Corpora in the Classroom

Teaching Phrasal Verbs

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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 <u>nugu tsumori</u> 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

- 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)

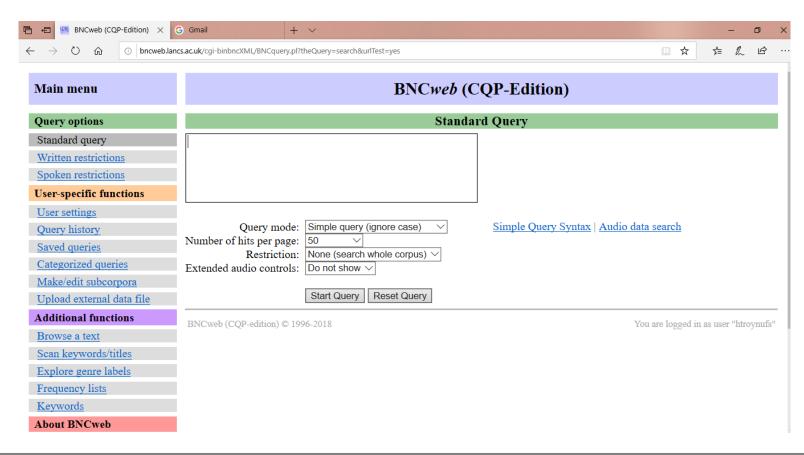
Method III/VIII

22 phrasal verbs

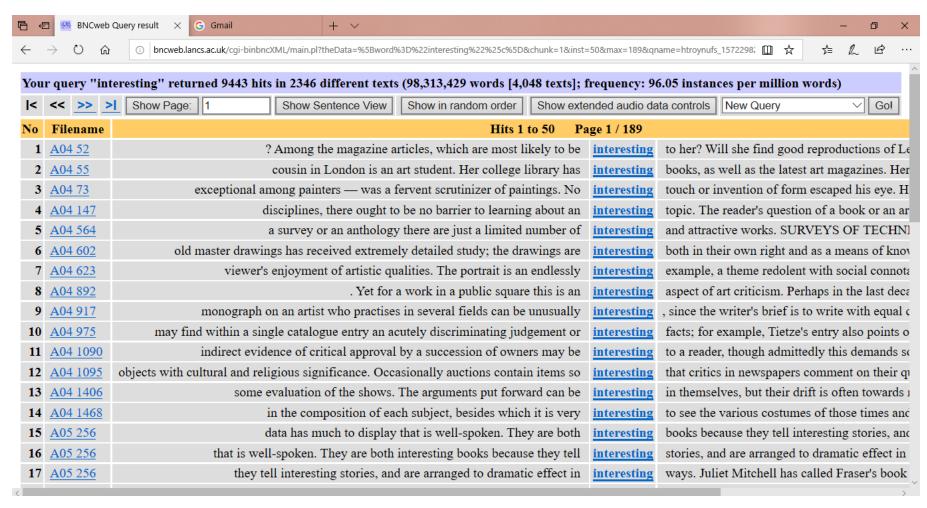
Task 1 Transitive verbs	Task 2 Intransitive verbs	Task 3 Three-word verbs
figure out	drop in	go out with
get over	get by	get round to
count on	back down	measure up to
turn down	nod off	look down on
rule out	grow apart	clamp down on
call off	watch out	make fun of
	catch on	put up with
	fall through	fill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

Method IV/VIII

BNCweb - bncweb.lancs.ac.uk/



Method V/VIII



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.

Type

- 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

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Thank you