Voices from the Field:
Three Ways to Incorporate Corpus Technology in the ESL Classroom

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Teaching Contexts

The teaching contexts are two small higher education institutions in Hawai i. The f rst is a small liberal arts college with about 150 students rom !a"an who s"ea# $nglish as an additional language. %ith an em"hasis on "resentational and conversational s"ea#ing& the college o ers customi' able "rograms or beginner to advanced level students. The second school is a small "rivate university with about (&000 students rom)0* countries&)0+ o whom s"ea# $nglish as an additional language. , our-level .two intermediate& two advanced/ , cademic $nglish language su""ort "rogram is o ered at each institution.

Pro lem

, lthough there are numerous exam"les o indirect cor"us use in language teaching& many shy away rom direct cor"us use& which involves teacher- and learner-cor"us interaction. Oased on teacher and learner eedbac#& this is due to the overwhelming amount o cor"us data and un amiliarity with cor"us 1uery unctions and techni1ues.

Solution

The solution is sim"le2 I do& We do& then You do. These ste"s are re"resentative o teacher-centered& colla orati.e& and learner-centered tas#s .Hin#el 3 4reen& 5055& 7ri"icharn& 500(/. $ssentially& teachers guide learners through the generali' ation "rocess towards inde"endent learning.

8irst& I do .a teacher-centered tas#/ re1uires the teacher to select words or "hrases to investigate rom classroom texts or observations. The teacher extracts at least ten concordance lines and designs concordance tas#s with varying degrees o control. , s an exam"le& my class investigated the noun9verb re 'uest using the : or"us o : ontem"orary , merican $nglish .: ; : , / to strengthen their research "ro"osals. , da"ted rom 4reen .501</& 8igure 1 dis"lays the outline used or the tas#.

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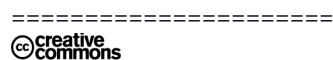
Figure !
Teacher-Centered Task Outline

Instructions: 'e 'uest has both noun and verb orms and re1uently occurs with other words in academic texts. En this tas#& examine the ollowing exam"le sentences with re 'uest rom : ; : , and answer 1uestions about them. %hat "atterns do you see in the use o re 'uestH 7ome guiding 1uestions have been "rovided to hel" you guess the "atterns. I ou may wor# with a "artner or in a small grou".

1. The trial-court may re1uest "ermission to address the "etitionJ K%$O& 5015L
5. , ny 7tate Party may re1uest assistance relating to medical treatmentJ K%$O& 5015L
(. The Daily >ews Aeader re1uested in ormation rom the 7henandoah @alley !uvenile : enter. K>$%7& 501<L
M. The investigations were re1uested by %ashington 7tate "resident $lson 8loyd. K%$O& 5015L
5. The hearing was re1uested by the Ellinois Press , ssociationJ K%$O& 5015L
F. The Nudge signed o on the doctor0s re1uest. K, : , D& 501<L
). The woman0s re1uest or a tem"orary restraining order was a""roved. K>$%7& 501<L
G. ; 0>eill turned down the "resident0s re1uest. K>$%7& 501<L
<. ? aterial will be removed u"on re1uest o the co"yright owner. K%$O& 5015L
10. 8or a com"lete list o co-authors& the ull "a"er and editorial is available u"on re1uest. KOA; 4& 5015L

, . : an you find exam"les o re 'uest as a verbH %rite the number o each sentence where re 'uest unctions as a verb.

===

O. : an you find some exam"les o re 'uest as a nounH %rite the number o each sentence where re 'uest unctions as a noun.

===

: . %hat are the most re1uent words which occur be ore or a ter re 'uest

unc s a verb.

investigate, then use a corpus to examine the data together. In a lab setting, my class chose to investigate the collocation and phraseological behavior of the near synonyms ask and request for addressing appropriate classroom customs and language. Poquer (2010) recommends engaging learners in collaborative tasks like this, where the data is shown in a variety of ways (e.g., list, chart, collocates, compare). , dapted from Green (2017). figure 5 displays a few basic discussion points used for the task.

Figure "
Collaborative Task Discussion Points

Generalizations about ask and request:
- Ask appears to collocate with pronouns more frequently than request.
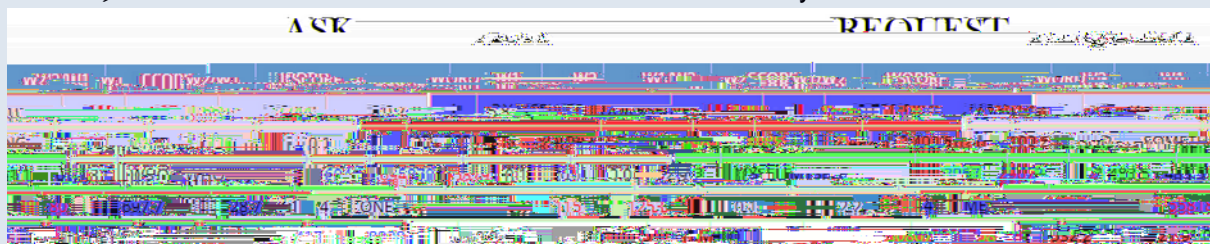
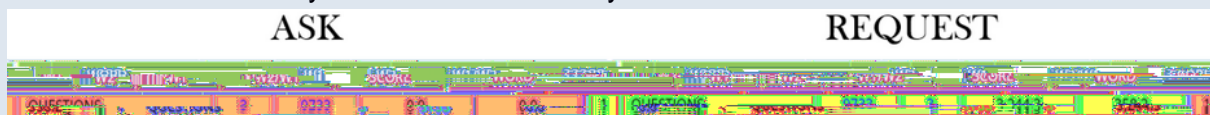- Verbs which occur before to ask * ask are have, want, and going.

				FREQ
1			HAVE TO ASK	6973
2			WANT TO ASK	5676
3			GOING TO ASK	4595

- Nouns which occur after request are information, permission, and anonymity.

HELP				FREQ
1			INFORMATION	556
			PERMISSION	
3			ANONYMITY	370

- We almost always ask questions and rarely request questions.

- We more often request access than ask for access.

- Ask occurs idiomatically in asking for it and ask for this.
  - Well, that's just asking for it. (COCA: R, 2010)
  - Don't act like you didn't ask for this. (TV, 2017: 2015)

Third& You do .a learner-centered tas#/ re1uires the learners to become inde"endent detectives& orm their own language 1uestions& and draw conclusions about the orm& meaning& and use o a "articular word or "hrase. 7ince these are inde"endent searches& learners can conduct this tas# asynchronously. However& it is essential to note that this tas# should not be introduced by the teacher until learners are amiliar with
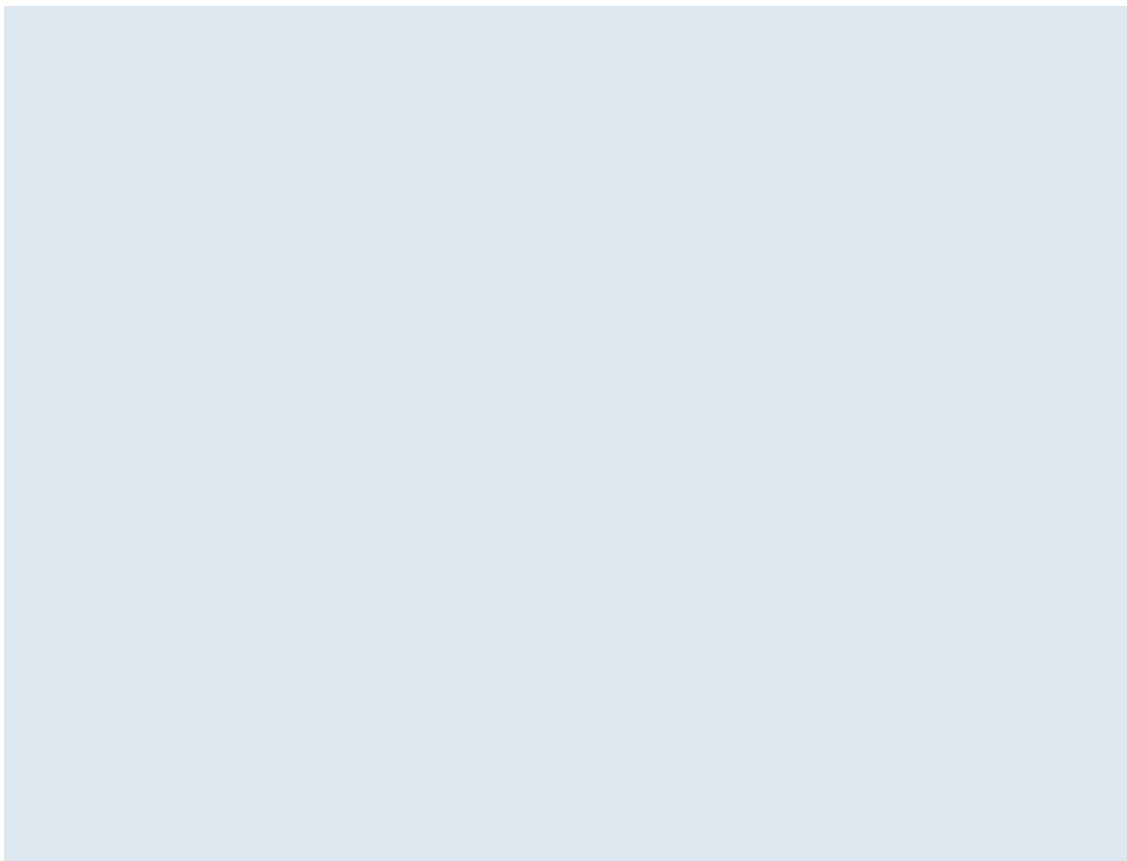
Conclusion

Indeed, incorporating corpus technology and tasks in the L2 classroom can be intimidating. Nevertheless, it has significant potential to enhance our understanding of naturally occurring language. As my students grew familiar with the corpus-based I do, We do, You do tasks, they grew increasingly self-motivated and confident in their ability to investigate the language independently, which is the ultimate goal. They realized that they did not have to continue relying on the teacher or on living abroad to learn authentic language patterns. In fact, my most successful students developed the skills necessary to continue learning in any context. When using raw corpus data in class for the first time. From : ; : , & specifically/& I did not anticipate student and faculty concerns regarding roadblocks with precision and encounters with explicit themes or