully independent corpus users. Another study by Gaskell & Cobb (2004) focuses on the use of concordance on writing skill and questions the effectiveness of concordance feedback on writing errors. They state that concordance technique is an effective way providing by examples in a short time and more noticeable form. However, they took the finding of Vannestål & Lindquist (2007)'s study into consideration on the 'independent corpus users' and made concordance information accessible to learners to eliminate the negative effect of this independent variable. Their study yields with the expected results and find out that concordancing is a practical technique in detecting the writing errors of learners.

3. METHOD

The present study aims to investigate the effects of concordance lines on lower level students' grammar learning. This study compares the traditional course-book and concordancer within the scope of grammar teaching. This study aims to answer this research question:

1. How does the use of concordance lines to teach grammar affect the lower level students' proficiency compared to the course book based method?

This chapter briefly introduces the methodology of the present study by presenting the rationale for an experimental study. It describes research design, participants, data collection instruments, data collection procedures and data analysis procedures.

3.1. Research Design

The effect of concordance lines on grammar learning was measured using a quasi-experimental research design with pre- and post-tests. Quasi-experimental study design involves two groups; experimental (treatment) group and control (non-treatment) group. The groups are treated in different ways and evaluated with the same pre-test, post-test. 'Quasi-experimental designs are commonly employed in the evaluation of educational programs when random assignment is not possible or practical' (Gribbons & Herman, 1997). In this study, randomization of groups was difficult. Therefore, the intact groups were used.

3.2. Participants

In order to examine the effects of concordance lines on grammar teaching, 90 freshmen university students were chosen as the participants of the study. All participants are freshmen university students at Balikesir University - Burhaniye Applied Sciences Vocational School - Tourism Management and Hospitality Department. In the first year of their university education, students take Foreign Language (English) course for 6 hours a week, in two academic terms (14 weeks in total in each term). This study covers the 6 weeks' period of one academic term (including the pre- and post-test weeks). The participants were divided into two groups as an experimental and a control group. Each group consisted of 45 students. In experimental group there were 19 females and 26 male

participants and in control group there were 13 female and 32 male participants, 32 females and 58 male participants in total. In experimental group 4 of the participants failed to take pre-test or post-test. Likewise, in control group 4 of the students failed to attend one of the tests. As a result, the scores of 42 participants (17 female and 24 male) in control group and in experimental group, the scores of 42 participants (11 female and 31 male) were included in analysis.

Table 2. The Distribution of the Participants

Groups	Type of Instruction	Number of Students	Female	Male
Experiment	Concordance	41	11	30
Control	Coursebook	41	17	24

3.3. Data Collection Instruments and Materials

As data collection instrument, a multiple-choice test was used as pre- and post-test. In order to examine the effects of concordance lines, a course book was used as course material in control group. In experimental group, instead of course book, concordance lines taken from a concordancer were used.

3.3.1. Course Book and Concordance Lines

Network 1 (Beginner) (Hutchinson and Sherman, 2012) was used as course book for control group. The course book is used as Foreign Language lesson material for the 1st year Tourism Management and Hospitality students. The grammar points were chosen according to the course book and schedule. In each unit, one grammar point is covered. 4 grammar points (Adjectives, Quantifiers, Comparatives and Superlatives) were chosen from consecutive units (Unit 13,14,15,16). In the book, the grammar point was given in a table explaining rules with examples. After the table, students were required to do some gap filling activities. (see Appendices 6,7,8,9)

In experimental group, the grammar section of course book was replaced with corpus-based activities. Corpus of Contemporary American English (COCA) (Davies, 2012) was used as a resource for appropriate concordance lines. The activities were prepared using sample sentence from COCA about each grammatical point. (see Appendices 2,3,4,5)

COCA was chosen due to its availability and rich content of 520 million words of text. It offers authentic examples from spoken language, fiction, magazines, newspapers and academic texts. On account of being a freely available corpus, it can be easily accessible by the researchers all around the world.

Concordance lines taken from COCA were used to present, practice and test the target grammatical point. Lead-in questions and exercises were prepared to help students analyze the given authentic sentences and try to deduce the grammatical point. Corpus-based activities included analyzing concordance lines and answering questions, matching activities, and gap-filling exercises. The students were asked to analyze the given sentences and try to understand the common points about the usage of the target grammar structure.

3.3.2. Pre-Test and Post-Test

In the beginning of the process, 4 grammatical points were chosen and a question pool was prepared by the researcher. The question pool included 25 questions for each point and 100 questions in total. Among these questions 40 questions (10 questions for each grammar point) were selected. (see Appendix 1) 5 instructors were asked to share their opinions on the test and they confirmed the quality of the questions. In the first lesson, pre-tests were given to the students. After the 4-week teaching process, the same tests were applied to students to examine the difference.

3.3.3. Data Collection Procedure

Before the experiment process, the grammatical points were chosen and preparations were done about these points. Multiple choice pre-test and post-test, concordance lines to be used in experimental group's lesson were prepared. Experimental and control group were chosen according to their previous term Foreign Language lesson exam scores. The scores indicated that the groups were homogenous in terms of language level.

The pre-tests were carried out to both groups before the teaching process. Experimental group and control group were administered the same pre-tests. After obtaining pre-test results at the beginning of the process, teaching process which lasted 4 weeks started. Target structures were taught using the course book in control group. Each week, one grammar point was covered and students were required to complete the exercises in the book. In experimental group, the grammar points were taught using concordance-based activities.

The examples of target structure taken from the Corpus of Contemporary American English (COCA) were given the students and by giving necessary instructions and activities the grammatical structure was taught. At the end of each lesson, exercises prepared using the authentic examples from COCA, were completed by the students. The amount of exercises was determined according to the exercises in the course book. Thus, both control and experimental group were given the same amount and type of exercises but the materials used to prepare the exercises were different.

After the 4-week treatment, the post-tests were administered to both experimental group and control group. The scores obtained from the tests were entered into SPSS (Statistical Package for the Social Sciences) for data analysis.

3.3.4. Data analysis

The collected data were analyzed by the SPSS program in order to answer the research question. Initially, the pre-test scores of both groups were analyzed in order to determine the homogeneity of the groups. Secondly, the pre-test and post-test scores were analyzed separately for each group. The scores for each grammar point were calculated and the correlations were analyzed in order to compare each grammar point. In order to compare the results of two groups, T-Test was used.

4. FINDINGS AND DISCUSSION

In this chapter, the results and findings of the research have been presented along with the statistical analysis of the data obtained from the study. Evaluated results and findings have been discussed in the light of the research question. Firstly, pre-test scores of the control group and experimental group were analyzed to check the homogeneity of the groups according to their level in target grammar points. Secondly, the results for control group and experimental group were examined separately. The score changes for each grammar point were also evaluated. Lastly, for the purpose of answering the research question, the post-test results were analyzed for both groups. Besides, the post-test scores of each grammar point were examined in order to compare the effects of teaching material for each structure.

4.1. Findings

4.1.1. The Analysis of Pre-test Scores

Table 3 shows the results for each group. The mean score of the pre-test for the control group is 18.88 while the experimental group's mean score of the pre-test is calculated as 19.93. The mean scores of both groups indicated that the groups were similar concerning the target grammar structures. As the mean scores (18.88 and 19.93) were so close, it can be considered that the level of the groups regarding the target grammar points were almost the same before the experiment. Furthermore, the statistical analysis demonstrated in table 3 presented that there is no significant difference between the groups. The level of significance was .293 which is higher than 0.05.

Table 3. The Comparison of Pre-Test Scores of Two Groups

		Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair 1	Cont_Pretest	18,88	41	4,545	,710	.293
	Exp_Pretest	19,93	41	4,186	,654	

4.1.2. The Analysis of Control Group

The pre-test and post-test results of control group were analyzed in order to present the effects of course-book based grammar teaching. Table 4 indicates that the mean score of

Table 4. Comparison of Pre-test and Post-test scores of Control Group

	Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair Cont_Pretest	18,88	41	4,545	,710	.000
1 Cont_Posttest	27,98	41	4,168	,651	
Pair Cont_Pre_Adjectives	5,02	41	1,351	,211	.000
2 Cont_Post_Adjectives	6,68	41	1,823	,285	
Pair Cont_Pre_Quantifiers	4,78	41	1,525	,238	.000
3 Cont_Post_Quantifiers	6,41	41	1,431	,224	
Pair Cont_Pre_Comparatives	4,66	41	1,905	,298	.000
4 Cont_Post_Comparatives	7,85	41	1,682	,263	
Pair Cont_Pre_Superlatives	4,12	41	2,315	,362	.000
5 Cont_Post_Superlatives	7,02	41	1,994	,311	

post-test results (27.98) was higher than the mean score of pre-test results (18.88). This means that students benefited from the course book based grammar teaching. When we analyze the scores for grammar points, it can be seen that the scores of each grammar point increased after the experiment. Additionally, the significance rate is .000 for all the pairs. It can be concluded that the scores of pre-tests and post-tests were significantly different (sig: .000 < .0.05).

4.1.3. The Analysis of Experimental Group

Table 5. Comparison of Pre-test and Post-test scores of Experimental Group

	Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair 1 Exp_Pretest	19,93	41	4,186	,654	.000
Exp_Posttest	30,37	41	4,846	,757	
Pair 2 Exp_Pre_Adjectives	4,73	41	1,162	,182	.000
Exp_Post_Adjectives	7,07	41	1,571	,245	
Pair 3 Exp_Pre_Quantifiers	4,44	41	1,343	,210	.000
Exp_Post_Quantifiers	6,27	41	1,844	,288	
Pair 4 Exp_Pre_Comparatives	5,32	41	1,903	,297	.000
Exp_Post_Comparatives	8,68	41	1,474	,230	
Pair 5 Exp_Pre_Superlatives	5,46	41	2,014	,314	.000
Exp_Post_Superlatives	8,34	41	2,287	,357	

As seen above, the mean scores of the experimental group was calculated as 19.93 for pre-test, and as 30.37 for post-test. The result of the analysis indicated that there was a significant difference between the pre- and post-test scores of the experimental group (sig: .000 < 0.05) The mean scores of grammar points proved the same conclusion. That is to say, concordance-based grammar teaching helped the students to improve their grammar skills in terms of target points.

4.1.4. The Analysis of Post-test Scores

Table 6. Comparison of Post-test scores of Two Groups

	Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair 1 Cont_Posttest	27,98	41	4,168	,651	.022
Exp_Posttest	30,37	41	4,846	,757	

At the end of the experiment, the same post-tests were applied to both groups. Table 6 indicated the mean scores of the groups and their level of significance. The mean score of experimental group was calculated as 30.37 while the score of control group was 27.98. At the beginning of the experiment the mean scores were close (see table 3). However, after the teaching process, the mean score of experimental group was quite higher than the mean score of control group. The level of significance was computed as .022 which was lower

than 0.05. It suggested that there was a statistically significant difference between experimental group and control group in terms of target grammar points. As the mean score of experimental group was higher and this difference was regarded as statistically significant, it can be concluded that corpus based activities had a positive effect on students' grammar learning compared to the course book based activities.

As for each grammar points, the statistical results regarding the comparison of post-test scores of control and experimental group are displayed in Table 7:

Table 7. Comparison of Post-test scores of Two Groups in terms of Grammar Points

	Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair 1 Cont_Post_Adjectives	6,68	41	1,823	,285	.349
Exp_Post_Adjectives	7,07	41	1,571	,245	
Pair 2 Cont_Post_Quantifiers	6,41	41	1,431	,224	.691
Exp_Post_Quantifiers	6,27	41	1,844	,288	
Pair 3 Cont_Post_Comparatives	7,85	41	1,682	,263	.022
Exp_Post_Comparatives	8,68	41	1,474	,230	
Pair 4 Cont_Post_Superlatives	7,02	41	1,994	,311	.007
Exp_Post_Superlatives	8,34	41	2,287	,357	

Table 7 indicated that in terms of each grammar point, post test scores of experimental group were higher than the post-test scores of control group. However, only the differences between scores of the grammar points 'Comparatives and Superlatives' were counted as statistically significant. The significance value was calculated as .022 for the comparatives post test scores and .007 for the superlatives post test scores. Both values were below 0.05, which suggested that there was a statistically significant difference between the post test scores of control group and experimental group.

4.2. Discussion

This study aims to answer this research question:

1. How does the use of concordance lines to teach grammar affect the lower level students' proficiency compared to the course book-based method?

In order to answer research question, a multiple-choice test was given to students at the beginning of the experiment as pre-test. After the experiment, the same test was applied as post-test. The scores were analyzed via SPSS and the results were presented in the previous section.

This result indicated that both experimental and control group benefited from teaching process. The comparison between pre-test and post-test scores of control group showed that using course book based method was effective in teaching target grammar points. Similarly, the results of the analysis of experimental group's test scores showed that concordance lines were also effective in teaching grammar point chosen for the experiment. In order to reveal the difference between these two methods, the post test scores of two groups were analyzed. The results showed that the mean score of experimental group was higher than the score of control group. The significant value was calculated as .022 which is lower than 0.05. This means that there was a statistically significant difference between the post test scores of experimental group and control group. When the scores for each grammar unit were analyzed separately, it was revealed that the mean scores of experimental group were higher in each grammar points. Moreover, the significance values of two grammar points (comparatives and superlatives) were calculated as less than 0.05 which indicated that the difference between the experimental group and control group was regarded as statistically different.

As a result of these findings, it can be concluded that both methods were effective in teaching the target grammar points. However, the results of the post-tests showed that the participants of the experimental group was more successful in post-tests and it can be concluded that the corpus based method was more effective in teaching target grammar structures.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The present study aimed to investigate the effectiveness of concordance lines on grammar learning of lower level students. It compared the corpus based grammar learning and course book based grammar learning. The subjects in two groups were applied a 4-week treatment. For this treatment, 4 grammar points were chosen. Control group, which had 41 participants, was given these target grammar structures using the grammar parts and exercises from the course book. In experimental group which has 41 participants as well. The grammar points were taught using the concordance lines and exercises prepared with the sample sentences from concordancer. At the beginning and at the end of the experiment, a multiple-choice test was given to subjects as pre and post-test. The results were analyzed by using SPSS program.

According to the results analyzed by SPSS, some conclusions can be observed.

Firstly, the pre-test and post-test scores showed that both experimental and control group made progress after a 4-week treatment, in terms of target grammatical points. There was a significant difference between pre-test and post-test scores. This means that both corpus based method and course book based method can be considered effective in grammar learning.

Secondly, analyzing the post-test scores of control and experimental group it was presented that the mean scores of experimental group were higher than the scores of control group. Although there was no significant difference between the groups before the experiment, the result at the end of the treatment proved that experimental group made more progress compared to control group. The significant value of the difference was regarded as statistically significant. In the light of these findings, it can be concluded that the participants who were taught by using concordance lines improved their grammar more than those in control group who used course book as course material. Therefore, it can be asserted that concordance lines are more effective in grammar learning in comparison with course book material.

Lastly, when the pre-test and post-test scores were compared separately in terms of each grammar point, it was indicated that the mean scores of all the grammar points increased in post-test. When the difference between post-test scores of both groups were analyzed, it was found that the results of experimental group were higher. However, it was noticed that the difference was higher in two grammar points (comparatives and superlatives) in comparison with the other two points (adjectives and quantifiers). In terms of adjectives and quantifiers the

difference between post-test scores of both group had non-significant value. Yet, the difference for comparatives and superlatives was statistically significant. As conclusion, it can be assumed that in terms of teaching the grammar subjects comparatives and superlatives, corpus based activities were more effective than course book activities.

5.2. Recommendations

The following recommendations can be made for further research:

1. In this study, the effects of CALL were aimed to be examined using concordance lines. In order to examine whether CALL activities are effective in language classrooms, several activities should be considered. In this study, concordance lines were used as CALL activity. The results may vary, depending on the activity used in research.
2. The study was conducted to 82 freshmen students studying at Balikesir University - Burhaniye Applied Sciences Vocational School, Tourism Management and Hospitality Department. A study with a larger number of students from various departments would be more helpful to evaluate the effectiveness of concordance lines on grammar teaching.
3. In this study, adjectives, count and noncount nouns, comparatives and superlatives were chosen as target grammar points. The results may change when the experiment is carried out with different structures. Furthermore, the quantity of the items and the length of treatment may affect the result of the study. The experiment should be carried out regarding these factors.
4. The results of the study were gained by analyzing the pre-test and post-test scores of the participants. Future research can evaluate the retention of the grammar structures using a delayed post-test.

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APPENDICES

APPENDIX 1: PRE-TEST / POST-TEST

1. It was a _____ house.
A) small white B) white small
2. My brother has two _____ dog.
A) brown old B) old brown
3. Alan saw a _____ girl on the street.
A) beautiful young B) young beautiful
4. Joseph uses an _____ car.
A) orange expensive B) expensive orange
5. I bought a _____ shirt.
A) new colorful B) colorful new
6. Is there _____ sugar left?
A) some B) any C) a
7. How _____ cars do you have?
A) many B) much C) some
8. Can you give me _____ information about this town?
A) a few B) any C) some
9. How _____ milk do you need?
A) many B) any C) much
10. There are _____ apples on the tree.
A) much B) any C) a lot of
11. Lisa is _____ than her brother.
A) tall B) taller C) more tall
12. My bag is _____ than your bag.
A) more big B) big C) bigger
13. Tarkan is _____ than Yalin.
A) more famous B) famous C) famouser
14. Sila sings _____ than Gülşen.
A) good B) better C) gooder
15. The weather is _____ than yesterday.
A) hotter B) hot C) more hot
16. Ahmet's car is _____ than my car.
A) expensive B) expensiver
C) more expensive
17. Ayşe is a _____ student than you.
A) good B) bad C) worse
18. Blue dress is _____ than pink dress.
A) cheap B) cheaper C) more cheap
19. Balıksir is _____ than Kütahya.
A) more crowded B) crowded
C) crowdeder
20. My new roommate is _____ than my ex-roommate.
A) nice B) nicer C) more nice
21. Burj Khalifa is _____ structure in the world.
A) tall B) the taller C) the tallest
22. Kızılırmak is _____ river of Turkey.
A) long B) longer than C) the longest
23. İstanbul is _____ city in Turkey.
A) more crowded B) crowdedest
C) the most crowded
24. I'm _____ person in the family.
A) fattest B) the fattest C) fatter

25. He is _____ student in the class.
 A) popular B) the most popular
 C) more popular
26. Who is _____ actor in Turkey?
 A) best B) the best C) the bestest
27. Bill Gates is _____ man in the world.
 A) the richest B) more rich C) most rich
28. I think mountain climbing is _____ sport of all.
 A) the dangerous
 B) the most dangerous
 C) the more dangerous
29. My grandfather is _____ person in my family.
 A) old B) the older C) the oldest
30. Mercury is _____ planet to the Sun.
 A) the closest B) the closer C) more close
31. We have a _____ house.
 A) nice small old B) small old nice
 C) old nice small
32. He was wearing a _____ jacket yesterday.
 A) cheap large black B) large cheap black
 C) black large cheap
33. Hasan bought a _____ bike.
 A) new comfortable green
 B) comfortable new green
 C) new green comfortable
34. I have an _____ gold ring.
 A) expensive big new B) expensive new big
 C) new expensive big
35. She is a/an _____ woman.
 A) honest short middle-aged
 B) middle-aged honest short
 C) short middle-aged honest
36. There isn't _____ sugar in the bowl.
 A) many B) much C) some
37. _____ people don't like ice-cream.
 A) Some B) Much C) Any
38. There is _____ food in the fridge.
 A) any B) a lot of C) many
39. There aren't _____ students at school.
 A) any B) much C) some
40. _____ students failed at English exam.
 A) Any B) Many C) Much

APPENDIX 2: EXPERIMENTAL GROUP LESSON 1 – COUNT AND NONCOUNT NOUNS

Trey-Trey, would you like Uncle Les to take you inside and give you **a cookie**?” The boy sticks a finger As she pushed the plate closer to him. He picked up **a cookie** and bit into it.” Nee no one wanted to I hear it’s going to snow this much, I want to make **some cookies**, stay home and not go anywhere. a glass of water. The woman brought **some cookies** outside and the three of us sat on a porch talking “stay in bed” she says. “You can eat as **many cookies** as you want.” She locks the bedroom door, her From what toys will Santa bring me to **how many cookies** can I have? The holidays are filled with bread box, a glass bottle of milk with with a paper cap and **some cheese**, and then they headed off the refrigerator and took out a jar. “I have to deliver **some cheese**. You can come with me or not.” you usually eat per day? TABLE B. **How much cheese** do you eat per week? TABLE C. What type of my pants, I would probably not eat so **much cheese** or go for a walk. I say I don’t exercise. faced the counter. “I have **a lot of cookies** to make. We sold out yesterday.” “If you need to “Yeah, I think they have **a lot of cheese** on their pizza” And the third thing and the reason I

Analyze the examples and do the exercises.

Exercise 1.

We use _____ with countable nouns

We use _____ with uncountable nouns.

We use _____ both with countable and uncountable nouns.

We use some with...

A) countable nouns B) uncountable nouns C) both

We use a lot of with...

A) countable nouns B) uncountable nouns C) both

Exercise 2.

1. How _____ coffee do you drink in a week?
2. How _____ colors are there in a rainbow?
3. How _____ money do you spend in a week?
4. How _____ sounds did you hear on the first beat?
5. How _____ cups of coffee do you drink in a week?

APPENDIX 3: EXPERIMENTAL GROUP LESSON 2: ADJECTIVES

- *Under cover of night. “You cannot impress a guest with a beautiful big house, but you can with food
- *Her book and stood. “C’m on, Joanna. His small gray eyes were found with fake innocence. What a
- *As Ira stood beside her in his black trousers and vest with a new white shirt, which Millie had made
- *When Georgetown designer Susan Beimler locates the perfect antique chandelier for a client, it often
- *He spotted the Company Man standing dejectedly at the road’s curve as a big blue sedan slowly
- *This particular picture. It’s a photo from just, you know, good old days when a birthday party was just

A. Look at the underlined adjectives above and put them in the correct column

Color	Size	Quality	Age

B. Analyzing the sentences above, choose the correct answer from the pairs about the order of adjectives.

- a) color + age + noun b) age + color + noun
- a) age + quality + noun b) quality + age + noun
- a) color + size + noun b) size + color + noun
- a) size + quality + noun b) size + quality + noun

C. Put the words in parenthesis in correct order.

1. He’s dressed in _____ coat and has a Colt 45 Peacemaker. (long / brown)
2. I became convinced that it's probably more effective to try to help train _____ generation of expert witnesses. (big / new)
3. For a long time we’re stuck behind old lady pushing an _____ lady in a wheelchair. (white / old)
4. He’s got this _____ convertible sports car, and he’s wearing Old Spice. (red / nice)
5. Clementine wandered into her dressing room to take a _____ look at her costume for the ball. (long / good)

APPENDIX 4: EXPERIMENTAL GROUP LESSON 3 : COMPARATIVES

1. So he packed **warm** clothes and headed north to meet with Brandon Pili.
2. Kylo's home were relatively hot compared to the rest of the home and substantially **warmer than** neighboring homes.

1. There's a **nice** balance of scientific explanation and practical tips.
2. I think he's **nicer than** the other boys that come by.

1. Mold can increase on **hot** and dry days, with rain and humidity.
2. It was mid-June, but already **hotter** than July.

1. When looking at the different property types, there are a number of **interesting** observations to make.
2. The question is **more interesting than** the answer.

1. It's going to be **windy** throughout the Great Lakes into the Northeast
2. All Gayne had been able to conclude was that some days were **windier than** others

Irregular

1. The database provides a very **good** overview of what is available in the market.
2. I don't feel like there is anybody **better than** me.

1. I was receiving **bad** advice about establishing myself as a leader.
2. In some ways, a Broadway flop is **worse than** a film flop.

Read the sentences above and analyze the structure answering the questions below.

- * What is the difference between first and second sentences?
- * How do the adjectives change?
- * Do all the adjectives in the examples change in the same way?

Exercise 1:

Underline the correct comparative form of the adjectives.

- 1. warm → warmer / more warmer
- 2. nice → more nice / nicer
- 3. interesting → more interesting / interestinger
- 4. hot → more hot / hotter
- 5. windy → more windy / windier
- 6. good → gooder / better
- 7. bad → badder / worse

Exercise 2:

Write a comparative sentences using information given below. Use the adjectives in parentheses.

Obama(55) – Trump(70) - (old / young)

.....

Mercedes CLA (300.000TL) – Fiat AEGEA(80.000TL) – (cheap / expensive)

.....

A mouse (0.2 kg) – A rhino(800kg) – (light / heavy)

.....

A horse(40km/h) – A cheetah(110 km/h) – (fast / slow)

.....

APPENDIX 6: SCREENSHOTS FROM COURSEBOOK: LESSON 1 – ADJECTIVES

C GRAMMAR: Adjectives

CD 3-25

Grammar Reference page 126

Adjectives	
Adjectives go before a noun. a brown jacket NOT a-jacket-brown new clothes NOT clothes-new	Adjectives are the same for singular and plural nouns. an old shirt old shirts NOT olds-shirts

Adjective order				Examples
1. quality	2. size	3. age	4. color	
good	big	old	black	that old brown jacket
bad	small	new	white	a nice long vacation
beautiful	long		blue	those big old houses
nice	short		red	a beautiful red dress

Online Practice 

2 Choose the correct adjective order.

- He's a _____ actor.
 - young handsome*
 - handsome young*
- I am going to wear my _____ dress.
 - long black*
 - black long*
- She wants a _____ hat.
 - green beautiful*
 - beautiful green*
- He cooked a _____ dinner for us.
 - Mexican wonderful*
 - wonderful Mexican*

3 Complete the sentences. Put the words in parentheses in the correct order.

- She has _____ **long black hair** _____ *black / hair / long*.
- He drives a _____ *car / old / dirty*.
- This is my _____ *nice / office / new*.
- Can you give me that _____ *blue / small / book*, please?
- How much are these _____ *purses / nice / red*?
- The baby has _____ *eyes / brown / beautiful*.

APPENDIX 7 : SCREENSHOTS FROM COURSEBOOK: LESSON 2 – COUNT AND NONCOUNT NOUNS

C GRAMMAR: Count and noncount nouns

CD 3-14

Grammar Reference page 126

Count nouns	Noncount nouns
Count nouns have a singular and a plural form.	Noncount nouns have only one form.
a cookie some cookies	some cheese
We use <i>many</i> with count nouns.	We use <i>much</i> with noncount nouns.
How many cookies do you eat? I don't eat many cookies.	How much cheese do you eat? I don't eat much cheese.
We use <i>a lot of</i> with both count and noncount nouns.	
You eat a lot of cookies.	
You eat a lot of cheese.	

Online Practice

2 Write *a/an* before the singular count nouns and *some* before the noncount nouns.

- | | |
|--------------------------|-----------------|
| 1. <u> a </u> sandwich | 6. _____ apple |
| 2. <u> some </u> juice | 7. _____ snack |
| 3. _____ water | 8. _____ bread |
| 4. _____ potato | 9. _____ orange |
| 5. _____ money | 10. _____ milk |

3 Complete the questions with *much* or *many*.

- | | |
|---|---|
| 1. How _____ coffee do you drink? | 4. How _____ cousins do you have? |
| 2. How _____ housework do you do? | 5. How _____ exercise do you do? |
| 3. How _____ text messages do you send every day? | 6. How _____ snacks do you eat every day? |

APPENDIX 8 :SCREENSHOTS FROM COURSEBOOK : LESSON 3 – COMPARATIVES

GRAMMAR: Comparatives

CD 3-34

Grammar Reference page 127

Comparatives			
Yesterday was warmer than today.		My new job is more interesting than my old job.	
Base	Comparative	Base	Comparative
warm	warmer	interesting	more interesting
nice	nicer	windy	windier
hot	hotter		
Irregular			
good	better	bad	worse

Online Practice 

2 Write the comparatives.

- | | |
|--|---------------------------|
| 1. It was cold yesterday. | It's <u>colder</u> today. |
| 2. It was cloudy yesterday. | It's _____ today. |
| 3. It was hot yesterday. | It's _____ today. |
| 4. The weather was good yesterday. | It's _____ today. |
| 5. The weather was bad yesterday. | It's _____ today. |
| 6. The roads were dangerous yesterday. | They're _____ today. |

3 Write two comparative sentences for each item. Use the adjectives in parentheses.

1. Chris is 22 years old. Mike is 25 years old.
Chris is younger than Mike. Mike is older than Chris. _____ (young/old)
2. It's 35 degrees in Taipei. It's 30 degrees in Beijing.
 _____ (hot/cool)
3. It's rainy and cold in Boston. It's sunny and warm in Miami.
 _____ (good/bad)
4. The brown jacket is \$50. The red jacket is \$75.
 _____ (cheap/expensive)

APPENDIX 9: SCREENSHOTS FROM COURSEBOOK : LESSON 4 – SUPERLATIVES

GRAMMAR: Superlatives

CD 3-41

Grammar Reference page 127

Superlatives		
We use the superlative form of adjectives to compare more than two things.		
It's the highest mountain in the world.		
Base	Comparative	Superlative
high	higher	the highest
wide	wider	the widest
wet	wetter	the wettest
dry	drier	the driest
beautiful	more beautiful	the most beautiful
Irregular		
good	better	the best
	bad	worse
		the worst

Online Practice 

2 Complete the sentences. Use superlatives.

1. The Pacific Ocean is the biggest ocean in the world. (big)
2. Lake Baikal in Russia is _____ lake in the world. (deep)
3. The Atacama Desert in Chile is _____ desert in the world. (dry)
4. Mount Everest is _____ mountain in the world. (high)
5. The Nile River is _____ river in the world. (long)
6. Mumbai is _____ city in the world. (crowded)