

Corpora in the Classroom

Teaching Phrasal Verbs

Henry Troy
Nagoya University of Foreign Studies

Dictionary and translation issues I/IV

I'm going to take it off.

Dictionary and translation issues II/IV

- **Take off**
- *To remove (usually clothing), start flying, to suddenly leave somewhere, to suddenly become popular or successful, not work/study for a period of time.*
- (Cambridge Online Dictionary, 2019)

Dictionary and translation issues III/IV

I'm going to **take** it **off**.

私はそれを脱ぐつもりです。

Watashi wa sore wo **nugu tsumori** desu.

*I'm going to **take** it (clothes/shoes) **off**.*

Dictionary and translation issues IV/IV

I've finished the project, and I don't really have anything left to do on Friday, so I think I'm going to **take it off**.

Corpus Linguistics

- Various types of corpora and applications

Positives	Negatives
Ability to study language use	Time consuming
Evidence it can assist with learning	Can be overwhelming for students and teachers
Evidence it improves student motivation	Not necessarily more effective than other methods

Corpora in the classroom – Data Driven Learning (DDL)

(Johns, 1988)

- Direct use
- Indirect use
- Textbooks / Dictionaries
- Mostly attempted in higher education

Research questions

1. To what extent did the DDL treatment result in student learning of phrasal verbs?
2. How did the students react to DDL?
3. How did the above compare with the results of the non-DDL class?
4. How feasible is teaching vocabulary via DDL for teachers in private language schools?

Method I/VIII

- Setting: British private language school
- 16 participants in two classes
- “DDL class” and “non-DDL class”
- Three lessons spread over a month
- Phrasal verbs selected

Method II/VIII

- Sometimes avoided by L2 speakers
(Gardner & Davies, 2007)
- Difficulties with meaning
- Difficulties with grammar
- Previous studies on DDL learning of phrasal verbs inadequate
(Boulton, 2008), (Spring, 2018)

Method III/VIII

- 22 phrasal verbs

Task 1 Transitive verbs	Task 2 Intransitive verbs	Task 3 Three-word verbs
<i>figure out</i>	<i>drop in</i>	<i>go out with</i>
<i>get over</i>	<i>get by</i>	<i>get round to</i>
<i>count on</i>	<i>back down</i>	<i>measure up to</i>
<i>turn down</i>	<i>nod off</i>	<i>look down on</i>
<i>rule out</i>	<i>grow apart</i>	<i>clamp down on</i>
<i>call off</i>	<i>watch out</i>	<i>make fun of</i>
	<i>catch on</i>	<i>put up with</i>
	<i>fall through</i>	<i>fill in for</i>

Method IV/VIII

- BNCweb - bncweb.lancs.ac.uk/

The screenshot shows a web browser window with two tabs: 'BNCweb (CQP-Edition)' and 'Gmail'. The address bar shows the URL bncweb.lancs.ac.uk/cgi-bin/bncXML/BNCquery.pl?theQuery=search&urlTest=yes. The page layout includes a left-hand navigation menu and a main content area.

Main menu

- Query options
 - Standard query
 - [Written restrictions](#)
 - [Spoken restrictions](#)
- User-specific functions
 - [User settings](#)
 - [Query history](#)
 - [Saved queries](#)
 - [Categorized queries](#)
 - [Make/edit subcorpora](#)
 - [Upload external data file](#)
- Additional functions
 - [Browse a text](#)
 - [Scan keywords/titles](#)
 - [Explore genre labels](#)
 - [Frequency lists](#)
 - [Keywords](#)
- About BNCweb

BNCweb (CQP-Edition)

Standard Query

Standard query

Written restrictions

Spoken restrictions

User settings

Query history

Saved queries

Categorized queries

Make/edit subcorpora

Upload external data file

Query mode: [Simple Query Syntax](#) | [Audio data search](#)

Number of hits per page:

Restriction:

Extended audio controls:

BNCweb (CQP-edition) © 1996-2018

You are logged in as user "htroynufs"

Method V/VIII

BNCweb Query result | Gmail

bncweb.lancs.ac.uk/cgi-bin/bncXML/main.pl?theData=%5Bword%3D%22interesting%22%25c%5D&chunk=1&inst=50&max=189&qname=htroynufs_1572298:

Your query "interesting" returned 9443 hits in 2346 different texts (98,313,429 words [4,048 texts]; frequency: 96.05 instances per million words)

No	Filename	Hits 1 to 50	Page 1 / 189
1	A04 52	? Among the magazine articles, which are most likely to be	interesting to her? Will she find good reproductions of Le
2	A04 55	cousin in London is an art student. Her college library has	interesting books, as well as the latest art magazines. Her
3	A04 73	exceptional among painters — was a fervent scrutinizer of paintings. No	interesting touch or invention of form escaped his eye. H
4	A04 147	disciplines, there ought to be no barrier to learning about an	interesting topic. The reader's question of a book or an ar
5	A04 564	a survey or an anthology there are just a limited number of	interesting and attractive works. SURVEYS OF TECHN
6	A04 602	old master drawings has received extremely detailed study; the drawings are	interesting both in their own right and as a means of know
7	A04 623	viewer's enjoyment of artistic qualities. The portrait is an endlessly	interesting example, a theme redolent with social connota
8	A04 892	. Yet for a work in a public square this is an	interesting aspect of art criticism. Perhaps in the last deca
9	A04 917	monograph on an artist who practises in several fields can be unusually	interesting , since the writer's brief is to write with equal c
10	A04 975	may find within a single catalogue entry an acutely discriminating judgement or	interesting facts; for example, Tietze's entry also points o
11	A04 1090	indirect evidence of critical approval by a succession of owners may be	interesting to a reader, though admittedly this demands sc
12	A04 1095	objects with cultural and religious significance. Occasionally auctions contain items so	interesting that critics in newspapers comment on their q
13	A04 1406	some evaluation of the shows. The arguments put forward can be	interesting in themselves, but their drift is often towards i
14	A04 1468	in the composition of each subject, besides which it is very	interesting to see the various costumes of those times and
15	A05 256	data has much to display that is well-spoken. They are both	interesting books because they tell interesting stories, and
16	A05 256	that is well-spoken. They are both interesting books because they tell	interesting stories, and are arranged to dramatic effect in
17	A05 256	they tell interesting stories, and are arranged to dramatic effect in	interesting ways. Juliet Mitchell has called Fraser's book

Method VI/VIII – The two treatments

- DDL class
 - Training
 - Concordance lines
 - Writing and speaking practice
- Non-DDL class

Method VII/VIII – DDL Class

Figure 1: Corpus-based approach class materials sample

1.	The boys at school had	made fun of	him and Mr. Sunderland, the headmaster had called him a gullible boy.
2.	He felt that they were	making fun of	him, though he could not understand why.
3.	Maidstone found this very funny. 'Franco knows I'm	making fun of	him. Look at the anger in his eyes.'
4.	She stiffened, suspecting that he was	making fun of	her. She wasn't going to stand for that!
5.	The others at school keep	making fun of	me and saying things.
6.	We laughed a lot,	made fun of	them and their new outfits.
7.	Even the one or two who didn't continually	make fun of	him and tease him and play jokes on him.
8.	Was he joking? Was he serious? Was he	making fun of	her? There was absolutely no way of knowing.

Verb 7: make fun of

Grammatical questions

- Is the verb 'make fun of' ever broken up?
- What type of word or phrase usually comes before and after 'make fun of'?

Meaning questions

- How many people or groups or people are involved in each line?
 - How does the person being 'made fun of' feel in lines 3 and 4?
 - How does the person making fun of another person feel in line 6?
- Is there a word or group of words with a similar meaning to 'make fun of' in line 7?

Method VIII/VIII – non-DDL Class

Figure 1: Standard approach class materials sample

Intransitive phrasal verbs

- **They cannot be broken up.** e.g. *My car broke down* NOT *I broke my car down*.
- Unlike every other type of phrasal verb, **they cannot carry an object.** This means that **they are almost never followed by a noun**, and instead are usually either at the end of a clause/sentence, or followed by a preposition to continue the sentence. e.g. *My car broke down*. NOT *I broke down my car*.
- **They usually have a preposition or adverb as the last word.** e.g. *break down*.

Match the phrasal verbs to their meaning

Example sentences

Try to write your own example sentence for each phrasal verb. An example is given.

Fall through

I nearly got the contract with the company, but it fell through.

Nod off

I was so tired after work that I nodded off in front of the TV early in the evening.

Speaking practice

Below are example questions for each of the phrasal verbs. Use the example questions to discuss the topics, and try to think of your own questions using the phrasal verbs as well.

- *Have you had any plans or deals fall through?*
- *What situations make you nod off?*

Evaluation data

1. Learning-based evaluation: pre- and post-tests
2. Response-based evaluation: recordings
3. Student-based evaluation: interviews

(Ellis, 2003)

Results I/IV: Learning-based evaluation: Descriptive Statistics

Class	Pre-test average (standard deviation)	Post-test average (standard deviation)	Average gain
DDL Class	8.31 (5.26)	14.38 (3.74)	+6.60
Non-DDL Class	6.50 (2.87)	15.69 (2.90)	+8.28

Results I/IV: Learning-based evaluation: Inferential Statistics

Class	Inferential statistical results
DDL Class (Wilcoxon)	$Z = -2.52, p = .012$
DDL / Non-DDL Class (ANOVA)	$F(1, 14) = 69.39, p = <.001,$ Large effect size of = .83
DDL / Non-DDL Class interaction (ANOVA)	$F(1, 14) = 2.92, p = .11$ Medium effect size of = .17

Results II/IV: Response Based Evaluation

- DDL Class had more STT – Average 70% vs 40%
- Teacher's role in DDL = facilitator
- Timing issues in DDL class

Results III/IV: Student Based Evaluation

- **Similar assessment of improvement before test results revealed**

- **More enthusiastic feedback for DDL class**

“It was like a fun game; not passive study”.

“It takes longer but is more effective”.

“It’s more motivating than the usual way”.

- **Not everyone liked it**

“I prefer to be told the meaning” (x2)

- **Non-DDL class feedback less enthusiastic**

“It was useful” (x3)

“There wasn’t enough time talking with other students” (x2)

Discussion I/IV: Learning-based evaluation

- Both methods benefited learning
- No significant differences in results
- Connection between student level and efficacy?

Discussion II/IV: Response-based evaluation

- DDL class more active
- Each student's chosen partner had an impact on efficiency
- Time consumption is the main drawback

Discussion III/IV: Student Based Evaluation

- Motivational benefits of DDL
- Style did not suit every student
- DDL students felt it took too long
- Non-DDL students identified a lack of change

Discussion IV/IV: Feasibility

- Difficult but possible for teachers to introduce
- More student-training needed
- Difficulties in managing corpora

Limitations

- Small study

(Boulton and Cobb, 2017)

- Lack of post-hoc analyses
- Lack of experience in DDL of the instructor
- Only one type of DDL application

Future research

- Direct use of corpora
- Larger studies focusing on different types of students
- Custom-made corpus

Summary of findings

- DDL and non-DDL method resulted in learning
- DDL method had greater motivational benefits
- DDL perhaps feasible for teachers to implement but requires training / preparation

References

- Boulton, A. (2008) "Looking for empirical evidence for DDL at lower levels". In Lewandowska-Tomaszczyk (ed.) **Corpus Linguistics, Computer Tools, and Applications**. Frankfurt: Peter Lang.
- Boulton, A. and Cobb, T. (2017) Corpus Use in Language Learning: A Meta-Analysis. **Language Learning**, 67/1, 1-46.
- Cambridge Online Dictionary. (2019) **Cambridge Online Dictionary**. Retrieved from <https://dictionary.cambridge.org/>
- Dornyei, Z. (2007) **Research Methods in Applied Linguistics**. Oxford: Oxford University Press.
- Ellis, R. (2003) **Task-based Language Learning and Teaching**. Oxford: Oxford University Press.
- Gardner, A. and Davies, M. (2007) Pointing out frequent phrasal verbs: A corpus-based analysis. **TESOL Quarterly**, 34/5, 1-24.
- Hunston, S. (2002) **Corpora in Applied Linguistics**. Cambridge: Cambridge University Press.
- Larson-Hall, J. (2010) **A Guide to Doing Statistics in Second Language Research Using SPSS**. London: Routledge.
- Nunan, D. (2005) "Classroom research". In Hinkel, E. (ed.) **Handbook of Research in Second Language Teaching and Learning**. Mahwah: Lawrence Erlbaum, pp. 225-240.
- Spring, R. (2018) Teaching Phrasal Verbs More Efficiently: Using Corpus Studies and Cognitive Linguistics to Create a Particle List. **Advances in Language and Literary Studies**, 9/5, 121-135.



Thank you