

**AN INVESTIGATION INTO EFL UNIVERSITY
INSTRUCTORS' PERSPECTIVES ON THE USE OF
CORPORA IN LANGUAGE TEACHING**

Yüksek Lisans Tezi

Gamze ÇALIŞKAN

Eskişehir 2020

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PERSPECTIVES ON THE USE OF CORPORA IN LANGUAGE TEACHING**

Gamze ALIŐKAN

MA THESIS

Department of Foreign Language Education

MA in English Language Teaching Program

Supervisor: Assoc. Prof. Dr. Safiye İpek KURU GÖNEN

Eskiőehir

Anadolu University

Graduate School of Educational Sciences

May 2020

JÜRI VE ENSTİTÜ ONAYI

ABSTRACT

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The purpose of this study was twofold: to explore EFL university instructors' familiarity with corpus use and to investigate their views on the use of corpora in language teaching based on firsthand experiences during a seven-week training program on corpus-based language teaching. In the initial phase of the study, quantitative data were collected from 89 EFL university instructors via a background questionnaire on corpus use. As for the second phase of the study, qualitative data were obtained from 10 EFL university instructors who took part in the training developed for the research context through reflective logs and semi-structured interviews. The quantitative data were analyzed descriptively, and the qualitative data were analyzed using the Constant Comparative Method. Based on the findings, it was found out that the university instructors' familiarity with corpora was low. In the second phase of the study, the findings revealed the importance of implementing in-service training as the university instructors gained awareness, knowledge, and skills required for corpus use in language pedagogy. The findings also pointed out some benefits (e.g., effectiveness in error correction, usefulness in vocabulary instruction, helpful for accessing authentic/reference source) and drawbacks (e.g., difficulties in material preparation, difficulties in students' interaction with corpora, impracticality with low proficiency level) of using corpora in language teaching. Finally, these findings were discussed in the light of the relevant literature, and pedagogical implications were presented along with suggestions for further studies.

Keywords: Corpus use in language teaching, EFL university instructors' views, In-service teacher training.

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM ELEMANLARININ DİL ÖĞRETİMİNDE DERLEM KULLANIMINA YÖNELİK BAKIŞ AÇILARININ ARAŞTIRILMASI

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Danışman: Doç. Dr. Safiye İpek KURU GÖNEN

Bu çalışmanın iki amacı vardır. Öncelikle İngilizceyi yabancı dil olarak öğreten öğretim elemanlarının derlem kullanımına yönelik farkındalık düzeyini belirlemeyi amaçlamıştır. Çalışmanın diğer hedefi, öğretim elemanlarının derlem tabanlı öğretim üzerine katıldıkları yedi haftalık eğitimde edindikleri deneyimlere göre dil öğretiminde derlem kullanımına yönelik görüşlerini ortaya çıkarmaktır. Çalışmanın ilk aşamasında nicel veri, 89 öğretim elemanından derlem kullanımına yönelik bir anket aracılığıyla toplanmıştır. İkinci aşamada ise çalışma bağlamı için geliştirilmiş olan eğitime katılan 10 öğretim elemanından yansıtıcı günlük ve yarı yapılandırılmış görüşmeler aracılığıyla nitel veri elde edilmiştir. Nicel veri betimsel istatistik yöntemiyle analiz edilmiştir. Nitel veri analizi için Sürekli Karşılaştırma Metodu kullanılmıştır. Bulgulara göre, öğretim elemanlarının derlem farkındalık düzeyinin düşük olduğu gözlemlenmiştir. Çalışmanın ikinci aşamasında elde edilen bulgular, öğretim elemanlarının dil eğitiminde derlem kullanımına dair farkındalık, bilgi ve beceri gibi kazanımlarından dolayı hizmet içi eğitimin önemini ortaya çıkarmıştır. Ayrıca bulgular, dil öğretiminde derlem kullanımının hata düzeltme, kelime öğretimi ve otantik kaynağa erişim gibi bazı faydalarının; materyal hazırlama süreci, öğrencilerin derlem araçları kullanımı ve düşük dil seviyesinde işlevsiz olma gibi bazı zorluklarının olduğunu ortaya koymuştur. Son olarak, bu bulgular alanyazın doğrultusunda tartışılmış ve gelecekteki çalışmalar için öneriler ile pedagojik uygulamalar sunulmuştur.

Anahtar Sözcükler: Dil öğretiminde derlem kullanımı, İngilizceyi yabancı dil olarak öğreten öğretmenlerin görüşleri, Hizmet içi öğretmen eğitimi.

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Gamze ÇALIŞKAN

Eskişehir 2020

27/05/2020

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Gamze ÇALIŞKAN

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LIST OF ABBREVIATIONS

BNC	: British National Corpus
CELTA	: Certificate in Teaching English to Speakers of Other Languages
COCA	: Contemporary Corpus of American English
DDL	: Data-Driven Learning
DELTA	: Diploma in Teaching English to Speakers of Other Languages
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language

1. INTRODUCTION

1.1. Background to the Study

Today rapid changes in technology bring innovations to language education and facilitate the accessibility of new tools that can be used for pedagogical purposes. These recent developments in the computer technology have placed a great deal of importance on the integration of technology into English language teaching and learning environments. Based on such advances, the use of corpora in language pedagogy has attracted substantial attention in the field of English Language Teaching (ELT) (Huang, 2017; Tsai, 2019). The idea of using corpora as pedagogical tools stems from the attempts made in corpus linguistics which refers to the analysis of authentic language data (McCarthy & O’Keeffe, 2010). Corpora (singular corpus) can be defined as “systematically organized electronic collections of texts” (Vyatkina & Boulton, 2017, p.1). The texts which comprise corpora can be obtained by means of various sources such as academic journals, newspapers, films, radio programs, and so on, depending on the purpose and use of the corpus (O’Keeffe, McCarthy & Carter, 2007). With respect to this, a text refers both to the written and spoken language presented in the written form (Timmis, 2015), and the data accessed through corpora display the language used in real life (McCarthy, 2004; Braun, 2005; Leńko-Szymańska & Boulton, 2015; Godwin-Jones, 2017).

Along with the rapid advances in the computer technology, different types of corpora are available online at the present time, and they are composed of hundred million words of texts, which are the samples of the language naturally occurring (Timmis, 2015; Farr & O’Keeffe, 2019). Hence, corpora provide language teachers and learners with a huge amount of authentic data (Conrad, 2000; Gavioli & Aston, 2001; Hadley, 2002; Gilquin & Granger, 2010; Leńko-Szymańska & Boulton, 2015; Godwin-Jones, 2017). In this regard, the use of corpora in language pedagogy may play a vital role in language teaching and learning environments, particularly in the English as a Foreign Language (EFL) contexts where instructional resources are mainly limited to non-native teachers, published textbooks, and tailor-made materials since corpora are considered as the helpful tools to reach authentic use of English (Aşık, 2015).

Considering the potential of using corpora in language teaching and learning, seeking the ways to incorporate corpora into actual classroom practices has contributed

to the increasing popularity of this novel approach in language pedagogy as it might supplement the existing language teaching practices and facilitate language learning (Gabrielatos, 2005; Lee, 2011; Lin & Lee, 2015; Mizumoto & Chujo, 2015). In contrast to teacher-centered traditional instructional methods, the use of corpora in language teaching, known as data-driven learning (DDL; Johns, 1991), puts language learners in the role of researchers and engages them in active learning process where learners can explore language patterns themselves (Johns, 1986; 1991). In this approach, learners are required to search for a target item, analyze corpus data displayed via concordance lines (i.e., concordances), and make inferences about the language use. The following figure illustrates a sample of concordance lines for the word *motivation*.

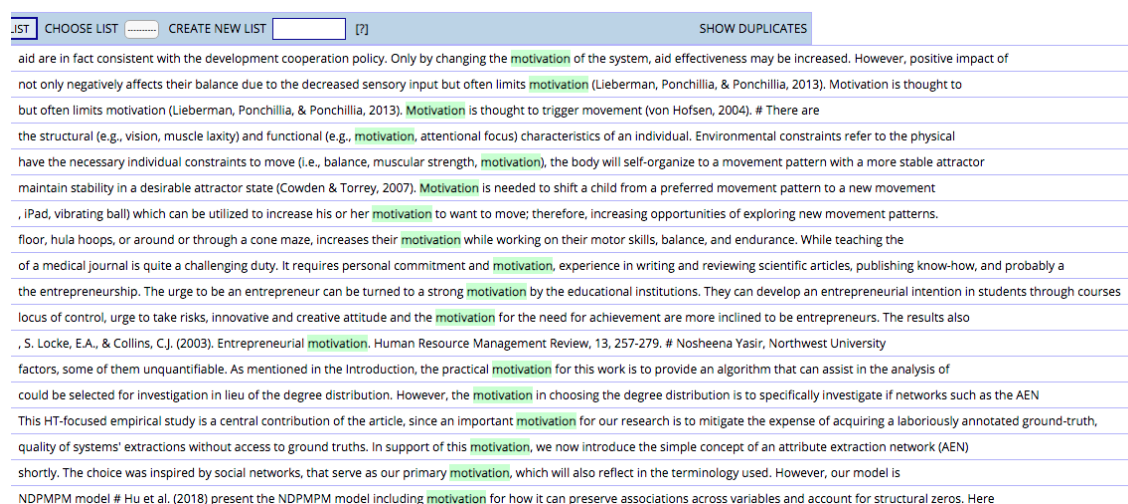


Figure 1.1. A sample screenshot of concordance lines in COCA (Davies, 2008)

As it can be seen in Figure 1.1, concordances are a list of the target word/phrase retrieved from various texts. Sinclair (1991) defines a concordance as “a collection of occurrences of a word-form, each in its own textual environment.” (p.32). With the help of corpora which provide learners with many concordance lines, learners grasp the opportunity to work on the actual language use on their own and deduce repeating language patterns from large authentic data in various contexts (Boulton, 2009a; Chambers, 2010; Lee, 2011; Leńko-Szymańska & Boulton, 2015; Godwin-Jones, 2017). Such an approach to language pedagogy can raise learners’ awareness on how language patterns occur across different genres and registers (Hadley, 2002; O’Keeffe & Farr, 2003; Boulton, 2009a). That is, observing corpus data consisting of

concordance lines enables learners to identify variations regarding the use of lexical items and grammatical structures across written and spoken language, deepen their knowledge of the language, and influence language preferences in different registers such as formal and informal situations (Huang, 2011). What is more, using corpora might increase motivation towards learning language skills since learners are in the center of the process in which they are asked to make corpus queries and search for language patterns (Gilquin & Granger, 2010; Lee, 2011). This discovery process also encourages learners to take the control for their learning and lead to considerable gains in enhancing autonomy (Braun, 2005; Chambers, 2005; Timmis, 2015; Boulton & Cobb, 2017; Godwin-Jones, 2017).

For the past several decades, there has been a growing interest in the research on the effectiveness of using corpora in language learning and learners' attitudes towards the implementation of corpus-based approach to language pedagogy. A number of studies highlight the effectiveness of DDL on vocabulary learning (e.g., Cobb, 1999; Chan & Liou, 2005; Liu, 2013; Daskalovska, 2015; Uçar & Yükselir, 2015; Karras, 2016; Vyatkina, 2016; Barabadi & Khajavi, 2017; Chen, 2017; Li, 2017; Tsai, 2019). Similarly, the research regarding the integration of corpora in grammar instruction pinpoints some gains acquired with the help of corpus-based activities (e.g., Smart, 2014; Lin & Lee, 2019). Empirical studies have also drawn attention to the usefulness of corpus consultation in error correction in teaching writing skills (e.g., Gaskell & Cobb, 2004; O'Sullivan & Chambers, 2006; Gilmore, 2008; Tono, Satake & Miura, 2014; Luo & Liao, 2015; Quinn, 2015; Luo, 2016; Crosthwaite, 2017; Emir, 2019). Moreover, the research regarding learners' attitudes shows that learners' perceptions of using corpus-based activities in learning language skills are positive in general (e.g., Lin, 2016; Şimşek, 2016; Girgin, 2019). These empirical studies present promising results in relation to the potential use of corpora as a tool for language skill development.

Despite the growing body of research on the efficiency of implementing corpus-based approach to language pedagogy, using corpora in language teaching is not a common practice in actual classroom practices (Leńko-Szymańska & Boulton, 2015; Ebrahimi & Faghih, 2017). The scarcity of integrating corpora into teaching routines emerges from several reasons including learners' profile, teachers' unfamiliarity with the knowledge of corpora and unavailability of resources (Boulton, 2009a; Gilquin &

Granger, 2010). Considering the unpopularity of corpus applications in language classrooms, Römer (2011) highlights the critical role that teachers play in exploiting corpus resources in language pedagogy and applying DDL to the context of language teaching. Similarly, Huang (2017) points out teachers' role to reach learners and benefit from corpora in language classrooms. However, the majority of teachers are unfamiliar with the knowledge of corpus, and they have little or no experience with corpus tools and concordances (Mukherjee, 2004; Lee, 2011; Aşık, 2015). As suggested by researchers (e.g., Mukherjee, 2004; 2006; Bunting, 2013; Leńko-Szymańska, 2017; Chen, Flowerdew & Anthony, 2019; Lin, 2019), it is highly important to create in-service training opportunities so as to enable teachers to become acquainted with the principles of corpus-based language teaching, empower them with the essential skills to exploit corpora in their classrooms, and investigate their views regarding the integration of corpora into actual teaching routines.

In line with these remarks, empirical studies with pre-service teachers emphasize that teachers may have positive attitudes towards the use of corpora in language teaching if they are introduced to the functions of corpora and given training on how to make use of corpus tools in their future teaching practice (e.g., Farr, 2008; Breyer, 2009; Ebrahimi & Faghih, 2017; Leńko-Szymańska, 2017; Zareva, 2017). Similarly, prior studies imply that teachers may take advantage of corpora in their actual teaching practices when they are trained on the ways to make use of corpora in language pedagogy (e.g., Mukherjee, 2004; Bunting, 2013; Özbay & Kayaoğlu, 2015; Çalışkan & Kuru Gönen, 2018; Chen et. al., 2019).

Based on the previous research, utilizing corpus data in today's language classrooms and influencing teachers' actual classroom practices may start with consciousness-raising on the availability of corpora and training teachers on the use of corpus tools. Mukherjee (2004) draws attention to the need for in-service teacher training at schools so that corpora might turn into reality in EFL classrooms. Aşık (2015) stresses teachers' low familiarity with corpus applications and suggests providing EFL teachers with workshops or trainings about corpus use in language classrooms so as to bring corpora to language classrooms. In a similar vein, Özbay and Kayaoğlu (2015) point out the need for in-service teacher training on the use of corpus tools and suggest implementing comprehensive training workshops to raise language teachers' awareness on the knowledge of corpus use required for effective classroom

implementation. Lin (2019) also highlights that teachers need to gain hands-on experience in teaching with corpus tools in EFL classrooms. In a similar vein, Chen et al. (2019) stress that longitudinal and comprehensive training opportunities with more practice might be created in order to spread the use of corpora in language teaching. Consequently, corpora may contribute to language teaching and learning in many aspects only when teachers are acquainted with corpus applications through in-service training.

1.2. Statement of the Problem

Despite the aforementioned benefits of using corpora in language teaching, this practice is still not widespread in Turkish EFL context as teachers lack awareness on the knowledge of corpus use (Aşık, 2015). That is, teachers might not know what information a corpus provides, how they can reach corpora and utilize concordance lines for themselves and/or their students. Considering the need for the integration of corpora into initial teacher education (Breyer, 2009; Heather & Helt, 2012; Ebrahimi & Faghih, 2017; Leńko-Szymańska, 2017; Zareva, 2017), in-service teachers may not know even the existence of corpus. The familiarity with corpus is usually limited to the researchers and academicians who make individual efforts and offer courses in relation to corpus applications in ELT (e.g., Aşık, 2017). There is not a systematic approach to integrate such courses into English language teacher education programs at universities in Turkey. Since undergraduate courses do not empower pre-service teachers with the knowledge of corpus and practical skills for corpus use, in-service teachers' practices do not involve corpus-based applications in classrooms.

It is apparent that a vast majority of in-service teachers are not aware of the availability of corpus tools and the knowledge of utilizing corpora in language teaching. When compared to English language teachers at K-12 schools, it is assumed that EFL university instructors follow the recent trends in ELT as they tend to have more opportunities for professional development such as pursuing postgraduate degrees, attending conferences, workshops, certificate programs, and so on. However, the majority of EFL university instructors are not familiar with the knowledge of corpus, which might hinder the access of the implementation of corpus-based activities to language learners. Only the EFL university instructors who are eager to engage in the

aforementioned professional development activities might encounter the term (i.e., corpus). Yet, these instructors may not know how to bring corpus data to their own teaching context as there are not many ready-made corpus-based activities. Thus, it is essential to introduce teachers with the knowledge of corpus and show them what corpora might offer to language teaching. They also need to receive training to acquire basic skills required for using corpora (e.g., searching for a target item, analyzing concordance lines, interpreting corpus data, etc.) and experiment with pedagogical applications of corpus in order to make corpora part of actual teaching contexts (Mukherjee, 2004; Römer, 2011; Frankenberg-Garcia, 2012; Lin, 2016; 2019; Leńko-Szymańska, 2017).

In line with these remarks, the studies conducted in Turkish EFL contexts stressed the importance of providing teachers at tertiary level with in-service training on the use of corpora in language teaching as they were not familiar with corpora much, and they had almost no knowledge and experience in using corpora for pedagogical purposes prior to training (Özbay & Kayaoğlu, 2015; Çalışkan & Kuru Gönen, 2018). Without knowing how to utilize corpora in language classrooms and having any hands-on teaching experience with corpus tools, it is not probable to investigate teachers' perspectives on the integration of corpora into language teaching practices.

1.3. Purpose of the Study

The present study was twofold. The first phase of the study was intended to seek EFL university instructors' background knowledge on corpus use and prior experiences with corpus tools in language classrooms. For this purpose, familiarity with corpora (i.e., online corpora and/or corpus software), the ways of exploiting corpus tools, the ways to be informed about corpus and prior experiences with corpus tools in actual teaching routines were in the scope of this study. Hence, the degree of EFL university instructors' familiarity with corpora and their classroom practices regarding corpus use might be portrayed in the context of this study.

Considering the aforementioned need to raise teachers' awareness on the use of corpora in language teaching and to equip them with the knowledge and skills required for corpus use, the second phase of this study provided EFL university instructors with an extensive training in the form of workshop sessions designed meticulously for the

specific context of the research. That is, training sessions aimed to empower university instructors with the necessary theoretical knowledge and practical skills engaging them in corpus-based material preparation and creating the opportunity to implement corpus-based activities in classroom. With this in mind, the primary purpose of the current study was to investigate university instructors' views on the use of corpora in language teaching after receiving training.

1.4. Significance of the Study

In the relevant literature, the previous research has mainly focused on experimental studies, seeking the efficiency of using corpus-based approach in teaching language skills and learners' attitudes towards the implementation of corpus-based activities (e.g., Smart, 2014; Tono et al., 2014; Karras, 2016; Lin, 2016; Crosthwaite, 2017; Emir, 2019; Girgin, 2019; Lin & Lee, 2019). Concerning teacher education, empirical studies have mainly aimed to train pre-service teachers on the use of corpus tools and reveal their perceptions of utilizing corpora for the purpose of language teaching and learning (e.g., Farr, 2008; Breyer, 2009; Ebrahimi & Faghih, 2017; Zareva, 2017). However, very little research has addressed to in-service teachers' awareness and knowledge of corpus (e.g., Tribble, 2015) and/or their perceptions of using corpora in language teaching and learning by providing training opportunities (e.g., Mukherjee, 2004; Chen et al., 2019; Lin, 2019).

In Turkish EFL context, there are limited number of studies in relation to in-service teachers and their corpus use. Only one small-scale study by Aşık (2015) investigated the level of awareness of Turkish EFL university instructors about corpus use and highlighted the importance of creating training opportunities for in-service teachers to influence classroom practices in relation to the use of corpora in language teaching. Apart from this study, two previous studies provided Turkish EFL university instructors with training opportunities on using corpora in language teaching and stressed the need for training in-service teachers on pedagogical use of corpora, pinpointing teachers' unfamiliarity with corpora and corpus applications prior to training (Özbay & Kayaoğlu, 2015; Çalışkan & Kuru Gönen, 2018). To the best of the researcher's knowledge, there is no comprehensive study concerning Turkish EFL university instructors' background knowledge on corpus use as well as creating in-

service training opportunities to investigate their views on the ways to incorporate corpora into English language teaching along with hands-on experiences.

Consequently, the current study may portray the current situation of Turkish EFL university instructors' familiarity with corpus use in language classrooms with a larger sample size in the context of Anadolu University School of Foreign Languages. Moreover, this study may shed light on the effectiveness of incorporating corpora into actual classroom practices from in-service teachers' perspectives, and extensive workshop sessions designed meticulously for the present study might offer valuable insights into how such an in-service training program need to be designed and implemented in similar contexts for further research and contribute to the relevant literature.

1.5. Research Questions

Based on the aforementioned purposes, the current study seeks answers to the following research questions:

- 1) What do EFL university instructors in general know about using corpus tools in language classrooms?
- 2) What do EFL university instructors in the study think about using corpora in the actual teaching context after receiving training on corpus use in language pedagogy?

1.6. Definitions of Key Terms

The following terms will be used in the present study.

EFL university instructor: is a teacher who works at School of Foreign Languages and teaches English as a foreign language to adult learners at English preparatory programs of the universities.

Corpora (singular corpus): refer to “systematically organized electronic collections of texts” (Vyatkina & Boulton, 2017, p.1).

Concordance line (i.e., concordance): refers to “a collection of occurrences of a word-form, each in its own textual environment” (Sinclair, 1991, p.32).

Corpus-based activities: refer to the exercises that are based on concordances retrieved from a corpus.

Corpus-based language teaching: refers to the use of corpora and corpus-based activities in language teaching.

Data-driven learning: is an approach to language teaching in which students analyze concordances to find patterns about the language (Johns, 1991).

2. LITERATURE REVIEW

2.1. Corpus Linguistics and Language Pedagogy

The origin of electronic corpora, used for linguistics research, dates back to the 1960s (Sinclair, 2004; Tognini Bonelli, 2010; Leńko-Szymańska & Boulton, 2015; Vyatkina & Boulton, 2017). The roots of corpora are based on corpus linguistics, which is “the empirical study relying on computer-assisted techniques to analyze large, principled databases of naturally occurring language” (Conrad, 2000, p.548). That is, the initial attempts were mainly collecting linguistics examples of the language, writing dictionaries, and analyzing the language based on authentic data (McCarthy & O’Keeffe, 2010). Thus, the first empirical contributions of corpus linguistics can be observed in the field of lexicography, which utilizes corpora to maintain language analysis in various aspects, namely frequency of words and semantic associations based on actual language use (O’Keeffe et al., 2007) so as to make better-informed dictionaries (O’Keeffe et al., 2007; McCarthy & O’Keeffe, 2010; Tognini Bonelli, 2010). With the COBUILD dictionary project led by John Sinclair in the 1980s, corpora have been used to produce corpus-based dictionaries and grammar reference books, and this has been considered one of the greatest impacts of corpus linguistics on language pedagogy (O’Keeffe et al., 2007; Tribble, 2015; Huang, 2018).

Advances in technology and easy accessibility to computers have also broadened the areas in which corpus can be utilized. Basically, a corpus is a compilation of written or spoken texts, which are stored in electronic form (O’Keeffe et al., 2007). A corpus can be composed of texts, written or spoken, and in some versions it includes both types. Written texts can be retrieved from a wide range of sources including newspapers, books, and magazines whereas spoken texts consist of audiotaped conversations from phone calls to media broadcasts like talk shows and radio programs (Hunston, 2002; McCarthy, 2004; O’Keeffe et al., 2007; Huang, 2011). Hence, the type of corpora (e.g., *parallel*, *learner*, *reference*, *specialized*, *etc.*) can vary considerably depending on their purpose and use (Hunston, 2002; Huang, 2018).

Considering English language corpora, general/reference corpora and specialized corpora are widely preferred in the field of English language teaching and learning (e.g., Bunting, 2013; Chang, 2014; Luo, 2016; Zareva, 2017; Girgin, 2019; Lin, 2019). General/reference corpora contain a vast variety of texts and genres in multiple contexts, which show samples of the language. For instance, the British National

Corpus (BNC) with 100 million words and the Corpus of Contemporary American English (COCA) with one billion words of texts from various genres, including academic, magazines, spoken, and so on, are the two large and well-known corpora that are freely accessible and available online (Godwin-Jones, 2017; Huang, 2017). Hence, language teachers and learners can easily access to them in order to reach authentic texts and observe the variety in English language use. When compared to general/reference corpora, specialized corpora are created to serve for particular purposes such as ESP/EAP courses, and they are relatively smaller in size (Lee, 2010). Such corpora might be advantageous to show students how to make corpus queries, analyze concordance lines and interpret data as they involve smaller number of texts with a specific focus (Farr & O’Keeffe, 2019). For instance, the Michigan Corpus of Academic Spoken English (MICASE) contains more than 1.8 million words of speech transcripts obtained from academic contexts whereas the British Academic Written English Corpus (BAWE) consists of university students’ essays, collected from various disciplines, and includes more than 6 million words (Huang, 2017). In addition to these corpora accessible online, there is a number of computer software (*e.g.*, *WordSmith Tools*, *AntConc*) used for the analysis of a corpus that has been uploaded in advance (Godwin-Jones, 2017). Such corpus software is commonly used for research purposes, which aim to conduct linguistics analysis (*e.g.*, investigating the lexical bundles frequently used in written or spoken texts) as well as being utilized teaching and learning tools in previous empirical studies (*e.g.*, Kazaz, 2015; Leńko-Szymańska, 2017).

In all cases, concordancing enables to search and analyze a language item in a corpus. O’Keeffe et al. (2007) define concordancing as a tool that uses corpora “to find every occurrence of a particular word or phrase” (p.8). In other words, it is the way of accessing examples of the language in multiple contexts. By means of this analysis, it is possible to reach information “such as frequency of use, patterns of use, collocations, range of use across texts, plus additional statistical information” (Farr & O’Keeffe, 2019, p.269). The search of a word or phrase in a corpus generates concordance lines on the computer screen. The concordance lines are mainly presented in the form of Key Word In Context (KWIC), which displays the target item as the “node” in the center, and it is accompanied by some other words at both sides (Hunston, 2002; O’Keeffe et al., 2007). Figure 2.1 illustrates KWIC display consisting of concordance lines.

am bettering myself , and they see this . The main	motivation	for other inmates to get into the educational program is that
land) and a Solow technology that does not . Their	motivation	for the Malthusian technology is that its output has a
on the Study : Promoting Voiced Expository Writing # My	motivation	for developing this approach -- a scientific inquiry based on an
of the development of the " post-self " as a critical	motivation	for sport involvement . They have argued that involvement in
(see Anderson , 1981) indicating that students ' major	motivation	for doing schoolwork is to complete it . As offered by Tobias
. # From the perspective of Anglo-American culture , the	motivation	for polygyny in other societies is somewhat beclouded by myth .
is often true : Monolingualism is no more a precondition or	motivation	for cultural and ethnic cohesiveness than multilingualism
of significance fee inside yourself that provides intrinsic	motivation	for learning and remembering . # SELF REGULATION :
outcomes . These results could be directly related to the	motivation	generated by the programme , especially due to the use of a
, at a more theoretical level , social cognitive models of	motivation	have tended to weigh heavily on cognition . Thus , although
al. , 1992) , instead of including all types of	motivation	identified by self-determination theory (e.g. , amotivation
information they contain can yield useful information about	motivation	if analyzed through a careful and consistent methodology . It is
. Still , it is possible that the value of increased	motivation	immediately after assessment may be time-limited and dampened
contributed to predicting intrinsic or extrinsic	motivation	in European Americans or Hispanic Americans . Interesting

Figure 2.1. A sample screenshot of KWIC display retrieved from COCA

As can be seen in Figure 2.1, the analysis of concordance lines requires particular techniques such as reading vertically and identifying language patterns occurring either on the right or left of the key word searched in order to make inferences about its interaction with other words and usage in various contexts (e.g., the word *motivation* is followed by the preposition *for*).

The use of concordance lines, originating in corpus linguistics, has also influenced English language teaching and learning activities (O’Keeffe et al., 2007; Leńko-Szymańska & Boulton, 2015) and led to a new approach called data-driven learning (DDL; Johns, 1991). That is, learners are required to analyze concordance lines, identify patterns and make inferences about the language themselves. Johns (1986) points out two functions of using concordance lines with learners in language learning. Learners engage in linguistics search and discover the use of the language without knowing what to find out, and this is associated with inductive approach. Moreover, corpus consultation can be used as a way of checking the existing information about the language in teaching and learning materials, which means making inferences about the rules in a deductive way (Gilquin & Granger, 2010).

DDL activities, which are based on the analysis of concordance lines obtained through corpora, comply with the nature of “discovery learning” (Bernardini, 2004, p.22). That is, learners are expected to explore language patterns and infer rules independently, differing from traditional teacher-centered activities in which learners are provided with pre-defined rules and supported by tailor-made materials (Flowerdew,

2015; Boulton & Cobb, 2017). In this regard, Flowerdew (2015) remarks that this discovery process in DDL activities encourages inductive learning, and it might also be considered parallel to the principles of constructivism, one of the theories in second language learning. To be precise, learners are at the center of the learning process, and they build their knowledge drawing conclusions about the use of the language in the light of the data provided via corpora. Similarly, Chambers (2010) stresses that DDL approach, in which learners analyze corpus data, involves “a level of active participation”, and this might not be achieved in any other ways including corpus-based resources such as dictionaries and published textbooks (p.345). In other words, learners are encouraged to identify language patterns while working on data accessed via corpora, and they take part in the learning process actively. Along with this, Flowerdew (2015) points out that DDL approach aligns with the principles of the noticing hypothesis, proposed by Schmidt (1990). In this hypothesis, Schmidt (1990) claims that noticing is essential “for converting input to intake” (p, 129). That is, language forms are acquired only when learners notice them in input. In a similar vein, DDL activities direct learners’ attention to language patterns occurring repeatedly and engage them in the analysis of concordance output. Boulton and Cobb (2017) also remark that DDL approach is associated with the noticing hypothesis since using a huge amount of authentic data makes language patterns noticeable.

When compared to teacher-fronted methods, DDL offers fruitful gains in language teaching and learning (Boulton, 2009a; 2010; Gilquin & Granger, 2010; Timmis, 2015; Boulton & Cobb, 2017; Godwin-Jones, 2017) as observed in meta-analyses studies investigating the effects of DDL on learning language skills/areas (e.g., Mizumoto & Chujo, 2015; Boulton & Cobb, 2017; Lee, Warschauer & Lee, 2019). Considering the vast amount of authentic data presented via concordance lines, this approach “brings authenticity into classroom” (Gilquin & Granger, 2010, p.359). In other words, it provides learners with a great deal of opportunity to observe actual language use rather than being surrounded by invented examples in teaching materials. Boulton (2009a) also draws attention to this advantage of DDL as learners are exposed to real life usage of the language in diverse contexts. Moreover, with the help of DDL activities, learners identify language patterns on their own, and this enhances their awareness about the language (O’Keeffe & Farr, 2003; Farr, 2008; Breyer, 2009; Zareva, 2017). DDL is also considered motivating since learners actively engage in

their own learning process in which they are expected to explore the use of language occurring in natural contexts (Boulton, 2009a; Gilquin & Granger, 2010; Lee, 2011). Thus, such an inductive approach to language pedagogy fosters learner autonomy (Braun, 2005; Chambers, 2005; Timmis, 2015; Boulton & Cobb, 2017; Godwin-Jones, 2017). That is, learners are encouraged to take the responsibility for their learning as they observe data provided via corpora and reach a conclusion about language use independently.

Despite the aforementioned benefits of using corpora in language teaching and learning, some researchers have pointed out several limitations in relation to the implementation of corpus-based approach to language pedagogy. Widdowson (2000) asserts that corpus data display “decontextualized language”, and it does not reflect learners’ reality in terms of language use (p.7). That is, concordance output retrieved from various contexts turns into textual reality presenting samples of the language when it is brought to learning environments rather than providing learners with authentic language. Flowerdew (2009) also points out some concerns about the nature of corpus data and possible challenges encountered by learners as drawing conclusions from huge data in an inductive way may not address all learners since some students merely do not prefer inductive learning. Besides, the impact of learners’ English language proficiency level in using corpora effectively is one of the issues in relation to the challenges of using corpus tools with students as corpora consist of a vast amount of authentic data displayed in the form of concordance lines (Lee, 2011; Chujo, Oghigian & Akasegawa, 2015), and corpus use requires skills such as making queries, analyzing concordance lines, interpreting corpus data and drawing accurate conclusions (Kennedy & Miceli, 2001). For instance, Vannestal and Lindquist (2007) found out that weaker students were overwhelmed by the nature of corpus search and huge data provided via corpora. Hence, there are some claims regarding the appropriateness of DDL activities for advanced learners although there have been several studies showing the suitability of corpus-based activities for lower level students (e.g., Boulton 2009b; Luo & Liao, 2015; Karras, 2016). Another negative point regarding the implementation of corpus-based language teaching emanates from technological issues. The technical difficulties confronted while using corpora are salient in previous empirical studies in the relevant literature (e.g., Farr, 2008; Breyer, 2009; Heather & Helt, 2012; Çalışkan & Kuru Gönen, 2018).

To overcome these concerns with respect to the use of corpora and to influence teachers' classroom routines, it is highly important for teachers to receive training and gain experience in learning how to analyze concordance lines, interpret corpus data, and benefit from corpora in language teaching (Lee, 2011; Frankenberg-Garcia, 2012; Leńko-Szymańska, 2017) since the nature of concordance lines and the principles of DDL approach is not similar to teacher-centered methods and conventional teaching materials used in language classrooms. Concerning the implementation of corpus-based activities with students in language classrooms, teachers' guidance is stressed as the use of corpora can range in numerous ways depending on the nature of the target subject, the needs of learners, and learner profile including age and language proficiency (Hunston, 2002; Gavioli, 2005; Boulton, 2009a; 2010; Huang, 2011; Boulton & Cobb, 2017).

2.2. Corpus Applications in Language Teaching

Corpora can be utilized in language pedagogy in two ways, namely via *indirect* and *direct* applications (McEnery & Xiao, 2010; Römer, 2011; Godwin-Jones, 2017). Römer (2011) clearly outlines these corpus applications in language teaching and learning (see Figure 2.2).

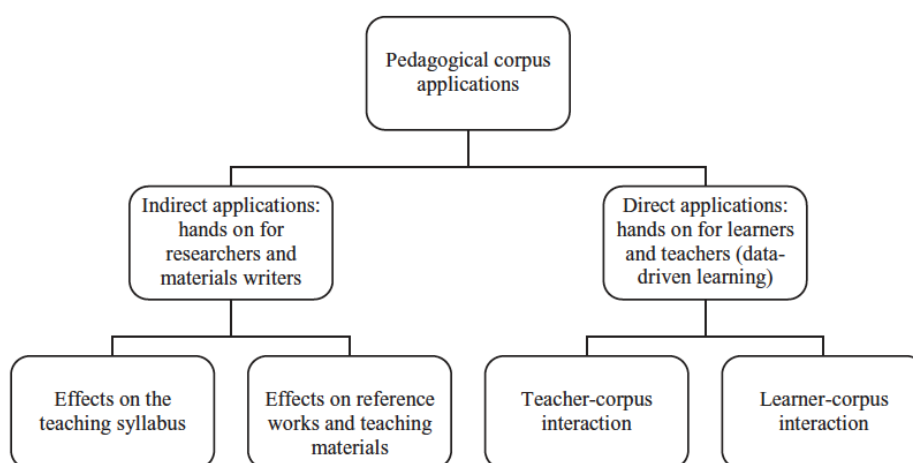


Figure 2.2. *The use of corpora in second language learning and teaching (Römer, 2011, p. 207)*

As can be seen in Figure 2.2, indirect corpus applications refer to the integration of the findings, which are inferred from corpus-based analysis, into curriculum,

teaching syllabuses, teaching materials and reference books by researchers, curriculum developers, and material writers. In this respect, corpus-based findings can influence decisions made about teaching syllabuses and selection of teaching materials such as textbooks and dictionaries (Hunston, 2002; McEnery & Xiao, 2010; Römer, 2011; Godwin-Jones, 2017). Considering the growing number of corpus-based published materials including reference books, textbooks, and dictionaries, language teachers and learners who are completely unaware of the existence of corpus are also using instructional materials produced in the light of corpus research (Hunston, 2002). In this regard, Godwin-Jones (2017) remarks that corpus data supplement textbooks providing authentic samples used in everyday language. Moreover, corpora can be exploited for the purpose of language testing in the process of language test development and assessment (McEnery & Xiao, 2010; Park, 2014; Cushing, 2017).

On the other hand, direct applications involve the use of corpus data in actual classroom practices through various types of corpus-based activities consisting of concordance lines (Chambers, 2010; McEnery & Xiao, 2010; Römer, 2011). The use of concordance lines in language teaching, either using computers or implementing pre-prepared materials in the form of concordance output, is regarded as the direct use of corpora in language pedagogy because teachers and students interact with corpus data themselves (McEnery & Xiao, 2010; Römer, 2011; Godwin-Jones, 2017). In other words, learners have access to corpus data via computers so that they search for the key language item and analyze concordance lines on the screen themselves or they engage in a wide range of corpus-based activities which are composed of concordance lines selected in advance by teachers and presented in the form of paper-based activities (Hunston, 2002; Boulton, 2010; Chambers, 2010; Timmis, 2015). In this respect, Gabrielatos (2005) defines the two versions of direct use of corpora as “hard” and “soft” (p.9). That is, the process of students’ hands-on interaction with corpus tools is called “hard version” whereas “soft version” refers to the use of corpus-based activities designed in the form concordance output by the teacher.

Concerning direct applications of corpora in language pedagogy, although the initial efforts are intended to make students’ hands-on interaction with concordance lines by having access to corpus tools, particularly using corpus software programs independently (Johns, 1986; Cobb, 1997; 1999), some researchers highlight several concerns in relation to students’ interaction with corpora autonomously owing to the

nature of concordance lines, the vast amount of corpus data and the use of technological tools. For instance, Varley (2009) points out that students might feel overwhelmed by a vast amount of corpus data and suggests using introductory steps with novice corpus users including limiting the number of concordance lines displayed. With regard to technical issues, students might have difficulties when they have direct interaction with corpus tools since it requires certain skills such as using computers and navigating in a corpus (Farr, 2008; Breyer, 2009). Additionally, the skepticism about the trustworthiness of corpus data on the computer screen is another issue regarding students' hands-on interaction with concordance lines via computers (Vannestal & Lindquist, 2007; Varley, 2009). The lack of resources such as computers and the Internet is also one of the concerns for some educational contexts (Ebrahimi & Faghil, 2017).

With these in mind, using corpus-based activities in the form of printout concordances selected beforehand by teachers is an alternative way of applying corpus-based approach to language pedagogy (Gabrielatos, 2005; Römer, 2006; Boulton, 2009b; 2010; Timmis, 2015). Teachers can choose concordance lines from the contexts which students are familiar with and filter corpus data. Hence, using such corpus-based activities in classrooms might ease the concerns pertaining to learners' language proficiency, learning preferences, and technical issues (Boulton, 2010). Similarly, Vyatkina (2016) points out the effectiveness of paper-based activities at lower levels and suggests using corpus-based activities designed by teachers with lower proficiency levels. Considering the growing attention paid to the integration of corpora, either with student interaction or teacher-led implementation via printout versions of corpus-based activities retrieved from corpora, into teaching different language skills or areas, it is crucial to familiarize teachers with direct applications of corpora in language pedagogy as they can choose the best way of exploiting corpora based on students' needs in their actual teaching contexts (Breyer, 2009; Römer, 2006; 2011; Leńko-Szymańska, 2014; 2017).

2.2.1. Using corpora in vocabulary instruction

The use of corpora in vocabulary instruction has been advocated in recent years as this approach offers significant gains in learning of lexical items, which is a demanding

process owing to different aspects of word knowledge (Schmitt, 2000; Nation, 2001). According to Nation (1990), knowing a word requires various types of knowledge such as the written and spoken form of a word, its collocational and grammatical behavior, frequency, stylistic register, conceptual meaning and its associations with other words. That is, building the knowledge of a word entails more than knowing its definition. In this regard, the use of corpus data in the form of concordance lines may facilitate learning process in vocabulary instruction since learners have access to real life contexts and explore actual uses of lexical items within related contexts (O’Keeffe et al., 2007; Chambers, 2010; Gilquin & Granger, 2010; Liu, 2013). Similarly, Moon (2010) highlights the crucial role of concordance lines in raising awareness on how the meaning of a word may alter in various contexts. Additionally, Liu (2013) draws attention to the effectiveness of using corpus data to overcome some challenges faced by learners in identifying the use of near synonyms and related words as concordance lines present the use of these words in naturally occurring contexts. In a similar vein, using corpus-based approach to vocabulary instruction may contribute to learning of collocations, combinations of some phrases and idiomatic expressions in authentic contexts (Cobb, 1997; O’Keeffe et al., 2007; Greaves & Warren, 2010; Moon, 2010; Godwin-Jones, 2017).

When compared to traditional methods, empirical studies point out the effectiveness of using corpus tools in learning vocabulary, specifically word combinations (i.e., collocations) in various educational contexts. For instance, Chan and Liou (2005) aimed to seek the impacts of utilizing corpora in EFL college students’ learning of verb-noun collocations in Taiwan. The findings obtained through pre-test and post-tests revealed that EFL learners improved their knowledge of collocations with the help of the corpus tool, and the results of the perception questionnaire highlighted learners’ positive attitudes towards this novel approach. In another study, Daskalovska (2015) investigated the effects of using corpus-based activities on university students’ learning of verb-adverb collocations using the corpus tool, namely BNC, and the results pinpointed more gains with the help of this approach rather than using textbook activities, which was attributed to the nature of corpus-based activities as it was based on students’ participation. Karras (2016) sought the impacts of using corpora on vocabulary learning and conducted an experimental study with secondary school students in Vietnam. Based on the findings of the eight-week study including the

training provided beforehand, it was revealed that the students performed better through corpora and suggested the use of corpus-based activities in combination with online dictionary learning methods in the long term, pinpointing the possibility of using such activities with lower level students at secondary schools. Vyatkina (2016) carried out a study with university students at lower language proficiency level to investigate the effectiveness of using paper-based DDL materials over traditional way of learning verb-preposition collocations in German. The results of the study showed that the new approach was more effective in learning collocations even at lower levels with the help of corpus-based materials prepared in advance. In the Iranian EFL context, Barabadi and Khajavi (2017) investigated the effectiveness of using corpus-based activities in learning lexical items such as collocations and near synonyms and found out that corpus-based activities were superior to conventional ways of learning lexical items including the use of dictionaries and reference grammar books since they provided learners with rich authentic data in a learner-centered environment. Similarly, Li (2017) concluded that using corpora enabled raising learners' awareness on the accurate use of collocations, specifically verb-preposition combinations in the appropriate context, namely academic writing based on the results of the study conducted with Chinese postgraduate EFL learners who utilized BNC and COCA as the corpus tools. Chen (2017) also asserted that corpus-based approach to teaching collocations increased learners' competence in the use of collocations in business English context although some differences were observed regarding the level of language proficiency. Based on the findings, the intermediate and advanced learners benefited from corpus-based approach more in comparison with the learners at lower levels. In a recent study, Tsai (2019) investigated the impacts of combining the use of corpus and dictionaries on building word knowledge. For this purpose, 100 students from two classes at a university in Taiwan were determined as inductive and deductive groups according to the intervention they were provided. That is, the inductive group first consulted corpus, and then they checked the meanings of words using dictionaries whereas the deductive group followed the reverse order. In the light of the findings, it was implied that combining corpus use and dictionaries were effective in both inductive and deductive ways as the students developed their knowledge of vocabulary. However, implementing such an inductive way of learning vocabulary provided more gains in learning collocational knowledge.

In the Turkish EFL context, Kayaoğlu (2013) suggested the use of corpora in language teaching, pinpointing its efficacy in learning near synonyms and the positive impacts of corpora on students' word choice according to the results of his study with intermediate level learners at a preparatory program. In a study, Kazaz (2015) examined the efficiency of corpus-based activities in learning lexical items presented in the textbook utilizing a corpus software program. For this purpose, 82 EFL intermediate students at the preparatory program of a state university participated in the study. The findings obtained from tests and controlled writing exercises indicated that using corpus-based activities were more effective in comparison with the traditional way of learning vocabulary, and the students held positive attitudes towards the use of corpus-based activities. In a similar educational context, Uçar and Yükselir (2015) investigated the effects of using corpus-based activities retrieved from COCA on students' learning of verb-noun collocations in an experimental study and concluded that such an approach to vocabulary teaching yielded better results as there were significant differences between two groups in the study. Paker and Ergül Özcan (2017) also sought the effectiveness of corpus-based activities consisting of concordance lines taken from COCA in learning vocabulary and conducted an experimental study with intermediate level students at the preparatory program of a university. Similar to previous studies, they concluded that using corpus-based activities were useful in learning vocabulary when compared to the tasks used in the textbooks and suggested using such corpus-based materials in classrooms as they provided rich authentic data. In addition to this, the perceptions of the students on the integration of corpus-based tasks were positive in general. Concerning the studies on learners' perception of corpus-based approach in vocabulary instruction, it was determined that learners held positive attitudes towards the use of corpora and corpus-based activities as they found this discovery process fun, motivating and engaging (Tekin & Soruç, 2016; Girgin, 2019). Additionally, Aşık, Vural and Akpınar (2016) suggested the use of corpora in language teaching since such implementations raised learners' awareness on the use of synonyms and collocations, which were identified as positive impacts of using corpora from the perspectives of learners.

Consequently, the previous research shows that the use of corpora via students' hands-on interaction with corpus tools or corpus-based activities prepared in the form of printout concordances might be integrated into vocabulary instruction considering the

effectiveness of corpora in learning specific lexical items such as word combinations (i.e., collocations) and near synonyms. Based on the findings of the meta-analysis study, Lee et al. (2019) highlight the positive impact of corpus use on learning in-depth knowledge of vocabulary, which implies the effectiveness of corpus use in exploring usages of lexical items in various contexts. Since concordance lines show plentiful authentic contexts how word combinations are used and what patterns these combinations follow, the use of corpus data may assist learning of specific lexical items (e.g., lexical items including collocational and grammatical knowledge).

2.2.2. Using corpora in grammar instruction

The idea of using corpora in language pedagogy has also grown in the context of grammar teaching which has been one of the main concerns in EFL settings dominated by traditional teacher-fronted methods based on conveying a bunch of rules. Biber and Reppen (2002) draw attention to the difference between what is taught in terms of grammar information and how it is used in actual language contexts. Hence, taking advantage of corpus-based findings such as frequency information while designing grammar materials and teaching structures in classrooms may aid learners in understanding grammar (Biber & Reppen, 2002; Römer, 2004). What is more, using corpus data in the form of DDL with learners can change views on grammar as the components of DDL make grammar learning more appealing via consciousness-raising tasks based on authentic samples of the language (Hadley, 2002). Hughes (2010) also claims that using corpus-based approach to grammar teaching may foster autonomy and inductive learning as students are exposed to the language in context derived from authentic samples.

In spite of the aforementioned benefits of corpus-based language teaching in grammar classrooms, it is still not widespread due to the constraints such as teaching syllabuses, students' profile, learning styles, and teachers' preferences (Hughes, 2010). There have been few empirical studies seeking the efficiency of corpus use in grammar instruction. In ESL educational context, Smart (2014) aimed to investigate the impact of teaching grammar inductively utilizing corpus-based activities in an advanced grammar course. For this purpose, 49 participants at a university in the United States were divided into three groups and given different ways of instruction on passive voice

including deductive teaching with conventional materials, deductive teaching with corpus-informed printout materials, and DDL in the form of paper-based activities. The findings revealed that DDL treatment was more effective as the students' test scores in this group were higher, which was composed of three different tasks, namely error correction, rewriting activity and a register awareness task (i.e., written vs. spoken). In particular, it was found out that the performance of the students who were given DDL treatment was much better in the error correction task. The use of corpus-based approach in teaching grammatical structures was suggested in ESL contexts. Girgin (2011) conducted an experimental study with Turkish EFL university learners at lower proficiency levels to seek the effectiveness of corpus-based activities displaying concordance lines in the form of paper-based materials in learning five grammatical structures (i.e., question tags, passive voice, relative clauses, third conditional, and indirect questions). The results demonstrated that the use of corpus-based activities in teaching grammar did not make any significant difference in learning of these structures in comparison with the results of the traditional way of teaching, which was based on textbook exercises. Concerning the learners' perception of this approach, it was concluded they were neutral in general according to the findings obtained from the attitude questionnaire; however, the students who were interviewed held more positive attitudes toward the use of corpus-based activities in grammar classes. In a recent study, Lin and Lee (2019) investigated the effectiveness of the novel approach in the Taiwanese EFL setting and carried out the research with 52 undergraduate students in three grammar classes who were given different treatments (i.e., traditional deductive group, blend deductive and DDL group 1 and blend deductive and DDL group 2). To be more precise, blend groups were provided with corpus-based activities taken from COCA and BNC; however, the proportion of these materials ranged in these two groups in order to teach some target structures, namely passive voice, relative clauses and phrases (i.e., purpose, cause and result). It was concluded that there was not any significant difference in terms of learning gains when the scores of these groups were examined; nonetheless, the learners had positive attitudes towards the implementation of DDL in time as they got used to the principles of DDL, which was novel for the context dominated by traditional teacher-fronted methods.

With respect to learners' perception of using corpus tools in learning grammar, Vannestal and Lindquist (2007) observed some individual differences among the

participants. While some students were content with concordancing, particularly weaker students felt overwhelmed with its difficulty due to the large amount of data and technical issues. Furthermore, a few students uttered how useful this method would be in writing rather than learning grammar. It was acknowledged that more time and effort were required to train learners in the use of corpora in order to overcome the challenges. In a study, Lin (2016) explored the perceptions of EFL undergraduate students in English majors and pre-service teachers in the TESOL program on the use of corpus-based activities in grammar instruction, comparing the deductive traditional teaching with the blended approach in which both DDL and traditional methods were combined. As part of the research, students' learning experiences with the treatments, including the factors, namely self-efficacy and motivation in grammar learning were investigated through a questionnaire whereas pre-service teachers' were interviewed upon they experimented with teaching in both ways. The findings indicated that the students who were taught mainly with DDL activities along with deductive traditional learning improved their self-efficacy and motivation in learning grammar. Concerning the pre-service teachers' perceptions, DDL was found useful as it led to students' participation in tasks; however, the role of students' profile (i.e., intermediate or advanced levels) and target structures (i.e., more complex structures like relative clauses and passive voice) were determined as the factors to be taken into consideration since preparing corpus-based materials should be worth the time and effort needed. In another study conducted in Taiwan, Lin and Lee (2015) concluded similar results, pointing out the benefits and difficulties based on the data obtained from six pre-service teachers' experiences with teaching corpus-based activities. They highlighted the need for training teachers on how to make use of this novel approach in grammar teaching and suggested the use of corpus-based activities as a complementary to Grammar Translation Method. In a case study, Lin (2019) aimed to explore an in-service EFL teacher's experience with teaching the patterns of *used to* implementing corpus-based activities retrieved from COCA. The results revealed that there was a positive reaction from the teacher, as the new approach led to more interaction in the classroom due to the learner-centered nature, which was different from teacher-fronted methods. Despite the difficulties in corpus-based material preparation (e.g., time and effort), such implementations were found promising for future grammar classes when the benefits of corpus-based approach to language pedagogy were taken into consideration.

The limited number of research shows that there is a need for more empirical studies to find out whether using corpora influences learning grammar in comparison with traditional teacher-fronted methods. Moreover, it is highly important to carry out further research to determine the role of learners' language proficiency and target grammatical structures as well as exploring the possibility of using corpus-based approach to grammar instruction from teachers' perspectives after they are trained on corpus-based language teaching based on the implications and suggestions in the relevant literature.

2.2.3. Using corpora in writing instruction

The utility of corpus tools in teaching writing skills has attracted considerable attention due to the potential gains in error correction. That is, teachers can benefit from corpora in the process of feedback on errors and learners take the action in revising their mistakes in writing papers via corpus consultation. In this sense, learners notice their writing mistakes in relation to language use by drawing conclusions from authentic data provided through concordances in an autonomous way (Gaskell & Cobb, 2004). In addition, integrating corpus applications into writing classes may reduce teachers' burden since writing feedback on students' errors takes too much time (Gilmore, 2008).

The effectiveness of using corpus tools in feedback process and learners' perception of these implementations are the focus of research studies. In a study, Yoon and Hirvela (2004) integrated corpus use into two ESL academic writing courses in which there were two groups of students, namely intermediate and advanced learners. The results showed that the learners had positive attitudes towards the utility of corpora in writing courses as using corpus tools helped them to improve their writing skills and increased their confidence in writing. Besides, corpora were found beneficial, specifically to reach information about the common usage of words and their collocations. Similarly, O'Sullivan and Chambers (2006) pointed out promising results regarding learners' perception of corpus consultation in correcting errors in writing papers since corpora were considered useful to check the language use such as accurate usage of lexical items, sentence structure, and so on. Pertaining to the level appropriateness, the results indicated that the learners at advanced level held slightly more positive attitudes. Yoon (2008) aimed to seek whether there were any changes in

the process of students' writing when they were consulted corpora. For this purpose, the research was conducted with graduate students who were at advanced level ESL academic writing course. The findings indicated that corpus use was beneficial as they provided the usage of patterns such as collocations and common usage of lexical items. Although the students' writing process did not change dramatically, corpus consultation was helpful since the students' used the tools in order to check their language use, which increased the students' language awareness and fostered independent learning. In the Chinese EFL context, Luo and Liao (2015) carried out an experimental study with 30 undergraduate students whose language proficiency levels were determined lower intermediate and stressed the valuable effects of corpora on enhancing writing skills as the students were able to make essential corrections and minimize wrong usage of the language. In the Turkish EFL context, Emir (2019) investigated the effectiveness of corpus use in process writing. Along with this, university students' views on the implementation of corpus consultation in writing essays were sought. The findings revealed that the students' writing performances were better with the help of corpus use as the students succeeded in editing their vocabulary and grammar errors. Concerning students' perceptions of corpus use in process writing, the results of the opinion survey showed that they had positive attitudes towards this implementation.

When it comes to the studies in relation to the effects of corpus use on different error types in writing, Tono et al. (2014) carried out an experimental study in an EFL context. For this purpose, 93 undergraduate students with different proficiency levels from two universities in Japan were provided with feedback using codes on errors in their essays (i.e., lexical or grammatical errors). The findings indicated that some error types were more appropriate for corpus use since errors, which were related to omission and addition, were corrected easily whereas the students had difficulty in correcting misinformation errors since they could not identify what to search or how to search in order to find the accurate words or structures. Hence, the integration of corpus consultation into L2 writing for the purpose of revising errors was suggested. Nonetheless, some variables such as students' language proficiency and computer literacy should be taken into account since the students with higher language proficiency showed better performance in the study. Similarly, Crosthwaite (2017) aimed to find out the appropriateness of corpus use for students' errors, which were provided with teachers' coded feedback. Based on the data obtained from 32 students

with EFL backgrounds in the ESL context at the time of research, the finding revealed that the students preferred to consult corpora in order to correct some types of errors such as collocations, word-choice, word form and phrasing. However, they did not use corpora for the errors in relation to deletion and morphosyntax much. The students' perception investigated through a questionnaire also showed that they were not in favor of using corpus for learning grammar when the challenges such as time and effort were taken into consideration.

Concerning the studies aimed to reveal learners' perception of using corpus tools as references sources in error correction, it was uncovered that the use of corpora was effective as they helped learners to improve writing skills, and learners' perception of using corpora for the purpose of error correction was positive in general. However, some challenges were also salient in the relevant studies. Using corpus tools were difficult owing to the nature of corpus data, which requires analysis of a huge amount of concordance lines (Yoon & Hirvela, 2004; Luo & Liao, 2015; Quinn, 2015). For instance, based on the findings of a study carried out with post-graduate students as part of an EAP course, Chang (2014) concluded that students' language proficiency might play a role in using corpora since some students did not tend to use corpus tools to revise their mistakes when their knowledge of grammar was inadequate. Besides, consulting corpora was time-consuming for some students. Similarly, Mueller and Jacobsen (2016) asserted that corpus consultation might be difficult for lower level students as some participants, among 78 university students, faced several challenges in interpreting searching results and choosing the most appropriate one among many alternatives. Although insufficient lexical knowledge was a limitation reported in the study, this implementation was useful in identifying prepositions, which could go with target words. In a similar vein, Quinn (2015) remarked that corpora as reference tools were effective in correcting errors, specifically to find out collocations; however, some students reported the difficulties in corpus consultation. That is, corpora presented a vast amount of data, which was difficult to handle corpus data due to the unknown lexical items in concordance lines.

All in all, these studies pointed out the effectiveness of corpus use in error correction to improve writing skills and suggested the use of corpora with students as reference tools for the errors' in their writing papers. Nonetheless, some issues such as learners' language proficiency, technical skills needed for corpus use and

appropriateness of error types for corpus consultation should be considered carefully as students' interaction with corpora independently might be demanding.

2.3. Corpora and Language Teacher Education

Despite the growing enthusiasm for corpus applications in language pedagogy in the domain of corpus research, the use of corpora in actual language teaching and learning environments is not prevalent (Boulton, 2009a; Römer, 2009; 2011; Leńko-Szymańska & Boulton, 2015; Ebrahimi & Faghih, 2017). Römer (2009) highlights the gap between the researchers and the practitioners and suggests popularizing the existence of corpora among language teachers and training them on the use of corpus tools as teachers can make use of corpora according to the needs in language classrooms. Römer (2009) also asserts that EFL teachers can benefit from corpora in preparing instructional materials, creating test items, and checking the use of the language as reference tools since corpora might serve as reference tools and teaching resources in many aspects. Besides, using corpus tools and making corpus queries and analysis might raise teachers' awareness on the language (Farr, 2008; Breyer, 2009). Hence, it is highly important to make teachers familiar with corpora and the potential benefits of using corpus tools in language classrooms.

Using corpora for the purpose of language teacher education is one of the prominent issues in the relevant literature (Farr, 2010; Farr & O'Keeffe, 2019). O'Keeffe and Farr (2003) emphasize the importance of integrating corpora into language teacher education and state "it is teachers who will mediate between corpus-based content and the needs of the learners in their individual classroom contexts" (p.319). Similarly, O'Keeffe et al. (2007) also stress the crucial role of teachers and point out the necessity of training teachers as an element of their professional development. Some researchers claim that corpora should be integrated into initial teacher education so as to influence future teaching practices in the best way possible (e.g., Farr, 2008; Breyer, 2009; Römer, 2009; Heather & Helt, 2012; Leńko-Szymańska, 2014; 2017; Zareva, 2017).

Concerning the unpopularity of corpora in today's language classrooms, researchers draw attention to the level of awareness and knowledge of teachers about corpora (Mukherjee, 2004; 2006; Römer, 2006; 2009; 2011; Boulton, 2009a; Breyer,

2009; Gilquin & Granger, 2010; Frankenberg-Garcia, 2012; Bunting, 2013; Aşık, 2015; Naismith, 2017). Boulton (2009a) claims that part of the reason why DDL is not popular in language classrooms might be that teachers merely do not have the necessary knowledge about it. Gilquin and Granger (2010) also put forward that teachers' lack of knowledge regarding the availability of corpora and their potential in language teaching can be one of the reasons why DDL has not become a mainstream in classrooms. In line with these remarks, empirical studies also indicate that teachers are not aware of corpora available and corpus applications in language teaching and learning.

According to the results of a survey by Mukherjee (2004) it was revealed that 80 % of 248 EFL teachers at secondary schools in Germany had no prior knowledge about corpora before attending workshops about the applications of corpora in language teaching. In another survey administered, from 2001 up to 2012, with 560 participants in various contexts involving university lecturers, researchers, language teachers, and some others in 63 countries, Tribble (2015) highlighted that the primary causes of not using corpora in language teaching were lack of teachers' knowledge about corpora and time concerns although the number of participants who had knowledge about corpora was relatively higher. Similarly, Bunting (2013) conducted a comprehensive survey with a total of 116 ESL/EFL teachers from a wide range of teaching environments on their professional needs and familiarity with corpus tools for his study. The findings indicated that just over half of the teachers were informed about corpus linguistics via courses at university, training programs or in any other ways. Yet, the majority of them had no or little knowledge about the survey items in relation to the use of corpus tools in classrooms. Open-ended questions revealed that these teachers showed their enthusiasm in utilizing such tools in language teaching if they were given any training opportunities. When it comes to the Turkish EFL context, Aşık (2015) conducted a study with 42 instructors at a state university in order to seek the extent of teachers' knowledge of corpora and found out that nearly 50 % of the teachers were not familiar with corpus and only 11 % of the participants experienced the use of corpora beforehand. In the light of these findings, the need for training in-service teachers on pedagogical use of corpora was stressed.

Considering the findings of the previous research, it is obvious that teachers need to be introduced to corpora and trained on the ways to apply corpus data to their own teaching contexts. Römer (2011) highlights the need for training on how to reach corpus

tools and work with concordance lines so that corpus applications can become prevalent. Similarly, Frankenberg-Garcia (2012) remarks that it is essential to equip teachers with basic skills such as how to search via corpora and interpret the data derived from a corpus and suggests using consciousness-raising tasks for new users of corpora. Leńko-Szymańska (2014) also stresses that teachers need to be familiarized with corpora in order to use corpus tools comfortably and equipped with the essential knowledge and skills regarding classroom applications of corpus tools to be able to integrate corpus-based activities into their actual classroom routines. In this sense, Mukherjee (2004) points out the significance of workshops given at institutions where teachers work as they can gain fruitful insights into corpus applications, which may foster the use corpora among EFL teachers. Similarly, Aşık (2015) suggests implementing workshops or trainings to increase in-service EFL teachers' awareness on classroom applications of corpora so that corpora can be integrated into classroom practices. Lin (2016) points out the importance of training teachers on using corpora and suggests designing more intensive training programs to make teachers familiar with the basics of corpus and empower them with the essential skills for widespread use of corpora. In another study, Lin (2019) stresses the need for hands-on experience with teaching through corpora in order to unveil the applicability of corpus-based activities in language classrooms from the perspectives of teachers. In a similar vein, Chen et al. (2019) suggest designing extensive in-service training programs and providing more opportunities for practice so that corpus use in language teaching might become more prevalent.

2.3.1. Empirical studies on teacher training

Researchers highlight the substantial role of training teachers on corpus applications in language pedagogy and uncovering their perceptions on the use of corpora in language teaching (e.g., Breyer, 2009; Chen et al., 2019; Lin, 2019). Nevertheless, the scarcity of empirical studies on this research area can be noted easily.

In a study, Farr (2008) investigated the views of student teachers about the use of corpus as a tool in relation to their hands-on experience in learning by means of corpus-based activities and their attitudes towards using corpora in their future career. For these purposes, intensive corpus-based contents were integrated into the MA program in ELT.

The student teachers were provided with background information including corpus-based approaches, corpus applications, and corpus tools. Then, they engaged in corpus-based tasks designed to explore various aspects of the language system by using any corpora that they had access. The student teachers were also assigned to write a research paper based on corpus investigation, which showed them another function of corpora. Upon the completion of the courses, data were collected from 25 student teachers through a questionnaire. The results indicated that the participants' perceptions of using corpora in language learning were generally positive. The participants found such approaches beneficial as they could see the language in their natural contexts, which increased their language awareness. However, the amount of time they spent and technological problems they encountered were pinpointed as negative sides. Despite the challenges, she concluded that the student teachers would be in favor of using corpora in their future teaching environments.

Breyer (2009) carried out a case study with 18 student teachers in the context of initial language teacher education in Germany. In the 11-week course, the participants received comprehensive training on how to learn and teach with corpus tools. In line with the course objectives, the student teachers followed a path from theory to practice. After being familiarized with corpus-based applications and empowered with the skills required for concordance analysis in the role of learner, they were involved in the process of corpus-based material preparation and integration of corpora into their future teaching context. The qualitative data were gathered from reflective writing tasks, software reviews, and teaching materials the participant produced. Based on the findings, the positive impacts of the training on the participants were stressed as the course raised their awareness on the potential of corpora in language teaching. In spite of having some difficulties with technology and concerns about classroom management due to the nature of corpus-based materials, the participants valued the use of corpora since it would increase learners' awareness about the language through authentic data and make them active participant of teaching and learning. She highlighted the importance of teacher training and suggested the integration of corpora into initial teacher education. Since such practices would widen pre-service teachers' knowledge from two perspectives, namely the learner and the teacher, it might influence their classroom practices positively in the future.

In a similar vein, Heather and Helt (2012) stressed the significance of training on basics of corpus in language teacher education. They demonstrated six cases selected among a total number of 52 students who enrolled in the 15-week grammar-focused course for ESL teachers. During the whole course, the participants were informed about using corpus linguistics in grammar instruction with the help of corpus-based tasks including projects, reading materials, developing teaching materials, and so on. Based on qualitative data analysis, it was concluded that training on corpus enabled pre-service teachers to acquire the necessary skills and gain insights into the use of corpora in their own teaching although a few concerns in relation to technological issues and proficiency level of students in actual classrooms were reported by several participants. They also suggested integrating the content of training into other courses rather than limiting to only one subject area for further studies.

Leńko-Szymańska (2014) conducted a study with graduate students in an elective course offered as part of an MA program in Institute of Applied Linguistics at a university in Poland and investigated the participants' perception of the course and corpus use in language education. For this purpose, the course entailed three modules respectively. As part of the course content, the participants were first introduced to the concept of corpus, corpus tools and corpus applications in language teaching. Then, the course aimed to show how to integrate corpora into teaching language skills/areas (e.g., vocabulary, phraseology, grammar, discourse, organization) with sample materials. For the last step, the participants were presented with the ways to compile a corpus, analyze corpora and create teaching materials for teaching languages for special purposes. The analysis of data collected through perception questionnaires indicated that the participants held positive attitudes towards corpus use and highlighted potential benefits of corpora in language teaching, specifically for vocabulary and phraseology. In the light of the findings, the importance of acquiring sufficient knowledge and skills for corpus use and pedagogical applications were stressed for the integration of corpus into educational contexts.

Zareva (2017) also carried out a similar study to examine TESOL trainee teachers' views on the integration of corpus-based research in an English grammar course in the training program. For this purpose, 21 TESOL trainee teachers who enrolled the course engaged in a learning process where they were introduced to the corpus tools to be utilized in the study, provided with relevant reading materials, and

assigned mini corpus-based tasks to acquire sufficient corpus literacy skills. For the final step, they were asked to conduct a corpus-based project in which they searched an aspect of grammar. The data obtained through a survey questionnaire revealed that the participants' familiarity and experience with corpora were low before attending the course, and the course design was appreciated. The findings highlighted three prominent benefits of acquiring corpus literacy skills which were summarized as "language use and ESL teaching, research and professional empowerment" (p.75). In this respect, taking such a course based on corpus-based research broadened their perspectives about the use of language in real life and the potential of corpora in teaching in ESL context as well as gaining research skills. Despite this, technical challenges such as coping with the interface and getting used to searching properly on corpus were also uttered, and more hands-on practice was recommended. Based on these findings, she pointed out the potential contribution of encouraging trainee teachers to use corpus tools at earlier years regarding their future practices as corpus-based research might increase their language awareness and influence teaching career.

In another study, Leńko-Szymańska (2017) evaluated the effectiveness of a corpus-orientated course offered in an MA program at a university in Poland. The course aimed at introducing corpus analysis to the participants and showing them various corpus applications in language learning and teaching. The participants engaged in a wide range of activities in which they utilized corpora in many aspects. As part of the final project of the course, they were also assigned to compose a small ESP corpus. The examination of 53 projects collected for the five years indicated that the course enabled pre-service teachers to acquire the skills needed for corpus analysis at basic level. More exposure to corpus applications was suggested so that corpus-based methods, namely DDL exercises in actual language teaching could become more prevalent.

Ebrahimi and Faghih (2017) also carried out a study with pre-service teachers studying at MA level education so as to examine their reflections on a seven-week online course in a language teacher training program. This course aimed to introduce basic terms in relation to corpus linguistics and familiarize the participants with several corpus tools, corpus applications in language teaching and corpus-based instructional materials. The qualitative data were collected from a total of 32 Iranian student teachers at the program of Teaching English as a Foreign Language through multiple sources.

Based on the findings of this study, the need for such trainings with a great emphasis on pedagogical applications of corpus, constant support and guidance given by trainers and more hands-on experience were stressed. With these in mind, the integration of corpus linguistics into undergraduate teacher education programs was also suggested. Moreover, the corpus tools introduced in the course led to different attitudes among the participants. For the participants with teaching experiences, the corpus tools such as Lextutor, COCA, AntConc were considered more appropriate for language teachers or researchers as students might not handle with corpus use independently, which required some knowledge about technology and grammar. This study also highlighted a number of advantages of corpora since they were great sources to reach authentic data and to make use of teaching vocabulary as well as being motivating. However, negative points such as the technological facilities required to access corpora, time needed for working with corpora, and difficulties in analyzing concordances were salient in this study.

Naismith (2017) conducted a research project regarding the integration of corpus tools presenting frequency information into CELTA courses offered as initial teacher training program. As part of this study, the viewpoints of trainees and trainers on the use of corpus tools were explored. The findings revealed that the majority of the participants were unfamiliar with corpus tools although half of the trainees had English language teaching experiences before starting this course. Integrating corpus tools into intensive CELTA courses were found useful in raising language awareness and in designing lesson plans as reference tools. However, extending corpus use in trainees' teaching practices in the context of CELTA was not considered realistic.

When it comes to the research on the perceptions of in-service language teachers, Mukherjee (2004) conducted a study with 248 language teachers in the German EFL context, which was based on workshops held at various secondary schools. He collected data via a questionnaire after the teachers attended a total of four-hour workshops on the principles of corpus and pedagogical corpus applications in language classrooms. The survey showed that teachers had positive attitudes towards the use of corpora in language teaching and learning after receiving introductory training. He pointed out that the participants found the use of corpora fruitful for teachers in particular. That is, the participants would consult corpora for teacher-oriented purposes such as preparing teaching materials, checking the use of the language in exam papers, and so on. In line with the findings of the survey, he also remarked that in-service training on corpus

applications was essential even if teachers might not favor the direct use of corpora with learners at first.

Bunting (2013) conducted an in-depth study with three instructors teaching writing courses at a large university in the United States and explored their use of corpus tools in English for Academic Purposes (EAP) courses from the teacher cognition perspective. Based on the needs of each participant, specific corpus tools were chosen, and the required training was provided to make them ready for the use of corpus tools in classrooms. The process of lesson planning was carried out in collaboration with the researcher to find out how to integrate corpus tools into each participant's lesson. The qualitative data gathered from semi-structured interviews and stimulated recall sessions indicated that the views of teachers on the use of corpus tools with learners showed variety based on their previous knowledge of corpus tools, past experiences with corpus tools and corpus experience in the study. Besides, the study highlighted the need for creating in-service training opportunities to explore the use of corpus tools from teachers' perspectives.

In a very recent study, Chen et al. (2019) implemented three-hour teacher training workshop on the use of corpora in academic writing classes and investigated the correlation among the factors which might affect teachers' views regarding the integration of corpora into language teaching. Besides, teachers' overall perception of the workshop was explored. As part of the workshop, teachers were introduced to the concept of corpus and corpus applications in language teaching, and they experimented with corpus tools by working on students' writing papers. They were also informed about how to compose their own corpora. Upon the completion of the workshop, data were collected from 54 in-service teachers who were mostly teaching at university level in Hong Kong through a questionnaire. The findings unveiled that the participants' overall perception of the workshop was positive. Moreover, the findings pinpointed the impact of four variables, namely teachers' previous knowledge and experience with corpus tools, willingness to language teaching, motivation for professional development and years of teaching experience on teachers' perception of the use of corpora in language teaching.

In the Turkish EFL context, Özbay and Kayaoğlu (2015) sought the perceptions of six EFL language teachers at tertiary level on the use of corpora in language classrooms. For this purpose, the participants received eight-week training in which

they were presented with basics of corpus tools and informed about the ways to make use of corpus data in classrooms. At the end of the training, data were collected through semi-structured interviews. The qualitative analysis revealed that the training on corpus was effective as it increased teachers' awareness on the availability of corpus tools and their implementation in actual teaching environment. From the perspectives of the teachers in the study, corpora might be beneficial to check the correct use of the language as it was possible to have access to various authentic samples of the language. Another thing, the teachers pointed out the appropriateness of corpora, specifically for learners at advanced level and for writing courses compared to other language skills.

A recent study by Çalışkan and Kuru Gönen (2018) aimed to unveil teachers' views on the use of corpora in vocabulary instruction. Thus, a four-week training program, which was implemented in the form of workshop sessions, included background information about pedagogical applications of corpus, hands-on experience with concordance lines through interactive tasks, corpus-based material preparation, and its implementation in their classrooms. Data were collected from three EFL instructors at a state university through semi-structured interviews and reflective logs. The findings of this small-scale study indicated that training on the ways of integrating corpus data into language teaching context was a need for in-service teachers as it increased their awareness on the availability of corpus tools and pedagogical applications of corpora. For teachers' perception of using corpora in vocabulary instruction, it would work better with learners at higher proficiency level for particular language areas such as collocations, prepositions, and so on. It was also noted that despite the benefits of corpus experience, there were some challenges such as technical issues (e.g., coping with the interface and allocated number of search), time needed for material preparation (e.g., analyzing concordance lines and finding appropriate ones), learners' proficiency level and subject area.

All in all, previous research points out the need for training teachers on the knowledge of corpus and pedagogical uses of corpora considering teachers' low familiarity with corpora prior to training. Moreover, empirical studies highlight that designing extensive training programs are required to equip teachers with the practical skills required for the effective use of corpus tools and applications of corpora in actual classroom practices. As implied in the prior studies, acquiring firsthand experiences in using corpora via training opportunities is also crucial for teachers in order to encourage

them to implement corpus-based activities, which might enrich teaching and learning environments and impacts students' learning of language areas and/or skills positively in the light of teachers' guidance.

Considering the context of EFL classrooms, which are mainly dominated by teacher-fronted methods, corpora might offer fruitful gains to these language classrooms as the benefits of corpora might range in numerous ways according to students' needs in actual teaching environments. When compared with the ESL setting, the teachers and students in EFL contexts lack the opportunity to be exposed to the actual use of the language outside. Therefore, they might take advantage of having access to a reference tool and observe the use of the language through corpora whenever they need. As stressed in the relevant literature, the integration of corpus-based applications into EFL contexts is crucial when the potential of corpora is taken into account.

When it comes to the Turkish EFL context, the scarcity of the empirical studies is notable. Hence, it is highly important to explore Turkish EFL university instructors' knowledge of corpus and their prior experiences with corpus tools so as to have an in-depth insight into their familiarity with corpora and to develop training programs accordingly. With this in mind, the relevant literature suggests providing in-service teachers with training opportunities to make them acquainted with pedagogical applications of corpora in language classrooms to be able to influence actual teaching practices in various contexts. In the Turkish EFL context, as suggested in the previous studies, there is a need for in-service training on the accessibility of corpora and the ways to exploit corpus tools in teaching language areas and/or skills by empowering teachers with the knowledge and practical skills required for corpus use, showing the integration of corpus use into different language areas and/or skills, and giving the opportunity to gain firsthand experiences in making use of corpora for their actual teaching routines. Hence, the suitability of the integration of corpora into actual teaching and learning environments can be sought from the perspectives of Turkish EFL university instructors, who arrange and guide the process of language teaching and learning in classrooms.

3. METHODOLOGY

3.1. Research Design

The current study was based on mixed-method research design and employed both quantitative and qualitative data collection instruments so as to seek the answers to the two questions posed in the research. In the initial phase of this study, a quantitative data collection tool was utilized in order to explore EFL university instructors' background knowledge about corpora and their prior experiences with corpus tools. Hence, in the context of the study, it was aimed at presenting a general picture regarding university instructors' knowledge about corpora and prior experiences in using corpus tools for the purpose of language teaching. In addition, qualitative data were obtained from the subjects who participated in the training to provide further insights into EFL university instructors' familiarity with the knowledge of corpus, corpus tools and past experiences in using corpora.

When it comes to the second phase of the research, the aim of this study was to explore EFL university instructors' views on the use of corpora in language teaching. For the main purpose of the present study, extensive training sessions on corpus-based language teaching were designed for the research context. Considering the aforementioned literature, teachers' familiarity with corpus tools and pedagogical applications of corpora is quite low as the majority of the practitioners have limited or no actual experience with teaching corpora (Mukherjee, 2004; Bunting, 2013; Aşık, 2015). Based on this fact, a comprehensive training program, which provided the university instructors with the theoretical knowledge, practical skills and actual experiences, was developed and implemented. At this stage of the study, qualitative data collection procedures were used so that EFL instructors' views on the use of corpora in language teaching could be investigated thoroughly after receiving training.

3.2. Context and Participants

This study was conducted in Anadolu University School of Foreign Languages in the Spring Term of 2018-2019 Academic Year and in the Fall Term of 2019-2020 Academic Year. English preparatory program at this school offers intensive language courses to students from various majors, either on a compulsory or voluntary basis before they start their education in their departments. At the beginning of the academic

year, students are given a placement test which contains multiple-choice questions based on the knowledge of vocabulary, grammar and reading so that their level of English can be determined. According to the results of the test, students are placed to classrooms available at four different proficiency levels (i.e., *beginner*, *elementary*, *pre-intermediate*, and *intermediate*), which are determined based on the Global Scale of English (GSE). The school provides a total of 24-26 hours of English instruction per week. 2 hours at all proficiency levels, ranging from beginner to intermediate, are reserved for lab classes in which students are required to complete the selected activities presented via online platform and use different web tools such as Quizlet, Canva, Google Forms, and so on in order to accomplish lab tasks, designed by technology integration unit of the school. Apart from lab hours specified for each class on the schedule, all students also have access to computer laboratories when they need. The preparatory program is based on integrated-skill approach by following a published textbook series and supplementary packs at each level, which have been compiled by the material development unit of the school. That is, lessons are conducted as a whole involving four language skills and the knowledge of grammar and vocabulary, and teaching materials include activities such as gap-filling, matching, identifying the mistakes, cloze tests, multiple-choice, and so on in order to achieve learning outcomes at each level. Students are given pop-quizzes, exams, and tasks throughout their education in the preparatory program. If they achieve the requirements including attendance and success grade (60 out of 100) obtained with the contribution of midterm exams and final exam, they have to take the proficiency exam which consists of three sections, namely booklet (i.e., reading, listening, grammar and vocabulary), writing, and speaking to be able to start their education in the faculties.

In the context of the study, there are 150 instructors teaching at different levels. Each instructor works along with two other colleagues since they are assigned to the same classes as partners. They follow the syllabus prepared in line with learning outcomes at the level they are teaching. In addition to teaching hours, some instructors have responsibilities as members of the units including coordinators, curriculum, testing, material development, technology integration, proficiency- placement exam, professional development, and student (i.e., responsible for extracurricular activities).

A total of 89 EFL instructors who were available at the time of data collection voluntarily participated in the first phase of the study, which aimed at collecting

quantitative data. They had varying years of teaching experience ranged from 1-5 years to more than 20 years. The majority of the participants were holding undergraduate degree in ELT. Besides, 43 participants completed their MA degree, and 13 participants were either PhD holders or candidates in various programs. More than half of these instructors had well-known teaching qualifications such as Certificate in Teaching English to Speakers of Other Languages (CELTA) and Diploma in Teaching English to Speakers of Other Languages (DELTA). Detailed information about the participants of the initial step of this study can be found in Table 3.1.

Table 3.1. *The profile of the participants*

Demographic information		Number of Participants
Gender	Male	23
	Female	66
Years of teaching experience	1-5	8
	6-10	26
	11-15	24
	16-20	21
	21 +	10
Educational background	BA	46
	MA	30
	PhD	13
	BA- ELT	65
	Non-ELT	24
Teaching certificates	None	42
	CELTA	35
	DELTA	9
	Others	3

The quantitative data, obtained in the initial phase of the study, were also used to determine the university instructors who were willing to take part in the qualitative phase of the present study since all the participants were asked whether they would like to attend training sessions on the use of corpora in language teaching in the questionnaire. 10 EFL instructors participated in the second phase of the study as well. These participants were selected in line with the principles of convenience sampling. That is, the university instructors who were easily accessible to the researcher volunteered to take part in the second phase of the study (Creswell, 2012). Prior to the training, these participants were informed about all the procedures throughout the research including the right to withdraw from the study at any time. They were also

given the consent form in accordance with ethical requirements, assuring the confidentiality of data they provided and anonymity of their identity (see Appendix-1). For this reason, the participants were assigned numbers (e.g., *T1*, *T2*, *T3*) in the current study.

Seven participants were ELT graduates while three of them were also holding MA degree in ELT. Moreover, six participants obtained teaching qualifications such as CELTA and DELTA. When it comes to their teaching experience, it ranged from 5 to 22 years. The instructors in the study were teaching different proficiency level of students. The information about the participants in the training sessions can be seen in the following table.

Table 3.2. *The profile of the participants in the training sessions*

	Gender	Educational Background	Years of Experience	Certificates	Teaching Level
T1	F	BA in ELT	22	None	Beginner
T2	F	BA in ELT	20	None	Intermediate
T3	F	MA in ELT	20	None	Pre-intermediate
T4	F	MA in ELT	15	CELTA, DELTA, CELTA Trainer	Pre-intermediate
T5	F	BA in non-ELT	13	None	Pre-intermediate
T6	F	MA in ELT	9	DELTA Module II	Pre-intermediate
T7	F	BA in non-ELT	7	CELTA	Beginner
T8	M	BA in ELT	7	CELTA	Beginner
T9	F	BA in non-ELT	7	CELTA	Elementary
T10	F	BA in ELT	5	CELTA	Beginner

As can be seen in Table 3.2, the participants showed variety regarding the level they were teaching at the time of the study. The university instructors in the training were teaching at four different levels ranging from beginner to intermediate. Hence, having this variety among the participants was highly appropriate for the purposes of this study as it might provide further insights into the implementation of corpus-based activities with students at different proficiency levels.

3.3. Training Sessions

Considering teachers' unfamiliarity with the knowledge of corpus, corpus tools and the ways to make use of corpora in language teaching, an extensive training program was developed for the specific context of the present study. This training was based on the participants' actual experiences. That is, the training sessions were designed in line with the idea to provide the participants with the opportunity to observe and experiment the information they were introduced; therefore, specific attention was paid to the cyclical nature of the training. The principles used while designing this training on the use of corpora in language teaching were adopted from Kolb's experiential learning cycle which involves four stages, namely experience, reflection, conceptualization and active experimentation (1984) (see Figure 3.1).

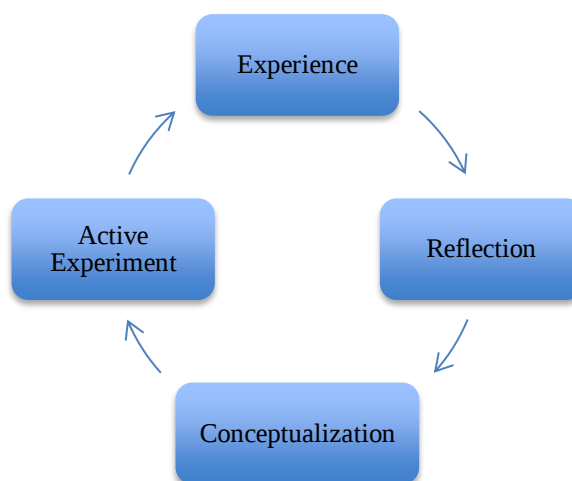


Figure 3.1. *Experiential learning cycle (Kolb, 1984)*

In this experiential learning process, the participants were first introduced a new experience, and they reflected on this experience in the position of learners by doing various tasks. Then, they converted their roles into teachers and applied their learning into teaching environments with the opportunities provided throughout the training. Hence, they conceptualized the use of corpora in language teaching and experimented with the incorporation of corpus-based activities into teaching environments. In other words, the experience they gained at a step fostered their learning, and the knowledge newly acquired encouraged the participants to experiment them in this cyclical pattern.

Besides, the training sessions were organized meticulously based on the framework that proceeds in the following order: *teaching about corpora, exploiting*

corpora to teach language, and teaching to exploit corpora (Fligelstone, 1993; Aston, 2000). That is, the initial step was to present basic notions about corpus data and corpora as the majority of the participants lacked the knowledge of corpus. Then, the participants were introduced with the ways of taking advantage of using corpus in language teaching, specifically vocabulary, grammar, and error correction. For the last step, it was aimed to give the participants the opportunity to experience how to bring corpus data to learners and incorporate the ideas of corpus-based language teaching into their actual classroom routines. All these steps in the training were elaborated with discussions, reflections, observations and firsthand experiences.

For the flow of the training, specific attention was given to follow a route from theory to practice so that corpus data could be integrated into actual teaching contexts. Thus, the training sessions involved presenting the term of corpus, introducing corpus tools, showing the ways to exploit corpus data in language teaching and guiding the participants in applying these ideas to their actual classroom practices. In other words, the starting point of the training was to enable the participants to acquire the knowledge of corpus and essential skills required for corpus use. Then, the participants were introduced to the idea of making use of corpus in teaching language areas and skills and encouraged to have an actual experience in using corpus-based activities in their teaching environment. Considering the integrated approach adopted in the context of this study, language areas and skills to be considered appropriate for corpus-based activities were investigated. Pedagogical uses of corpus-based activities in this training particularly focused on three areas including vocabulary, grammar and error correction in writing as they were applicable to the research context.

The training was designed in the form of two-hour weekly workshops. It was composed of nine sessions and implemented in seven weeks. All training sessions included tasks, discussions, and assignments, which were designed meticulously based on the aim of each session. A total of three PowerPoint presentations and 31 tasks were used in order to make sessions both informative and interactive. All these materials developed for the training sessions were reviewed by two experts in the field of ELT to ensure their reliability and validity for the purposes of this study (see Appendix-2 for all training materials). The topics covered in the training sessions can be seen in Table 3.3.

Table 3.3. *The schedule of the training sessions*

The Aim of The Training Sessions	
Session 1	Overview on the knowledge of corpus
Session 2	Introduction to basic functions of the corpus tool: COCA
Session 3	How to use concordance lines in classrooms: Lexical items
Session 4	Sharing participants' corpus-based activities on lexical items
Session 5	How to use concordance lines in classrooms: Grammatical structures
Session 6	Sharing participants' corpus-based activities on grammatical structures
Session 7	How to use concordance lines in classrooms: Error correction
Session 8	Sharing participants' corpus-based activities on error correction
Session 9	Discussion on participants' experience in using corpus-based activities in classroom

The **first session** aimed to inform the participants about the concept of corpus, types of corpora, DDL, and corpus applications in language pedagogy. For these purposes, a presentation about these elements was delivered via some tasks. The tasks were adapted from various sources based on the idea of “surprise-the teacher” (Mukherjee, 2004, p.245) in order to attract their attention to the characteristics of corpus and its applications in language teaching. In line with this approach, the participants engaged in different tasks such as putting words in order according to frequency, identifying the most frequent idioms, selecting chunks used in written and spoken genres, deducing patterns of a word from data. The target of the tasks utilized in the session was to show what information corpora would offer to teachers. Besides, some pages from a corpus-informed textbook were shared with the participants to raise awareness on how classroom materials could benefit from corpus data. As a follow-up task for the next session's discussion, the participants were assigned to read the booklet by McCarthy (2004) in the light of the thought-provoking questions about the integration of corpus data into the teaching materials.

The focus of the **second session** was to introduce a corpus tool to the participants and equip them with essential skills required for the use of the tool. For this reason, the session was carried out in one of the computer laboratories at the school. Before

presenting the corpus tool, some time was also reserved for the participants' reflection on the task assigned in the previous week to enrich their knowledge regarding what corpora refer to and how corpus data might be integrated into textbooks. After the discussion, the Corpus of Contemporary American English (COCA), the largest general corpora including more than 560 million words of text (Davies, 2008), at the time of this study, was presented in detail. COCA was selected as the corpus tool in the study since it provided a convenient interface, up-to-date and free access to the website (Shaw, 2011; Timmis, 2015). It is also one of the most preferred corpus tool utilized in previous research (e.g., Ebrahimi & Faghih, 2017; Zareva, 2017; Girgin, 2019; Lin, 2019). Besides, it contains texts in different sections such as academic texts, fiction, newspaper articles, magazines and conversations. It is also possible to search words or phrases on COCA with the help of different features such as comparing words, using KWIC, sorting words according to their frequency, finding the words that collocate with, attaching part of speech tags to the target words, and so on. The following figure demonstrates the home page of COCA at the time of the research.

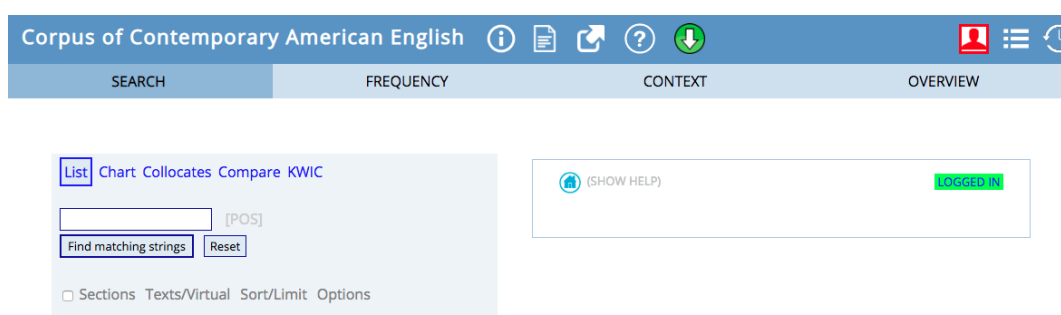


Figure 3.2. A screenshot from the home page of COCA

Following the presentation of COCA and its features, the participants were registered to the website. As it is highly important to acquire some skills in relation to the use of corpus tools (Mukherjee, 2004; Römer, 2011; Frankenberg-Garcia, 2012; Leńko-Szymańska, 2017), the exercises used in the task of this session were built to make the participants familiar with the interface of the tool and practice the use of some features such as how to search a word/phrase, how to analyze concordance lines, how to compare words, how to sort words according to sections, how to insert part of speech

tags, and so on. In this way, the participants had a chance to gain hands-on experience in the use of COCA with the guidance provided in the session.

The scope of the **third session** was to show the ways to use concordance lines in vocabulary instruction. Before introducing sample materials on lexical items, the participants exchanged their ideas about strategies used in classrooms in teaching lexical items, problems encountered in vocabulary instruction and activity types used to practice words. With the help of guiding questions, they shared their experiences in teaching lexical items and expressed their opinions about the potential benefits of using corpus data in vocabulary instruction. After the discussion, tasks designed with utmost care for the participants' teaching context were shown. All the lexical items used in tasks were selected from the participants' textbook used in classrooms as the teaching material in order to demonstrate the ways to integrate corpus data into their actual teaching practices. Considering the context of this study, specific attention was given to provide the participants with various samples of corpus-based activities such as gap filling, matching, selecting, and so on. Moreover, both applications of corpus-based teaching were presented through tasks. First, the participants were given the handouts that require their interaction with raw corpus data directly via computers in the position of students (e.g., searching concordance lines, identifying the part of the speech of words, finding the words that collocate, etc.). Then, printout materials, which were composed of concordance lines from COCA, were presented as it might be more practical and applicable for language classrooms. After being acquainted with the use of concordance lines in vocabulary instruction, the participants were assigned a follow-up task in which they were expected to prepare a corpus-based activity in the light of the guideline provided in the task in order to be involved in material preparation process with firsthand experiences. The participants were free to choose any lexical item/s at any proficiency level as this task did not require a classroom implementation due to the concerns emerging from the research context such as teaching syllabuses, students' proficiency level, and pop-quizzes.

The **fourth session** was reserved to share the participants' corpus-based activities and their hands-on experience in material preparation process using COCA. Prior to this session, the participants were required to upload their activity into the folder created via Google drive. All participants had access to this folder to be able to see corpus-based materials shared by their colleagues before the session. Adopting such a way to share

materials also enabled building a material pool for corpus-based activities for the research context. At the beginning of the session, the participants were divided into two groups for a detailed discussion on the process of corpus-based material preparation. With the help of the guiding questions about the participants' firsthand experiences, they reflected their ideas and feelings about the corpus-based materials they prepared for vocabulary instruction. When the discussions among small groups were over, the participants were also encouraged to exchange their ideas as a whole in order to learn whether their colleagues had similar experiences in material preparation.

The aim of the **fifth session** was to demonstrate how to use concordance lines while teaching structures in grammar instruction. As the first task of the session, the participants were given some questions guiding their discussion to be conducted in two groups. The aim of this task was to make the participants share their teaching routines regarding the strategies used in teaching grammar, the difficulties experienced in grammar instruction, and activity types selected for practice in classrooms. The participants also contributed to this discussion by expressing their opinions about the potential benefits and challenges of using corpus-based activities in teaching grammar. Following the discussion, the participants engaged in grammar tasks derived from concordance lines on COCA. Grammar structures used in sample activities were determined in line with the grammar points covered in teaching syllabuses in the research context (i.e. passive voice, functions of the modal *can*, *since/for* with present perfect tense and indirect questions) and designed meticulously to involve variety in terms of activity type and students' proficiency level in the context of this study. For the follow-up task, the participants were assigned to create corpus-based activities to be used in teaching grammar structures so that they could gain more insights into the idea of using corpora in grammar instruction.

The **sixth session** focused on reflections by the participants regarding their firsthand experiences in the process of preparing corpus-based materials to teach structures in grammar instruction with the help of concordance lines retrieved from COCA. The participants followed the same procedure to share corpus-based materials they prepared on Google Drive in a systematic way. Similar to the discussion procedure adopted in the fourth session, the participants were involved in a group discussion and then all participants had the opportunity to present their materials and express the reasons for the choice of the target structure, level, and activity type. Moreover, they

were able to reflect on the process while preparing corpus-based activities to be used in grammar instruction with the help of the task designed for the session.

The focus of the **seventh session** was the use of concordance lines in error correction to enhance students' writing skills. For this purpose, the errors selected for the tasks in the session were retrieved from students' writing papers in the context of this study in order to guide the participants in designing corpus-based materials and give them insights into sample activity types in error correction. These sample corpus-based activities involved both students' direct interaction with corpus via computers and printout materials (i.e. concordance output) prepared by teachers in advance. Following the procedure conducted in the third and fifth sessions, the participants first shared their routines and experiences regarding their classroom practices in correcting errors and providing feedback on students' writing papers. Then, the potential of using corpus data in error correction (e.g., the correct use of structures, the spelling of words, the use of prepositions, and linkers) was explored through various tasks in which sample corpus-based activities were presented. For the following task, the participants were assigned to prepare corpus-based activities to be used in correcting errors in students' writing papers.

The aim of the **eight session** was to reveal participants' views on the idea of using concordance lines in error correction after gaining hands-on experience in corpus-based material preparation process using COCA. As part of the task in this session, the participants formed two groups so that they could examine corpus-based materials they shared on Google Drive and have a detailed discussion on using corpus-based materials as a way of correcting students' errors in writing. Besides, they reflected on the process of corpus-based material preparation for the purpose of error correction. For the next session, there was a final assignment in which the participants were required to implement a corpus-based activity in their classrooms. As it was stated in the instructions of the task, the participants could either use one of the corpus-based activities they prepared in previous sessions or design a new material for classroom practice. With the help of this task, the participants were given the opportunity to apply the idea of using corpus to actual teaching contexts.

The **ninth session** was held for an overall discussion based on participants' reflection on their actual classroom experience in using corpus-based activities. Each of the participants shared the experience they had in the light of the guiding questions

including the description of activity they used, students' reaction, the efficiency and practicality of using corpus-based activities. Hence, they were able to evaluate the applicability of corpus-based activities to the level they were teaching in terms of practicality, effectiveness, gains, and challenges. The training session ended with the participants' concluding remarks. That is, the university instructors expressed their thoughts and feelings regarding the integration of corpora into language teaching routines in general.

3.4. Instruments

3.4.1. Background Questionnaire on Corpus Use

Quantitative data were gathered via a background questionnaire to explore whether EFL university instructors in the research context had the knowledge of corpus and any prior experiences with corpus tools in classrooms since it would enable to elicit descriptive information as one of survey techniques (Nunan, 1992). The questionnaire utilized in the present study was adapted for the specific context of this study from a preliminary survey conducted by Bunting (2013) to be used for a comprehensive study in which he investigated the process of teachers' use of corpus tools in academic writing classes from the perspective of teacher cognition. Hence, the survey he used contained different sections including teachers' self-determined needs, their knowledge of corpus and experience with corpus tools along with their views on using corpus tools in teachers' professional careers. Considering the scope of the present study, the items relevant to teachers' knowledge of corpus and experience with corpus tools were selected and modified for this research context. Two experts in the field of ELT were consulted to establish the validity of the questionnaire. Moreover, five EFL instructors proofread the instrument in order to prevent any ambiguity in the items. Based on the feedback given by experts, some items and expressions were revised. The final version of the questionnaire was composed of 12 questions within three sections including demographic information, knowledge about corpus tools and experience in using corpora (see Appendix-3).

The first section was used to gather demographic information such as gender, years of teaching experience, educational background and teaching certificates to be able to demonstrate the profile of the participants. In the second section, the participants

were asked to evaluate their degree of knowledge about corpus tools and their functions by reporting one of the options including *no knowledge*, *little knowledge*, *some knowledge*, and *extensive knowledge*. This section was composed of two main questions including seven items in total. The final section consisted of four *yes/no* questions and they were used to find out the university instructors' experience with corpus tools. The participants who responded *yes* to these items were also asked to complete the following part in which they wrote brief explanations to have further information about the ways of being acquainted with corpora (i.e., via education, pre/in-service training or any other ways) and prior experiences in using corpus tools in language classrooms (i.e., the corpus tools they used and the language skills and/or areas they used corpora for). In this section, there was an additional question so as to find whether the participants would like to attend workshop sessions on the use of corpus tools in EFL classrooms. It was placed on purpose to determine the university instructors who would be willing to receive training and participate in the second phase of the study.

3.4.2. Reflective logs

Reflective logs were selected as one of the qualitative data collection tools in this study so as to seek the answer to the second research question, targeting at EFL university instructors' views on the use of corpora in language teaching. In this regard, reflective logs were considered as a fruitful source of information about participants' perceptions of using corpora for language teaching purposes and the training sessions since participants' written expressions constituted data (Creswell, 2009). The participants were provided with the same guiding question (i.e., *what do you think and feel about today's session?*) for all sessions as the aim of collecting reflective logs was to investigate the university instructors' thoughts and feelings regarding the experiences they acquired in the sessions about using corpora in language teaching. Hence, the participants were asked to write logs after each session and reflect what they thought and felt about the session they attended. This procedure was carried out via Google drive due to its easy accessibility to the participants and the researcher. Accordingly, the researcher created a separate folder for each participant to maintain confidentiality. During the process of training, each participant kept a total of nine reflective logs.

3.4.3. Interviews

Interviews with the participants who volunteered to take part in the training were held twice. Prior to the training sessions, the participants were interviewed one-to-one in order to gain in-depth insights into the level of their familiarity with the concept of corpus and any experience in using corpus tools (see Appendix-4). In this regard, the qualitative data gathered from these interviews were also used to validate the quantitative data collected through the background questionnaire on corpus use.

Pertaining to the second research question, which aimed at exploring participants' attitudes towards the use of corpora in language teaching after receiving training, semi-structured interview protocol was carried out due to its flexibility to gather qualitative data (Nunan, 1992). The interviews with the participants were conducted following the end of the training to investigate their views on using corpora in foreign language education and overall perceptions of the training sessions. Interview questions were also reviewed by two experts in the field of ELT to assure whether they were suitable for the purposes of the present study (see Appendix-5). All interviews were conducted in Turkish as the participants would express themselves most comfortably in their native language. The interviews were audio-recorded to be transcribed.

3.5. Data Collection Procedures

Data were gathered by means of multiple sources described in detail above. First, the background questionnaire was administered in the Spring Term of 2018-2019 Academic Year so as to explore EFL university instructors' knowledge of corpus and experience with corpora in language teaching. The questionnaire was hand-delivered to 104 university instructors who were available at the time of research, and the data were obtained from 89 respondents. Following the examination of the quantitative data collected, the participants who were willing to attend training sessions were determined.

In the first week of the Fall Term of 2019-2020 Academic Year, 15 university instructors, who were accessible to the researcher, were contacted either in person or by telephone and invited to participate in the second phase of this study. That is, they were requested to participate in the training and qualitative data collection procedures. A total of 10 EFL university instructors volunteered to take part in this phase of the study. These participants were informed about all the procedures of the training and qualitative

data collection in person. Considering the need for communication throughout these extensive training sessions, the researcher created a group on WhatsApp due to its convenience and shared the training schedule with the participants.

Prior to the training sessions, one-to-one interviews were conducted with these participants to have deeper insights into their background knowledge regarding the familiarity with corpora and experience with corpus tools in language teaching. In this respect, the data obtained through the interviews held before the participants received training also contributed to the quantitative data obtained via the background questionnaire on corpus use in the first phase of this study.

Following the completion of the interviews, the training program started with the first session, and the participants' reflections on this session were collected via Google Drive before the up-coming session. During the seven-week training, nine training sessions previously described were carried out. The same data collection procedure was implemented throughout the training.

When all training sessions were carried out and the final reflection on the ninth session was collected, semi-structured interviews were conducted with each participant to explore their perceptions of using corpora in language teaching after receiving comprehensive training on corpus-based language teaching. The following table summarizes the procedures of data collection followed in this study.

Table 3.4. *The procedures of data collection*

Week 1	Administration of the background questionnaire
Week 2	Selection of the participants in the training
Week 3	Interviews prior to the training
Week 4	Training session 1 - Reflection 1
Week 5	Training session 2 - Reflection 2
Week 6	Training session 3 - Reflection 3
Week 7	Training session 4 & 5 – Reflection 4 & 5
Week 8	Training session 6 & 7 – Reflection 6 & 7
Week 9	Training session 8 – Reflection 8
Week 10	Training session 9 – Reflection 9
Week 11	Interviews after the training

3.6. Data Analysis Procedures

Quantitative data obtained via the background questionnaire on corpus use were analyzed using descriptive statistics such as frequencies and percentages to determine the degree of EFL university instructors' knowledge of corpus. In addition to this, participants' brief responses and explanations specified in the questionnaire were simply analyzed by reading the content and listing the responses due to the restricted nature of data. In this regard, the data obtained from a limited number of participants who reported that they had the knowledge of corpus were intended to shed some light on the ways of being informed about corpora and prior experiences the university instructors had regarding the use of corpus tools for the purpose of language teaching. In a similar vein, the interviews held prior to the training, were descriptive in nature and it was solely aimed to gain deeper understanding of the participants' awareness about the concept of corpus and prior experiences with corpus tools. The researcher evaluated the data obtained from each participant individually to report their background knowledge and prior experiences before they received training on the use of corpora in language teaching. The qualitative data gathered from these interviews also provided in-depth insights into EFL university instructors' awareness and knowledge of corpus, determined through the background questionnaire in the initial phase of the current study.

Concerning EFL university instructors' views on corpus use, the data collected through reflective logs and semi-structured interviews were analyzed qualitatively in line with the principles of Constant Comparative Method (CCM). This method is originally based on the grounded theory developed by Glaser and Strauss (1967). Using constant comparison procedure allows for a theory originating from data specific to the study rather than following predefined categories (Boeije, 2002; Kolb, 2012). This method requires the researcher to employ multiple steps in a cyclical manner. Data are segmented into small pieces, and then one piece of data is compared with another one constantly to determine recurring themes and create categories emanating from similar themes (Leong, Joseph & Boulay, 2010).

Following the principles of this method, the data obtained via reflective logs and semi-structured interviews were first divided into codes consisting of words or phrases, which contained any sense or idea about the perceptions of the participants (Allan, 2003). When the codes were identified, they were compared and contrasted with one

another repeatedly so that the codes including similar themes could be detected. By means of this ongoing analysis process, similar codes were assembled to reach sub-categories. Finally, these sub-categories were compared and contrasted with each other and constituted main categories. Two independent raters analyzed the data to assure the reliability of data analysis. In addition to the researcher, another rater who was holding an MA degree in ELT and had experiences with the procedures of qualitative analyses was involved in this process. Considering the substantial amount of data, the co-rater was asked to analyze 30% of the whole data collected through reflective logs and semi-structured interviews, which can be considered an adequate percentage to be used for inter-rater reliability (Lombard, Snyder-Duch & Bracken, 2004). First, 30% of the data was coded by two raters separately, and then a negotiation session was conducted to review disagreements between the raters and finalize the codes. To assess inter-rater reliability, the percentage agreement formula “[agreement/ (agreement + disagreement)] X 100 (Tawney & Gast, 1984) was used, and it was found .90. Having ensured the inter-rater reliability, the rest of the data analysis procedure was carried out by the researcher. The summary of data analysis procedures in the study can be found in Table 3.5.

Table 3.5. *The summary of data analysis procedures*

The aim of the research question	Data collection instrument	Data analysis procedure
RQ1: Exploring EFL university instructors’ familiarity with corpora	Background questionnaire on corpus use (n=89)	Descriptive statistics (frequencies and percentages) were used to present the participants’ responses to the items.
	Interviews prior to the training (n=10)	Brief responses in the questionnaire were analyzed simply identifying frequencies of the participants’ statements to have further understanding of the instructors’ background knowledge on corpus use. The data were analyzed for each participant separately to report further information about their familiarity with corpora prior to the training.
RQ2: Investigating EFL university instructors’ views on the use of corpora in language teaching after receiving training	Reflective logs (n=10) & Semi-structured interviews (n=10)	Constant Comparative Method was used to determine the main and sub-categories derived from the data.

**n= number of participants*

4. RESULTS

4.1. Overview of the Study

The focus of the present study was twofold. The primary purpose of the initial phase was to explore EFL university instructors' familiarity with corpus tools, seeking their background knowledge about corpora and their prior experiences with corpus tools in language classrooms. For the second phase of this study, a comprehensive training program on the use of corpora was developed for the specific context of the study so as to investigate EFL university instructors' views on the use of corpora in language teaching after receiving training. To that end, the following research questions were posed to guide the study:

RQ1: What do EFL university instructors in general know about using corpus tools in language classrooms?

RQ2: What do EFL university instructors in the study think about using corpora in the actual teaching context after receiving training on corpus use in language pedagogy?

In the initial phase of the study, data were collected from 89 EFL university instructors in the research context through a background questionnaire on corpus use to explore the university instructors' familiarity with corpora. The quantitative data were analyzed using descriptive statistics. In addition, brief explanations given by the participants who reported that they had some prior knowledge of corpus and experiences with corpus tools, used to provide in-depth insights into the instructors' familiarity with corpora, were descriptive in nature. Hence, they were simply analyzed by identifying the responses. Moreover, the interviews conducted with the participants who voluntarily agreed to take part in the training prior to the second stage of this study aimed to have further insights into their familiarity with the concept of corpus and past experiences with corpus tools. Thus, the data obtained from these participants were analyzed for each participant individually to report their background knowledge of corpus and prior experiences with corpus tools before receiving training. All these findings were presented accordingly as the results of the first research question addressed in the study.

Concerning the second phase of this study, data were obtained from 10 participants who attended the training which was composed of nine sessions and

implemented in seven weeks. The data were gathered through reflective logs on each session and interviews after the participants received training. The whole data collected in the second stage of the present study was analyzed qualitatively in line with the principles of the Constant Comparative Method (CCM). Following the analysis of the data, all the findings in relation to EFL university instructors' views on the use of corpora including their overall perception of the training were presented accordingly as the results of the second research question posed in the study.

4.2. RQ1: EFL University Instructors' Knowledge of Corpus and Experience with Corpus Tools in Language Classrooms

For the initial phase of this study, a background questionnaire on corpus use was administered in order to explore what EFL university instructors know about corpora in general. The first section of the questionnaire aimed at obtaining demographic information about the participants in the research context. Hence, the information about the participants was previously displayed in the methodology chapter, and these findings of the first section were not presented in this chapter. Apart from that, there were two sections in the background questionnaire on corpus use. The second section aimed to uncover the university instructors' knowledge about corpus tools and contained two main questions with seven items in total. For this purpose, the participants evaluated the degree of their knowledge about corpus tools and ways of making use of corpus tools by reporting one of the following options, which ranked as *no knowledge*, *little knowledge*, *some knowledge*, and *extensive knowledge*. The final section was utilized to identify the participants' prior experiences with corpora and included four *yes-no* questions, and the instructors who responded *yes* to these questions were asked to specify their responses briefly. The results obtained from these two sections in the questionnaire were used to seek the answer to the first research question posed in the present study.

One of the issues addressed via the questionnaire was the degree of the university instructors' **knowledge about corpus tools** including online corpora and corpus software programs. The data obtained from two items were used to provide further insights into EFL university instructors' knowledge of corpus regarding the types of corpus tools. To be precise, the first item aimed to seek the university instructors'

familiarity with corpus software programs (e.g., AntConc, WordSmith Tools), and the second item was used to explore the university instructors' familiarity with online corpora (e.g., COCA, lexical tutor). The results of data analysis regarding the university instructors' knowledge about corpus tools, namely corpus software programs and online corpora can be found in Table 4.1.

Table 4.1. *The results in relation to the degree of participants' knowledge about corpus tools*

<i>The degree of knowledge</i>	Corpus software programs		Online corpora	
	<i>n</i>	%	<i>n</i>	%
No knowledge	60	67	41	46
Little knowledge	17	19	19	21
Some knowledge	11	12	26	29
Extensive knowledge	1	1	3	3
Total	89	100	89	100

**n*= Number of participants

%= Percentage

As can be seen in the table above, 67% of the participants had *no* knowledge about corpus software programs at all. 19% the participants acknowledged that they knew *little* about these tools. 12% of the participants evaluated their degree of knowledge about corpus software tools *some* while only one participant reported that s/he had *extensive* knowledge about these tools. In other words, the majority of the participants had *no* or *little* knowledge about corpus software programs.

As can be found in Table 4.1, with respect to the degree of the university instructors' knowledge about online corpora, it was determined that 46% of the participants had *no* knowledge about these tools. 21% of the participants reported that they had *little* knowledge about online corpora. Moreover, 29% of the participants reported that they had *some* knowledge about these tools while three participants evaluated their degree of knowledge about online corpora *extensive*. That is, almost half of the participants were not familiar with online corpora. When the results of these two items were compared, the number of participants who were acquainted with online corpora was higher than the participants who were familiar with corpus software programs.

Concerning EFL university instructors' **knowledge about the ways of making use of corpus tools** in language teaching, the data were obtained from five items in relation to the usages of corpus tools (i.e., using corpus tools directly with students, creating corpus-informed classroom materials, creating language test items, checking students' language use, and building their own language knowledge). To be precise, using corpus tools with students refers to the knowledge of utilizing corpora for the purpose of language teaching via students' hands-on interaction with corpora. Hence, it was used to determine whether the university instructors were familiar with corpora as teaching tools. The second item (i.e., creating corpus-informed classroom materials) referred to the use of corpus tools to prepare instructional materials including authentic samples of the language in language teaching activities. Concerning the use of corpora in language testing, the third item aimed at exploring whether the university instructors had awareness on using corpus tools in writing language test items. In addition to this, the following item was used to find out whether the university instructors were aware of corpus use as a reference tool to check students' language use. That is, corpus can be consulted as a resource while checking students' assignments and giving feedback in the case of having doubts about usage of the language (e.g., word choice) and showing a reference tool. The final item was placed to explore the university instructors' familiarity with corpora as resources used outside the classroom to improve their English language knowledge and to increase their awareness on actual use of the language. Table 4.2 summarizes the degree of the university instructors' knowledge in relation to the ways of exploiting corpus tools in their actual teaching practices.

Table 4.2. *The results in relation to the degree of participants' knowledge about the ways of making use of corpus tools*

	To use corpus tools directly with students		To create corpus- informed classroom materials		To create language test items		To check students' language use		To build their own language knowledge	
<i>The degree of knowledge</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
No knowledge	43	48	44	49	49	55	38	43	33	37
Little knowledge	24	27	23	26	16	18	27	30	25	28
Some knowledge	22	25	21	24	21	24	24	27	30	34
Extensive knowledge	—	—	1	1	3	3	—	—	1	1
Total	89	100	89	100	89	100	89	100	89	100

**n*= Number of participants

%= Percentage

As can be found in Table 4.2, 48% of the participants reported that they did not know anything at all **how to use corpus tools directly with students**. Concerning the same item, 27% of the participants acknowledged that they had *little* knowledge while 25% of the participants had *some* knowledge. The data analysis showed that none of these participants evaluated their knowledge of using corpus tools directly with students as *extensive*.

For the use of corpus tools **to create corpus-informed classroom materials**, the findings yielded similar results. 49% of the participants acknowledged that they had *no* idea about this function at all. 26% of the participants evaluated their degree of knowledge *little* while 24% of the participants declared that they had *some* knowledge about using tools in material preparation. Only one person reported that s/he had *extensive* knowledge about using corpus tools to create corpus-informed classroom materials.

With regard to using corpus tools **to create language test items**, 55% of the participants had *no* knowledge how to exploit corpus tools for this purpose. 18% of the participants reported that they had *little* knowledge. The percentage of the participants who evaluated their degree of knowledge as *some* was 24% while 3% of the participants reported that they had *extensive* knowledge how to take advantage of corpus tools while creating test items.

Concerning the use of corpus tools **to check students' language use**, 43% of the participants reported that they had *no* knowledge. 30% of the participants declared that they knew *little* while 27% of the participants had *some* knowledge about the benefit of using corpus tools to monitor students' language use. None of these participants reported that s/he had *extensive* knowledge about using corpus tools for the purpose of checking students' language use.

When it comes to the instructors' knowledge of making use of corpus tools **to build their own language knowledge**, 37% of the participants had *no* idea at all how to benefit from corpus tools to improve their English language knowledge as non-native EFL instructors. It was determined that 28% of the participants evaluated their degree of knowledge *little*. The percentage of the participants who knew *some* information was 34% while only one participant reported that s/he had *extensive* knowledge about using corpus tools in order to improve instructors' language knowledge.

In sum, the data analysis indicated that the majority of the university instructors had *no* or *little* knowledge in relation to the ways of making use of corpus tools for language teaching purposes; however, slight differences among all the aforementioned five items were observed. When the results of each item were examined in detail, the percentage of the university instructors who reported that they had *no* knowledge about using corpus tools to create language test items was higher (55%) when compared to the other ways of exploiting corpora. Similarly, the percentage of the participants who declared that they had *no* knowledge about exploiting corpus tools to create corpus-informed classroom materials (49%) and to use corpora directly with students (48%) were higher than the other two items (i.e., using corpus tools to check students' language use or to build their own language knowledge). When it comes to the items with respect to the use of corpora as a reference tool, the percentage of the participants who had *no* knowledge about using corpus tools to check student' language use (43%) was higher than the ones who had reported that they had *no* knowledge about corpus tools to build their own language knowledge (37%). When all these results were taken into account, it was found out that the university instructors had more knowledge about using corpus tools as a reference tool including the use of corpora to improve their language knowledge and to check students' language use although there were slight differences among the percentages of the five items determined in the study.

The final section in the questionnaire aimed at exploring the university instructors' **experience in the use of corpora**. For this purpose, the university instructors were asked four *yes/no* questions to find out whether they had been informed about corpora before in any ways (i.e., via university education, pre/in-service trainings or any other ways), and they had previously used corpus tools in language teaching. The participants who responded *yes* to the items in this section and reported that they had been informed about corpora in any ways and/or they had used corpus tools for language teaching purposes were also asked to specify their responses by writing brief explanations. Thus, additional insights were gained into how the university instructors were informed about corpora and which corpus tools they used for language teaching purposes.

Concerning the **ways to be informed about corpora**, three questions were asked to find out whether the university instructors were informed about corpora as part of their education, pre/in-service trainings, or in any other ways (e.g., conferences). 60%

of the participants responded *no* to the related questions. That is, more than half of the participants reported that they had not been informed about corpora as part of university education, pre/in-service trainings, or in any other ways. The rest of the participants responded *yes* to at least one of these questions. That is, some participants were informed about corpora via more than one channel (e.g., education and in-service training). These participants were also asked to specify their responses to gain further understanding of the ways to be acquainted with corpora. The detailed information about the ways of being informed about corpora can be found in Table 4.3.

Table 4.3. *The results in relation to the ways to be informed about corpora*

<i>The ways to be informed about corpora</i>	<i>Number of Participants</i>
Education	24
• MA education	20
• BA education	4
Other ways	17
• Academic journals/articles	5
• Conferences	4
• Colleagues	4
• Testing workshops	2
• Coincidentally/Searching corpus on the Internet	2
In-service training	11
• DELTA sessions	6
• CELTA sessions	3
• Teacher training courses	2

As can be seen in Table 4.3, 24 participants reported that they had been informed about corpora by means of their education. 17 participants acknowledged that they had been informed about corpora in other ways (e.g., conferences, academic journals, etc.), and 11 participants reported that they had been informed about corpora via in-service training. The findings obtained from brief responses and explanations indicated that the most common way of being informed about corpora was MA education as 20 participants reported that corpus was introduced in one of the courses during their MA education. Only four participants reported that they had been informed about corpus as part of their BA education. Brief explanations provided in this question showed that some participants had been informed about corpus tools to conduct corpus analysis

while several participants reported that corpora (e.g., COCA) were introduced as a tool to be used in language teaching. In general, the participants' explanations showed that they had been informed about corpora at a superficial level except few participants who specifically worked on corpus studies during their MA education. When it comes to the other ways of being acquainted with corpora, 17 participants explained that they had been informed about corpora by means of conferences, academic journals, colleagues, workshops, and the Internet. For instance, five participants reported that they became familiar with corpora through academic journals and articles. Four participants acknowledged that they had been acquainted with corpora as part of the sessions in conferences they attended. Additionally, four participants reported that they had been informed about corpora with the help of their colleagues. While two participants were introduced some corpus tools to be used in testing as part of a workshop they attended, the other two participants reported that they had heard corpus coincidentally and searched it on the Internet themselves. Concerning training programs as a way of being acquainted with corpora, 11 participants reported that they had been informed about corpora via in-service training. To be more precise, six participants specified this training program as DELTA sessions while three participants reported that they had been informed about corpora during CELTA sessions. Additionally, two participants acknowledged that they had been acquainted with corpora via in-service teacher training.

Concerning the participants' prior experiences with corpus tools in language teaching, the university instructors were asked whether they had ever used corpus tools in language classrooms. Only 15% of the participants had some **experiences in using corpora in language classes**. The brief responses given by these participants indicated that 10 participants had prior experiences with COCA as the corpus tool. Besides, one participant reported that she had hands-on experience in using BNC, and two participants declared that they had used AntConc before. While one participant used the corpus tool to conduct corpus analysis for the purpose of research, the other one reported that s/he had utilized AntConc to prepare teaching materials. It was revealed from their responses that almost all these participants used corpus tools in teaching lexical items to show and/or check the accurate usage of words, particularly collocations. Four participants also reported that they had used corpus tools to show/check the accurate use of grammar structures and register in writing and speaking.

All in all, the findings showed that more than half of the participants had either *no* knowledge or *little* knowledge about corpora and the use of corpus tools although the majority of the participants were ELT graduates. The most prominent finding is that the participants were mainly introduced to the knowledge of corpus or corpus tools as part of MA education. Although there were alternative ways of being informed about corpora such as conferences, academic journals, colleagues, and so on. DELTA and CELTA sessions as part of in-service training were found notable to be introduced to corpora. Despite this, most of the participants had almost no experience in using corpus tools in their actual teaching. The ones with experience in using corpus tools utilized online corpora (i.e., COCA) to show and/or check the use of collocations. These findings indicated that the university instructors were not familiar with pedagogical uses of corpora in language classrooms. However, since the majority of the university instructors (72%) responded positively to the additional item in the questionnaire, which was addressed to identify whether the participants would volunteer to attend workshop sessions on using corpora in EFL classrooms, it was found out that the university instructors were willing to learn about corpora and explore the use of corpus tools in EFL classes when opportunities were created. This additional item in the questionnaire was used in the process of the participant selection for the training to identify the university instructors who were willing to participate in the second phase of this study.

10 participants who attended the training sessions in the second stage of the study were interviewed prior to the training so as to have in-depth insights into their background knowledge and prior experiences with corpora. Concerning these participants' familiarity with corpora, the analysis of qualitative data showed variety regarding their level of awareness on the concept of corpus and corpus tools. Four participants (*T1*, *T2*, *T7*, and *T8*) had no idea what corpus referred to even if some of them heard the term before. Three participants (*T3*, *T5*, and *T10*) had a general idea about the term corpus, and they expressed it as a collection of words; however, they were not familiar with any corpus tools. Three participants (*T4*, *T6*, and *T9*) had some experiences with corpus tools, namely COCA and BNC to check the frequency of words and the accurate use of collocations and register. One of these participants (*T4*) had prior experiences in using corpus tools with students to show them how to consult corpora to observe different usages of words and to check collocations. The following excerpts illustrate the participants' knowledge about corpora prior to the training:

T2: *"I've heard corpus before, but I don't know what it refers to."*

T8: *"I heard it from my colleagues as they said I could consult corpus. However, I really don't know what it is."*

T5: *"I have some vague ideas about the concept of corpus on my mind. I can't express it... It is a thing where we can find words, their use and so on."*

T6: *"Corpus is a system where we can find words or phrases that can be used together and check their use according to the frequency."... "I sometimes use COCA to check the use of collocations when I'm not sure about their usage."*

As illustrated in the excerpts above, there were some participants whose familiarity with the concept of corpus was quite low even if they heard the term corpus before. Along with this, some participants knew what the concept of corpus referred to, and they used corpus as a reference tool to check the usage of the words, particularly collocations. Despite the variety about the level of familiarity with corpora, none of these participants had previous experiences in using corpora with students as part of their regular teaching practices in classrooms. With this in mind, the participants' responses demonstrated that they had some insights into the use of corpus in language teaching as an instructional source, specifically teaching vocabulary after they were given the definition of the corpus during the interviews. The excerpts below present the participants' experience and thoughts regarding the use of corpora in teaching environments prior to the training:

T4: *"I've used corpus with some students in break times or in my office hours to show the use of collocations... I think we can use corpus in language teaching but I don't know whether it can be implemented in a systematic way."*

T10: *"I think corpus can be used in language teaching, but I have no idea how to do it."*

The qualitative data obtained via interviews prior to the training indicated that several participants had experiences in using corpora as a reference tool to check the uses of words or collocations, and their insights into the use of corpora in language teaching were mainly in relation to vocabulary instruction. As the excerpts above illustrated, the participants' experiences in using corpora with students were limited since only one participant reported that she sometimes used corpus with some students in order to show and/or check the usage of collocations. Along with this, the same participant had some insights into using corpora in teaching grammar selectively since some collocations and/or words involved grammatical knowledge as well. However, the participants had no prior experiences in exploiting corpora to teach other language skills. Hence, implementing such a comprehensive training program, which included

the integration of corpora into teaching vocabulary, grammar, and error correction in writing, was highly important for the purposes of this study.

4.3. RQ2: EFL University Instructors' Views on the Use of Corpora in Language Teaching

Concerning the second research question, a comprehensive training program on the use of corpora in language teaching was developed. It was composed of nine sessions, which aimed to make the participants empower with the knowledge of corpus and skills required for corpus use and corpus-based material preparation. Along with this, some sessions focused on specific language areas/skills (i.e., vocabulary, grammar, and error correction in writing) to show the participants how to apply the idea of corpus use in language teaching to their actual classrooms. The extensive training sessions were implemented in seven weeks. The data were collected through reflective logs kept for each session and semi-structured interviews which were held following the completion of the training. The qualitative data were analyzed using the procedures of Constant Comparative Method so as to identify the main and sub-categories derived from the codes in the data so that the university instructors' views on the use of corpora in language teaching could be sought thoroughly.

The analysis of qualitative data obtained via reflective logs collected throughout the training sessions and semi-structured interviews held after the training revealed 713 codes in total. These codes, originating from the qualitative data, constituted three main categories, namely **teachers' gains** (290 codes), **benefits of using corpora in language teaching** (212 codes), and **drawbacks of using corpora in language teaching** (211 codes). The main categories derived from the data were shown in Table 4.4.

Table 4.4. *Main categories in relation to the instructors' views on the use of corpora in language teaching after the training*

Main categories	N*
Teachers' gains	290
Benefits of using corpora in language teaching	212
Drawbacks of using corpora in language teaching	211
Total	713

N*= Number of the codes

4.3.1. Teachers' gains

The main category regarding teachers' gains from the training on the use of corpora in language teaching was composed of five sub-categories, comprising 290 codes in total. These sub-categories showed that the participants benefited from the training sessions in various aspects as they gained *awareness on the knowledge of corpus* (73 codes), *familiarity with classroom applications of corpora* (72 codes), *technical skills required for corpus use* (70 codes). The training sessions also contributed to the participants' *collaboration with colleagues* (39 codes). In addition to these gains, the participants acquired *hands-on experience in material preparation* (36 codes). The sub-categories regarding teachers' gains during the training sessions were displayed in Table 4.5.

Table 4.5. *Sub-categories in relation to teachers' gains from the training*

Main category	Sub-categories	N*
Teachers' gains	Awareness on the knowledge of corpus	73
	Familiarity with classroom applications of corpora	72
	Technical skills required for corpus use	70
	Collaboration with colleagues	39
	Hands-on experience in material preparation	36
Total		290

N*= Number of the codes

As presented in Table 4.5, the participants benefited from the training on the use of corpora in language teaching in multiple perspectives. The training sessions enabled them to acquire the knowledge, skills, and experience required to use corpora and integrate corpus data into actual teaching contexts. The most outstanding finding regarding teachers' gains from the training sessions was that the participants gained *awareness on the knowledge of corpus* (73 codes) in different aspects such as the concept of the corpus, the accessibility of corpus tools, types of corpora, the information corpora offer, and the influence of corpus on language pedagogy (i.e., the integration of corpus data into textbooks, teaching syllabuses, and language classrooms in the form of DDL). Despite the variety among the participants' level of awareness on the knowledge of corpus prior to the training, the sessions were found highly informative, engaging and promising with the help of the consciousness-raising tasks and presentations. For

instance, using a sample task in which the participants were asked to classify the frequently used lexical bundles in different genres (i.e., speaking and writing) attracted their attention regarding the information that can be accessed through corpora. Similarly, examining sample pages from a corpus-informed textbook enlightened their perspectives on the frequency information corpora provided. Such tasks raised their awareness on their preferences regarding the use of the language and its actual use in life. The following excerpts show how the participants benefited from the training sessions in gaining awareness about the knowledge of corpus:

T3: *"I didn't know much about corpus and it was exciting to learn all the new stuff. Tasks were effective and encouraged learning different aspects of corpus."*

T5: *"I think today's session was very informative especially about what kind of information I can reach using corpus and how I can use this information in syllabus and material designing."*

T6: *"Each session contributes a lot to my knowledge of corpus both theoretically and practically. I am really happy about joining this study."*

T8: *"It was really a blessing to learn about corpus, types of corpus, the existence and the creation of its equivalent 'derlem'."*

T9: *"I had basic information about corpus prior to the training. I was familiar with a website... I realized that I hadn't known much about it because I'd thought that corpus was composed of written texts. However, I've learned that it can also include spoken texts."*

As shown in the excerpts above, attending such extensive training sessions, including both theoretical background and practical side of corpus use, increased the participants' awareness on the knowledge of corpus and accessibility of corpus tools. In this respect, the participants highlighted that they gained in-depth insights into the concept of corpus, available corpus tools (e.g., online corpora, software programs), the integration of corpus data into textbooks and instructional materials. Moreover, the participants who were familiar with corpus prior to the training enhanced their perspectives regarding the concept of corpus and the use of corpus tools as well.

One of the distinctive gains from the training was the university instructors' familiarity with classroom applications of corpora (72 codes). Considering the fact that the participants had no previous experience in using corpora for the purpose of language teaching in the classroom, the sessions were found enlightening. The participants highlighted that they had the chance to see and experience how to apply the idea of using corpora in language teaching with the help of sample tasks designed as context-specific corpus-based activities. Prior to the training, the participants who had previous

knowledge about the use of corpora stated that corpus could be utilized in vocabulary teaching. However, none of them implemented corpus tools with students as part of their actual classroom routines. In addition, the idea of using corpora in teaching grammatical structures and improving writing skill for the purpose of error correction was completely new to the majority of the participants. Hence, the participants stressed that the most appealing part of the training was to be acquainted with pedagogical applications of corpora in language teaching. The sample corpus-based materials used in the sessions were appreciated and found inspiring as they were prepared for the specific context of this study for each language skill/area covered in the sessions (i.e., vocabulary, grammar, and error correction). The university instructors could also see a variety of corpus-based activities. That is, they were provided with sample activities including students' hands-on interaction with corpora and paper-based activities in the form of concordance lines selected by the teacher. Moreover, being provided with various activity types including gap filling, multiple-choice, matching, and categorizing enhanced the participants' perspectives on classroom uses of corpora. The following excerpts show how this training helped the participants gain familiarity with the ways to make use of corpora for language teaching purposes:

T1: *"I really liked to see how to use corpus in classrooms. I couldn't have imagined them on my own. When I saw sample materials, I was enlightened and started to think about alternative activities. If I'd learned corpus somewhere else, I wouldn't be aware of classroom applications of corpora."*

T2: *"When I started to work in this group, I just thought that corpus could be used for vocabulary teaching, but today I discovered that it is also possible to make use of it to teach grammar."*

T4: *"Error correction! Yay! I loved all the activities she prepared and I think this will give us a better idea if we can really incorporate corpus in our classrooms."*

T6: *"This session was about how corpora can be used to present and/or practice grammar, which I had never thought possible. I had used COCA only for vocabulary, but I learned corpus is a useful tool to teach/study English in several other ways."*

T9: *"Before this training, I had some doubts about the possibility of using corpus in classrooms. I thought that corpus could be used only in teaching collocations. I would have never imagined using corpus in error correction and grammar... I particularly like this training as it involved classroom applications of corpus."*

As can be understood from the excerpts above, the participants were not familiar with pedagogical applications of corpora in language classrooms prior to the training. Hence, being provided with real corpus-based materials to be used in classrooms for the

purpose of vocabulary, grammar, and error correction helped them gain familiarity with the ways to exploit corpora in teaching language skills/areas. As the participant (T1) stated, seeing classroom applications of corpora in actual teaching contexts was different from knowing the concept of corpus. In this regard, using sample activities designed for the specific context of this study, which were parallel to the teaching syllabus, could give them the opportunity to internalize the idea of using corpora in language classrooms.

In addition to gaining fruitful insights into classroom applications of corpora in language teaching, the participants acknowledged that extensive training sessions helped them acquire *technical skills required for corpus use* (70 codes). That is, the participants were equipped with the essential skills such as how to search words or phrases on corpus, how to reach corpus data using basic functions of the tool utilized in the study, and how to analyze concordance lines and interpret corpus data. With the help of the specific session devoted to the introduction of COCA via interactive tasks, the participants were involved in a guided process in order to explore the functions of the corpus tool and use this new technology comfortably. After being familiarized with the functions of COCA in one of the sessions, the participants also had the opportunity to gain experience in using this tool throughout the training sessions, and they were asked to use COCA actively to prepare corpus-based materials as part of the training. For this reason, the participants stressed that they felt more competent in using the corpus tool towards the end of the training. The excerpts below indicate how the participants benefited from the training sessions in gaining technical skills to be able to use corpora:

T1: *"The presentation about COCA was good, but it was hard to remember how to search words for different purposes. When we did the tasks, it started to become clear what to do with COCA and how to use different functions of it, so it was useful."*

T3: *"Without your help, it would have been very difficult for me to discover the essential tips. I'd tried to use a corpus tool before, but I wasn't able to figure out how to do it and I never tried it again. So, the tips provided in the sessions were really useful for us."*

T5: *"I heard the term 'corpus' before, but it was a scary thing for me when I had a look at it. I thought that I wouldn't be able to use it. But now I can use COCA effectively and I feel happy because it takes less time to prepare materials."*

T6: *"Getting hands-on experience was worth coming to school on my day off. I used to use COCA just for collocations, but I learned that I could do a lot of other things."*

T10: *“Now I am familiar with the website and I can use it to check things. The activities were quite helpful to discover the website. Also, I had a chance to get help when I got lost on the website.”*

All these excerpts showed the significance of gaining hands-on experiences in using COCA. Although several participants were familiar with the corpus tool, they discovered different functions of the tool using some shortcuts through the training. In this regard, the training helped them gain more practical skills and contributed to their use of the corpus tool, which seemed at basic level before the training. As can be seen in the excerpt, the guidance of the researcher in the session was found valuable as the participants, specifically without prior experiences, reported their concerns regarding the use of the website before receiving training. For this reason, utilizing tasks, which asked them to search target items using different functions of the tool (e.g., collocate, KWIC, compare, etc.), provided them with the opportunity to explore the corpus tool with the presence of the researcher. Moreover, the participants' explanations showed that making a presentation about corpus tools would not be useful without experimenting with the corpus tool.

The findings in relation to teachers' gains emerging from another sub-category pointed out the effects of the training on the *collaboration with colleagues* (39 codes) in this study. In other words, participating in this extensive training increased cooperation among the instructors as they could uncover their teaching routines and exchange ideas about using corpora in language teaching with the help of thought-provoking questions. They also stated that having group discussions in the training sessions enhanced their knowledge and skills in relation to the use of corpus tool as they could reflect on mutual experiences they gained from the process of material preparation. The participants acknowledged that they learned from each other, and sharing ideas about firsthand experiences enriched their insights about the use of corpora in language teaching. Besides, it was emphasized that working with colleagues as part of the training were both fun and beneficial since all the participants were familiar with the teaching context, and all the materials were prepared taking into consideration their student profile. For these reasons, they could offer solutions to the problems encountered by other participants in the phase of material design. Furthermore, the participants stated that having access to the material pool, composed of corpus-based activities prepared throughout the training, were a substantial gain from this training as they would be able

to use these teacher-made materials in their future teaching practices. The following excerpts display how the training sessions contributed to the collaboration among the participants:

T4: *"I certainly wouldn't have easy access to the materials my colleagues have. It was valuable to learn about my colleagues' experiences and perspectives."*

T8: *"Thanks to my colleagues, I learned a lot of things which I wouldn't have discovered myself. In this sense, it was fun. In each session, I felt like I was back to my undergraduate years. It was nice to communicate with others and discuss our ideas in groups..."*

As can be understood from these excerpts, the participants were content with the nature of the sessions, which encouraged them to interact with their colleagues. That is, they shared their classroom routines in teaching and discussed the difficulties they experienced in teaching language skills/areas (i.e., vocabulary, grammar, and error correction). They also exchanged their ideas regarding the use of corpus-based activities in teaching these language skills/areas and discussed the suitability of corpus use for their teaching context. Additionally, having access to all the materials prepared by the participants was a bonus in terms of gains from the training as they collaboratively created an archive for themselves. This interactive atmosphere fostered the participants' collaboration with colleagues as they learned from their actual experiences during the training.

The last sub-category originated with respect to teachers' gains from the training was acquiring *hands-on experience in material preparation* (36 codes). Being involved in the process of corpus-based material preparation as part of the training was found valuable despite the difficulties they experienced. The participants acknowledged that preparing corpus-based materials helped them practice the knowledge and skills they acquired in the sessions; therefore, they gained firsthand experience in corpus-based material design. In this respect, the participants pointed out great contributions of such a new experience to themselves as it provided them with the opportunity to make use of what they learned from the sessions in their actual teaching context despite the time and effort needed for corpus-based material preparation. The excerpts below illustrate how they benefited from the training sessions in gaining hands-on experience in material preparation:

T4: *"Preparing a material according to outcomes of the lesson and students' needs is different from knowing COCA. In this sense, I am particularly pleased with this training"*

because we sometimes criticize textbooks but it isn't easy to prepare teaching materials. I liked it as it was a new insight for me."

T8: *"It was fun to prepare a new material with a new light guiding me. It takes some time but I had fun doing this and learning as a teacher."*

T9: *"Thanks to the assignment, I had a chance to use COCA for the first time in order to prepare a task for my students. I'm happy with the final product even though it took much more time than I thought."*

As these excerpts illustrated, being involved in the material preparation process through tasks assigned for each language skill/area covered in the sessions contributed to their skills for corpus use as they could practice them throughout the training. Considering the scarcity of corpus-based activities, it was a great contribution to their professional life as they would be able to design corpus-based activities based on their students' needs. Here is a sample corpus-based material prepared by one of the participants (T6) as part of their assignment during the training (see Figure 4.1).

I'm going to instantly have a connection with	this	baby . That 's being a mother . ' " # Now
professional lives . # For a number of them ,	this	experience represented their first time
worker from Mexico . He 'd lived in	this	house with a wood burning stove
critic , and historian . Through	these	activities , students discover the sounds
great storytelling and I really love	these	characters , specifically the character of Christopher
you would . I started getting all	these	ideas . I called you , but nobody

Analyze the sentences taken from COCA and correct the mistakes in the sentences below if necessary.

1. Good language learners follow this steps.
2. This people join different clubs in these countries.
3. These information is important.
4. A good language learner has these specific characteristics.
5. I like this habit.

Figure 4.1. A sample corpus-based activity prepared by one of the participants

4.3.2. Benefits of using corpora in language teaching

The second main category, emerging from six sub-categories in relation to the benefits of using corpora in language teaching from the instructors' perspectives, was composed of 212 codes in total. These sub-categories indicated that the participants found the use of corpora beneficial in language teaching practices due to the *effectiveness in error correction* (69 codes), *usefulness in vocabulary instruction* (53

codes), *helpfulness for accessing authentic/reference source* (53 codes), and *usefulness in teaching particular structures* (27 codes). In addition, using corpora in language teaching was considered advantageous as it increased *students' active participation* (5 codes) and contributed to some other matters related to language teaching categorized under the heading of *others* (5 codes). The sub-categories regarding the benefits of using corpora in language teaching were displayed in Table 4.6.

Table 4.6. *Sub-categories in relation to the benefits of using corpora in language teaching*

Main category	Sub-categories	N*
Benefits	Effectiveness in error correction	69
	Usefulness in vocabulary instruction	53
	Helpful for accessing authentic/reference source	53
	Usefulness in teaching particular structures	27
	Active participation of students	5
	Other (s)	5
Total		212

N*= Number of the codes

As shown in Table 4.6, one of the most prominent benefits of using corpora in language classrooms was its *effectiveness in error correction* (69 codes). That is, the instructors in the present study were in favor of using corpus-based activities in language classrooms for the purpose of correcting students' errors (e.g., vocabulary and grammar) in writing papers. The majority of the participants highlighted that students would identify their mistakes with the help of corpus-based activities and correct their errors accordingly by observing corpus data; therefore, using corpora would work well in error correction. In this regard, it might be more effective than traditional ways of feedback provided by teachers. It was also added that integrating corpora into such practices might lead to permanent learning when the students were able to notice their mistakes. What is more, the participants, who implemented a corpus-based activity based on common errors retrieved from students' papers, pointed out its effectiveness in the classroom implementation as all the students engaged in this process via this consciousness-raising task rather than receiving feedback on writing papers individually. For instance, one participant (T2) prepared a corpus-based activity derived

from intermediate students' mistakes. The extract taken from this activity, which was implemented at intermediate level, can be found in Figure 4.2.

Look at the concordance lines retrieved from COCA. Correct the mistakes in the following sentences.

1. What is the part of speech of "affect"? _____
 What is the part of speech of "effect"? _____
 It is clear that it effects relations badly.

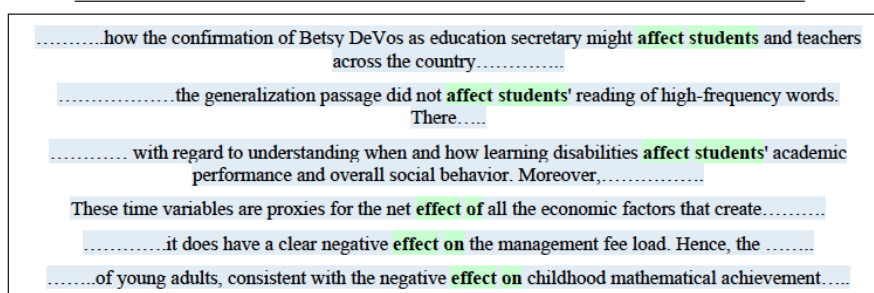


Figure 4.2. A sample corpus-based activity on error correction for intermediate level

As can be seen in Figure 4.2, the participant selected a common mistake on vocabulary from the students' writing task. The aim was to make the students notice the accurate use of the word forms, namely verb and noun (affect-effect) with the help of sample concordance lines. The following excerpts also show the instructors' thoughts about the effectiveness of using corpora in error correction:

T1: "I think corpus can be used in error correction. I used an activity in the classroom, and it was beneficial. When the students noticed their mistakes taken from their tasks, it was more effective."

T5: "Using corpus for error correction could be beneficial because although we give feedback to students' written work and talk about them, they make the same mistakes again and again. Maybe seeing why they are wrong and correcting them can raise an awareness."

T8: "Students can see and analyze both their own mistakes and good forms of problematic structure, so they can correct their mistakes on their own. I believe this is a more effective way of error correction as students will be aware of their weaknesses and strengths."

T10: "We have used COCA for different purposes but I believe that one of the most effective function is error correction. It is possible to use it easily for each level and I believe that I will try to use it to raise my students' awareness."

As can be seen from these excerpts, the participants agreed that the idea of corpus use for the purpose of error correction was promising. Their actual classroom experience also supported their views on the effectiveness of corpora in language teaching. The majority of the participants preferred to implement a corpus-based activity on error correction. Moreover, the excerpts above showed that corpus-based activities prepared for error correction might be used even with lower level students effectively. Here is an extract from the sample activity on error correction prepared by one of the participants (T10), and this activity was implemented with elementary level students as the final task of the training, which aimed to create the opportunity to see the idea of applying corpus-based activities to actual teaching contexts (see Figure 4.3).

Part A. Look at the concordance lines retrieve from COCa. Correct the mistakes in the following sentences.

...those men have to go home and **do their homework** and talk about what attacks could happen...
 ... on the bus and I use the time to **do my homework** and read. Mostly boks about ...
 ... this would be the first time I didn't **do my homework**! # That night at dinner, I bring up...

I make my homework every day at 7 pm.

... " I'll take care of Jane Doe. You **go home** and get some sleep. Save some up for after...
 ... the night. If the weather improves, you can **go home** in the morning. " # Priscilla...
 ... , do you? # " Come on, Dad, let's **go home**, " Leland said. # Sherm shook his head. " Not until...

My lesson finishes at 4 in the evening and I go to home.

Figure 4.3. A sample corpus-based activity on error correction for elementary level

As displayed in Figure 4.3, the participant focused on the students' common mistakes related to the use of the collocation (i.e., make/do). In this corpus-based activity, the students were expected to identify the verb that collocates with the noun *homework* (i.e., make/do). Besides, the overuse of the preposition *to* with the verb *go* was selected for this activity. The students were asked to find out their mistakes and deduce the rules themselves regarding the use of the verb-noun combination (i.e., go home) in these concordance lines retrieved from COCA. As can be seen in the sample materials implemented in the participants' actual teaching context, using corpora in error correction was found effective and applicable for all levels.

Another sub-category determined as one of the benefits of using corpora in language teaching was *usefulness in vocabulary instruction* (53 codes). That is, corpus-based activities might be utilized while presenting new lexical items or practicing them in the classroom. In this way, students would be provided with a great number of examples showing accurate usage of words in diverse contexts. The participants highlighted that corpora might be helpful in several areas where students had difficulties in general. For instance, corpus-based activities might be really useful for particular lexical items such as collocations (e.g., make/do), prefix-suffixes, the knowledge of parts of speech, confusing words (e.g., borrow/lend, discuss/debate, etc.), and so on. Thus, the participants explained that students might realize the usage of these lexical items through various samples. The following excerpts show how corpora can be useful in vocabulary instruction:

T3: *"I liked the use of corpus in vocabulary teaching the most. Sometimes we face difficulties in teaching near synonyms and confusing words. So corpus can be very useful in teaching these lexical items."*

T5: *"Especially, to teach confusing words, corpus provides plenty of original sentences in which students can see different uses of those words. By giving tasks in which students analyze the related concordance lines, we can make them aware of the uses of these words and how to differentiate them."*

T6: *"...My students have difficulty in understanding and using collocations, which is something my colleagues mentioned in the session. Also L1 influence causes learners to make mistakes. However, these challenges can be overcome through the use of corpus data."*

As can be understood from these excerpts, the participants pointed out the usefulness of corpora in teaching lexical items including collocational and grammatical knowledge. They also found corpus use in vocabulary instruction effective since corpus-based activities would provide a great deal of samples and show how lexical items could be used in diverse contexts. Hence, making use of corpora for the purpose of vocabulary instruction might be considered beneficial when compared to the presentation of the lexical items in isolation. Here is an extract from the sample activity prepared by one of the participants (T5) to be used in vocabulary instruction (see Figure 4.4).

Task 1

1. -ous

... But at the same time we have to be	cautious	about what companies we invest in . # Analysts say more
'd stored . But it was n't himself that he was	curious	about I was her thoughts , her feelings . # And
4 sons and requested them to give a part of their	pious	acts for redeeming Yayas . I also offered half of my accumulated
Page 1 Times story by Judith Miller and Michael Gordon cites	anonymous	administration official saying Saddam has repeatedly tried to
this testing , 400,000 or so tests which cost us an	enormous	amount I four hundred to four hundred and fifty actually HIV
? RF : The show was wonderful in Washington ; very	ambitious	and beautifully installed ; They worked a long time on it ,

2. -ity

ho ! " There was some laughter and a stir of	curiosity	about our trip's craft as it drew closer . # I wondered
workers had become exhausted , cynical , and divided ; Most	security	analysts have been slow to understand this reality and have
of attitude and sensibility , allowing for a focus on internal	identity	and a shifting complex worldview . # John's explication of his
criticism from its normative bounds and as an antidote to the	aridity	and effective repression represented by High Theory (Tomlinson
, Thompson's account seeks to preserve the validity of	subjectivity	and agency as features or products of 'I'-making .

3. -ion

has enabled the CPPD to portray itself as the force for	democratization	and the right as the obstacle in its path -- thereby maintaining
narrative . The assessment worker needs the information for the	investigation	and to decide on placement . " Once a report has been
a hotel ; complete with spaceplane service from dirtside to the	station	and travel via private LTV and landing module to his own field
his father always told him the mining game was a risky	proposition	and urged him to go into teaching . It is a lesson
belt across the width of the continent and in a southeastern	region	around northern Tanzania . Using a computer simulation to

4. -ful

wrote in his memoirs that his young assistant * did a	masterful	job I disclosing the whole anatomy of Wall Street chicanery and
# Henningsen turned towards the exit not noticing the look the	beautiful	lady I black sent him from the tomb opposite that of his
age . # What Sunny Jim 's creation needed was another	forceful	leader who could turn the 1989 earthquake to City Hall 's
Gulf Coast from Los Angeles two years ago seeking a more	peaceful	life and now finds his beachside cottage 200 yards from an
by being provided artificial opportunities to disclose their	stressful	life experiences I as found previously in samples of male

Analyze the concordance lines above and find out which suffixes form words as **NOUNS** or **ADJECTIVES**.

Suffix	Part of Speech (N or Adj)	Suffix	Part of Speech (N or Adj)
-ous		-ion	
-ity		-ful	

Figure 4.4. A sample corpus-based activity on vocabulary by one of the participants

The figure shown above displays that the participants prepared corpus-based materials in line with the views they held regarding corpus use in vocabulary instruction. That is, corpora might be exploited to show how to use lexical items particularly word combinations (i.e., collocations), the knowledge of parts of speech, near synonyms and confusing words by providing plentiful samples in various contexts.

In addition to the aforementioned benefits, using corpus in language teaching and learning was favored due to its *helpfulness for accessing authentic/reference source* (53

codes). Corpus would serve as a reference source to check the use of the language in real life, and it was helpful to reach authentic data to prepare teaching materials. It was pinpointed that teachers might consult corpora when they had some doubts about the use of the language as non-native speakers of English. In this sense, corpus might be used as a supplementary tool to grammar reference books and dictionaries. In this sense, corpora were found helpful as they displayed the frequency of target items, presented a great deal of examples about the language, and reflected the language used in real life. Moreover, the participants stressed that corpus provided a vast amount of authentic data, and the instructors could take advantage of using corpus in the preparation of teaching materials to include real life examples rather than presenting limited number of invented sentences. The excerpts below indicate how corpora can be helpful for accessing to authentic source:

T2: *"While creating test items for quizzes or exams, we have difficulties in finding original sentences. In this sense, corpus can be a good reference for us."*

T6: *"It is an incredibly useful resource for teachers because we are not native speakers and we may not be sure about some uses of the language. So, corpus can be used to improve our knowledge of the language and to bring reliable materials to the classroom."*

T8: *"Sometimes the sentences I write for teaching materials can lack authenticity, COCA can be very useful at this point. I can use it to make students be exposed to authentic sentences."*

These excerpts showed that EFL instructors might benefit from corpus as a reference tool since it reflected the actual language use providing a vast amount of authentic samples of the language in diverse contexts. Hence, the participants emphasized that corpus might be exploited in preparing instructional materials and writing test items. Moreover, they added that corpus could be used to observe actual uses of the language and check accurate usages of the language when they were not sure about the use of English language as non-native speakers of English.

Another sub-category in relation to the benefits of using corpora in language teaching was its *usefulness in teaching particular structures* (27 codes). When efficiency and practicality were taken into account, the participants stated that using corpus-based activities would be beneficial in teaching particular structures so as to raise awareness on the form of target grammatical items such as *gerund/infinitive*, *how much/how many*, *despite/although*, *used to*, and so on. For instance, one participant prepared an activity to introduce different forms of *used to* which might be

implemented at intermediate level. Concerning lower levels (e.g., beginner, elementary), another participant (T9) designed a corpus-based activity to be used while introducing the target grammar structure (i.e., how much/how many), which can be seen in Figure 4.5.

EXERCISE A: Analyze the concordance lines below and answer the following questions.

18465	How much	adventure can a ski boot handle ? We explored the possibilities
13117	How much	protection are you really getting? Not much . (Fully 42%
of the total party sales . RAZ : So ,	how much	money did you raise? Ms-NEEDHAM : We raised \$450 that weekend
to get the money - economy moving quickly ? And	how much	money do you spend on the long-term aspects of rebuilding an
so much for being with us this morning : So	how much	truth do you think there is to some of the comments in
with a glittering eye . And I say ,	How many	hours a day do you work ? ' And he says ,
his eyes . This fellow was smooth . # "	How many	tickets does Blaine need to sell ? " he asked . The
lot more intense , I believe : ZAHN : And	how many	questions are you getting peppered with from -- from many of your
it ? He also asks her ... UNIDENTIFIED MALE :	How many	founds can you last? UNIDENTIFIED FEMALE : I dont know.
a courier ? Woman 2 : Yes : GOLDBERG :	How many	trips did you make for the Nigerians ? Woman 2 : Just

1. Which one do we use with uncountable nouns; **how many** or **how much**?
2. Which one do we use with countable nouns; **how many** or **how much**?
3. With how many, do we use the **plural form** or **singular form** of countable nouns?
4. When we ask questions by using "how many/ how much", the word order is

Figure 4.5. A sample corpus-based activity on grammar by one of the participants

As reflected in Figure 4.5, the participants prepared their corpus-based materials on grammatical structures in order to put much emphasis on the form of target items. The university instructors added that implementing corpus-based activities in teaching and learning grammatical structures would be appropriate for specific structures as they provided clear-cut examples presented in the form of concordance lines. The following excerpts show how corpora can be useful in teaching particular grammatical structures from the participants' perspectives:

T6: "We can make use of corpus in grammar instruction to make students identify the correct form and word order."

T7: "I think corpus can be used in grammar to show slight differences among some structures such as the uses of despite and although."

T10: *“Teachers can benefit from corpus in raising awareness on the difference between where-which while teaching relative clauses.”*

As observed in these excerpts, the participants stressed that the university instructors might benefit from corpus-based activities in grammar instruction while teaching particular grammatical structures in order to raise students’ awareness on the form of target structures through various samples.

Based on the university instructors’ classroom experience in using corpus-based activities, two participants also acknowledged that using corpus-based activities enhanced *active participation of students* (5 codes). That is, the students worked on activities eagerly so that they could detect the mistakes and discover the patterns or rules about the language. Considering positive reactions from the students, it was stated that integration of corpus into teaching and learning activities might be more engaging for them. The excerpts below illustrate how corpora encourage students’ active participation in the classroom:

T9: *“The corpus-based activity that I implemented was like a puzzle for my students and everyone had an active part in the activity, which I liked the most.”*

Additionally, one participant remarked that using corpus-based activities would be highly appropriate for guided discovery in grammar instruction at higher proficiency level of students while another participant drew attention to the significant function of corpus in fostering autonomy. Besides, two participants highlighted that students who would study in ELT programs might make use of corpus the most as they have a certain level of English. They may show more interest in using corpus tools since they can exploit corpora as reference tools in their future teaching career. The following excerpt shows how corpora can be useful in other ways:

T2: *“As teachers, depending on the target structure, students’ level of English, class dynamics and etc., we use various methods or techniques for grammar teaching and practice. In such cases, corpus may be a good source, especially for guided discovery.”*

In sum, these findings showed that corpus might be integrated into language classrooms in some aspects (e.g., correcting students’ errors, teaching lexical items and particular grammatical structures) from the perspectives of the university instructors. It was also found that the university might consult corpus as a reference tool to check accurate usages of the language and to reach authentic samples of the language.

4.3.3. Drawbacks of using corpora in language teaching

The final main category consisted of 211 codes in total including five sub-categories and revealed some drawbacks of using corpora in language teaching from the instructors' perspectives. These sub-categories showed that the participants pinpointed the problems emerged from *difficulties in material preparation* (58 codes), *difficulties in students' interaction with corpora* (48 codes), *impracticality with low proficiency level* (44 codes), *technical issues* (34 codes), and *concerns about grammar instruction* (27 codes). The sub-categories regarding the drawbacks of using corpora in language teaching were displayed in Table 4.7.

Table 4.7. Sub-categories in relation to the drawbacks of using corpora in language teaching

Main category	Sub-categories	N*
Drawbacks	Difficulties in material preparation	58
	Difficulties in students' interaction with corpora	48
	Impracticality with low proficiency level	44
	Technical issues	34
	Concerns about grammar instruction	27
Total		211

N*= Number of the codes

One of the most frequent problems the participants encountered regarding the use of corpora in language teaching was the *difficulties in material preparation* (58 codes). The participants agreed that preparing corpus-based activities required more time and effort than it was expected. The instructors reported that analyzing and selecting concordance lines that were appropriate for students' language proficiency level and their teaching context were both demanding and time-consuming. In addition, choosing the target lexical items or grammatical structures for which the use of corpus would be profitable the most in terms of effectiveness and practicality were not as convenient as they had thought. The excerpts below show the difficulties pinpointed regarding the process of corpus-based material preparation:

T2: "*The difficulty of using COCA to prepare this activity was to select the sentences. Some of them weren't meaningful/valuable although they had high frequency. For some of them, the context was not clear.*"

T4: "*There was quite a lot of talk about how difficult it had been to find the lines and edit them. I think this obviously is one of the reasons why there aren't more exercises out there,*

and that we need a more structured time if we want to regularly and professionally prepare our own materials using COCA- or other sources, for that matter.”

T9: *“While preparing my material, the most difficult and time-wasting thing for me was to choose appropriate sentences from the concordance lines.”*

As shown in these excerpts, the participants stressed that they had difficulty in finding the most suitable samples for the target items they selected. The process of scanning concordance lines and choosing appropriate ones for their students were reported as challenges in designing corpus-based activities for their own teaching context. Hence, the participants put much emphasis on the difficulties in the process of preparing corpus-based materials, and they stressed that material preparation required time and effort.

Concerning the use of corpora in language teaching and learning, another problem the participants pointed out was the potential *difficulties in students’ interaction with corpora* (48 codes). The instructors drew attention to the challenges that students would face when they interacted with corpora on their own due to the nature of corpus data. As corpora displayed a great amount of concordance lines from various sources about the language, students would have difficulties in analyzing corpus data and making accurate interpretations regarding the use of the language. Moreover, some participants stated that they had encountered wrong examples about the use of the language, which showed the need for the attention to be paid while drawing conclusions from corpus data. It was stressed that only few of the students in the context they were teaching would be able to use corpora themselves as being autonomous language learners with higher language proficiency level was crucial to become independent corpus users. Hence, the instructors reported that corpus could be used for the purpose of language teaching and learning in the light of teachers’ guidance and filter. For the students who might be able to use corpora independently, it was highly important to be informed and equipped with the essential skills. The following excerpts illustrate the instructors’ views on the difficulties that might emerge when students interact with corpora directly:

T2: *“I think it’s difficult for students to use corpus on their own. As we talked in the last session, students might see some wrong usages of the language. It’s extremely difficult for students at lower levels. I am teaching intermediate students, but there are some who cannot use corpus independently.”*

T7: *“We can use corpus as teachers, but for students, the ones who have higher language proficiency level can have more fun.”*

T9: *"Students can benefit from COCA in teacher's guidance... In our school context, I believe that COCA can be used with the activities prepared by teachers."*

T10: *"In my opinion to be able to use COCA effectively, the students are supposed to have a good level of English. They should spend some time on the website to be familiar with the process of searching."*

As can be understood from these excerpts, the participants pointed out potential challenges in the case of students' hands-on interaction with COCA. That is, using corpus requires some skills related to the use of technology and language to handle a vast amount of data presented via concordance lines. Hence, the participants stressed the necessity of teachers' guidance in using corpora in language classrooms.

Another sub-category regarding the drawbacks of using corpus in language teaching originated from its *impracticality with low proficiency level* (44 codes). The participants stated that using corpus-based activities with students at lower levels such as beginner and elementary was impractical when the time and effort they spared for material design were taken into account. Despite the instructors' positive classroom experience with beginner and elementary students during the training, the participants reported that they could benefit from the materials including tailor-made sentences and examples of the target lexical items or grammatical structures in the same manner. Thus, it was highlighted that using corpus-based activities with the students at pre-intermediate or intermediate levels in the context of this study would make more sense considering the target lexical items and grammatical structures indicated on the syllabuses. Besides, analyzing concordance lines was different from the typical exercises utilized in language classrooms, and therefore guiding students with a good level of language knowledge would be much easier. The excerpts below show the participants' thoughts about the impracticality of using corpus with lower level students:

T1: *"Teachers should be careful at lower levels. It is important to choose appropriate target items that will be more effective."*

T4: *"I can use COCA to find examples in various contexts at higher levels, but at lower levels, I won't prefer to use COCA particularly for grammar and the meanings of words because of the challenges in using COCA...The time spent is not equal to the product in the end."*

T5: *"As we mostly agreed in our final discussion session, the use of corpus-based materials seems to be more appropriate for higher level students and should certainly be filtered by the teacher."*

As illustrated in the excerpts above, using corpus with lower levels might be impractical based on the participants' firsthand experiences during the training. Considering time and effort needed for the preparation of corpus-based materials, the university instructors highlighted the significance of choosing appropriate target items for lower levels (i.e., beginner and elementary). Hence, implementing corpus-based activities with students at higher proficiency levels might provide more fruitful gains when the effort and time spent on material design was taken into account.

When it comes to the challenges emerging from *technical issues* (34 codes), the participants stated that they had experienced some problems in using the corpus tool. Although they found the interface of COCA user-friendly in the beginning, the use of this new technology was problematic in the process of material preparation as it allowed to make only limited number of searches a day. In addition, the instructors reported that they were fed up with the tool when it constantly showed a warning, which asked them to upgrade the user version. Another point highlighted by some of the participants was the difficulties they had in material design regarding the layout of the activity as it was hard for them to align concordance lines in the word file. Apart from these common problems, some individual differences were observed regarding the use of technology. Specifically, two participants stated that they were slow with new technologies in general. The following excerpts present the negative issues about the use of technology:

T4: *"It wasn't as easy as I thought it would be. I had technical issues with both COCA and MS Word. Now that it's been a while, I don't feel that resented and angry. But I definitely feel for those who have to select, edit, create, proofread... materials particularly using corpus."*

T6: *"...For instance, it was a bit frustrating to go back to the main page and write the same word over and over again to find different collocations."*

T8: *"In order to be a better source of material design, corpus needs a more streamlined website design in my humble opinion. To add to that, COCA should really remove the limited number of searches, so it could address to a bigger audience and get the stage of the material design."*

As observed from these excerpts, the participants pointed out specific problems they had in using the corpus tool (i.e., COCA). That is, the slowness of the website and being allowed to make limited corpus queries daily were identified technical challenges while using the corpus tool. Moreover, designing corpus-based activities on a word file and aligning concordance lines were also specified the technological difficulties faced by the participants.

The final sub-category in relation to the drawbacks of using corpora in language teaching indicated that these instructors had some *concerns about grammar instruction* (27 codes). The participants stated that it was much more difficult for them to prepare corpus-based materials for grammar instruction during the training as most of them were teaching at lower levels. Considering the time and effort, the participants stressed that it would be more reasonable to write teacher-made examples while teaching grammar in their regular classroom context. Moreover, when compared to the function of corpus in vocabulary instruction and error correction, the participants were doubtful about the effectiveness of using corpus-based activities in the context of grammar teaching. They reported that corpus-based activities seemed more feasible with students at certain language proficiency levels while teaching particular structures. Thus, the instructors stated that it was highly important to make choices carefully in using corpora for the purpose of grammar instruction. Otherwise, making such great efforts would not make a difference in learning of grammar from the instructors' perspective. The excerpts below illustrate the participants' concerns about using corpora in grammar instruction:

T2: *"Because of the difficulty I had in preparing the material, I still have some doubts about using COCA to prepare grammar activities."*

T5: *"From the discussions in this session and my point of view, I am not sure yet if using corpus for teaching/practicing grammar is efficient or not. I have to see the process in the classroom to get an idea."*

T9: *"Although you provided us with different types of sample tasks and tried to inspire us in this way, I still cannot convince myself that it's a good idea to use corpus in grammar lessons. I see that there are some ways to integrate corpus into a grammar lesson, but is it really worth the time and effort spent for? I am not sure about it to be honest."*

As can be seen in the excerpts above, the participants stressed that teaching grammatical structures through corpus-based activities might not be worth the effort and time required for the material preparation. With this in mind, the participants reported that integrating corpus into grammar instruction might not outweigh their regular teaching routines considering students' gains in learning target items. They also added that more corpus-based activities should be tested in actual teaching contexts to have further insights into the suitability of corpus use in grammar instruction.

Consequently, these findings revealed some drawbacks of using corpora in language teaching from the university instructors' perspectives. The majority of these

negative issues derived from the challenges in preparing materials and using technology. Besides, level appropriateness and potential difficulties in students' interaction with corpus independently were determined as the drawbacks of corpus use. Lastly, the concerns about the integration of corpora into grammar instruction were also salient.

All in all, the results showed that the participants benefited from this training in numerous ways. Concerning the university instructors' views on using corpora in language teaching, the participants pointed out both advantages and drawbacks of using corpora in language teaching. When it comes to their future practices, all of them showed willingness to integrate corpus into their actual teaching routines. They seemed to be in favor of using corpus selectively depending on the aim of the lesson, students' language proficiency, and activity type. However, several individual differences among the participants were detected. For instance, while the majority of the participants seemed to be close to the idea of using corpus in error correction, one participant pinpointed the time she wasted while scanning students' papers to find a common mistake. Similarly, another participant pointed out the challenge to focus on error types as using corpus might not be appropriate for each error category. Another thing, on the contrary to the commonly held view in the group, one participant showed great enthusiasm to use corpus for the purpose of teaching grammatical structures since it included a vast amount of original sentences. Besides, two participants were willing to implement corpus-based activities in lab classes in order to see whether it would work when students interacted with raw corpus data. Although the university instructors' views on the use of corpora in language teaching were positive in general, several individual differences were also observed based on their background, willingness, and experience.

5. DISCUSSION

5.1. EFL University Instructors' Knowledge of Corpus and Experience with Corpus Tools in Language Classrooms

The findings yielded from 89 participants through the background questionnaire on corpus use portrayed the current situation regarding Turkish EFL university instructors' familiarity with corpora in the research context. To begin with, the university instructors' knowledge about corpus tools (i.e., online corpora and corpus software programs) was quite low as the majority of the participants reported their degree of knowledge about these corpus tools either *no* or *little*. Along with this, the results revealed that the university instructors had more familiarity with online corpora (e.g., COCA) as the number of the participants who reported that they had *some* knowledge about online corpora was relatively higher than the participants who declared that they had *some* knowledge about corpus software programs (e.g., AntConc, WordSmith Tools). In this regard, Bunting (2013) also concluded similar results in his survey with teachers in various educational contexts since the number of participants who had *no* or *little* knowledge about corpus software programs was much higher than the participants who reported that they had *no* or *little* knowledge about online corpora. Considering the recent developments in the computer technology and the increasing number of online corpora freely available, this finding demonstrates that the easy accessibility of corpus tools might influence teachers' familiarity and interaction with online corpora. When compared to corpus software programs, online corpora might serve as reference tools such as online dictionaries and grammar reference books to check the use of the language comfortably. Thus, the university instructors in the research context might be more familiar with online corpora.

Concerning the university instructors' knowledge about the ways of making use of corpora, the following five items were specified: *using corpus tools directly with students, creating corpus-informed classroom materials, creating language test items, checking students' language use, and building teachers' own language knowledge*. The results unveiled that the majority of the university instructors had no awareness and knowledge on how to make use of corpora in general since more than half of the participants evaluated their knowledge about the relevant items as *no* or *little*. However, when the percentages of the responses given to each item examined closely, some slight

differences can be observed between these functions of corpora. Based on these findings, it can be inferred that the university instructors' knowledge about using corpora are primarily based on teacher-oriented purposes such as improving their knowledge about English language and checking students' language use. When compared to these items, pedagogical applications of corpora including using corpus tools directly with students, creating corpus-informed classroom materials, and creating language test items are not well known by the university instructors. In this regard, these findings complied with the results of the survey by Bunting (2013). That is, there was not any prominent finding regarding the teachers' knowledge about different usages of corpus tools although the closer examination of the data showed minor changes in the percentages for some of the aforementioned items. Similarly, teachers' general knowledge about different usages of corpora was mostly related to their own use rather than classroom applications of corpora. In this respect, it can be inferred that the majority of the university instructors in the research context are not aware of what information corpora can provide and how teachers might benefit from corpus tools in language pedagogy. Corpus tools are considered as reference tools, which can be consulted to check the usage of the language, rather than using with students in language classrooms or preparing instructional materials. This might be due to the fact that the university instructors in the research context lack awareness on pedagogical uses of corpora, and they are mainly used reference tools by language teachers. As claimed by Römer (2009), the knowledge of corpus need to be popularized among language teachers, providing them with the benefits of corpora, which can be used as reference tools to check students' language use, write test questions, and prepare instructional materials as well as the implementation of corpus-based activities with students in the classrooms.

Concerning EFL university instructors' knowledge about corpus tools and the ways to make use of corpus tools in general, the findings showed that more than half of the university instructors lacked awareness and knowledge as the majority of the participant acknowledged that they had either *no* knowledge or *little* knowledge about the aforementioned items. This finding shows that the university instructors' familiarity with corpus tools is quite low. In this regard, this finding of the present study is in line with the prior remarks, which draws attention to teachers' lack of awareness and knowledge about corpus with respect to the unpopularity of corpus applications in

actual teaching routines (Mukherjee, 2004; 2006; Römer, 2006; 2009; 2011; Boulton, 2009a; Breyer, 2009; Gilquin & Granger, 2010; Frankenberg-Garcia, 2012; Bunting, 2013; Aşık, 2015; Özbay & Kayaoğlu, 2015; Tribble, 2015; Naismith, 2017; Zareva, 2017; Çalışkan & Kuru Gönen, 2018). Considering the university instructors' unfamiliarity with corpus tools and their remarks on the lack of corpus-based language teaching in their classrooms, this study might also support the idea that using corpora in language classrooms is still not a common practice (Leńko-Szymańska & Boulton, 2015; Ebrahimi & Faghih, 2017). When compared with the results of empirical studies presented initially in the relevant literature (e.g., Mukherjee, 2004; Bunting 2013; Aşık, 2015; Tribble, 2015), this finding in the current study complied with the previous research, which indicated that a great amount of teachers were unfamiliar with corpora and corpus applications in classrooms in spite of the variety in numbers regarding the extent of teachers' awareness about the knowledge of corpus and experience in using corpus tools. One of the reasons why the university instructors' familiarity with the ways to exploit corpora is quite low might be due to the fact that initial teacher education programs at the faculties do not empower teachers with the knowledge and skills required for corpus use. Another thing, there might not be sufficient awareness on accessibility of corpus tools and the potential benefits of corpora among EFL teachers in Turkish educational context when instructional materials and teachers' classroom practices are taken into consideration.

With respect to the university instructors' experience in using corpora, the ways of being informed about corpora and the participants' prior experiences were investigated. The results indicated that more than half of the university instructors among the participants, who were familiar with corpus tools, acquired the knowledge about corpora as part of their university education, which was followed by the other categories determined as other ways (e.g., conferences, academic journals, colleagues) and in-service training (e.g., CELTA and DELTA). More specifically, the current study demonstrated that the most common ways of being acquainted with the knowledge about corpora were the courses offered in MA education, in-service training provided as DELTA, and some other educational platforms such as conferences and academic journals. This might be due to the fact that corpora are mainly used as research tools during MA education, and therefore teachers can be introduced to corpora as part of the courses in the graduate programs. This might be observed in the empirical studies,

which were also primarily conducted with graduate students who were pursuing an MA degree in the programs related to ELT (e.g., Farr, 2008; Leńko-Szymańska, 2014; 2017; Ebrahimi & Faghih, 2017; Zareva, 2017). Along with this, receiving in-service training (i.e., CELTA and DELTA) and attending conferences contribute to the university instructors' familiarity with corpora since they are one of the most convenient ways to follow recent trends in ELT. As can be inferred from these findings, undergraduate programs do not equip teachers with the essential knowledge and skills for corpus use. In general, ELT education programs in Turkey do not provide pre-service teachers with courses devoted to either corpus use or corpus applications in language pedagogy. Instead, there are only elective courses offered by individual efforts. Thus, language teachers who do not pursue an MA degree in ELT programs or attend in-service training (e.g., CELTA and DELTA) are unaware of the accessibility of corpora. Additionally, these findings pinpoint lack of in-service training on corpora at institutional level and indicate the need for in-service training on corpus use that can be provided in teachers' actual teaching contexts to make more language teachers aware of corpus applications in language pedagogy.

Nonetheless, it is highly important to note that the university instructors' awareness of corpus seemed to be at basic level as the findings showed that the number of participants who reported that they had experience in using corpus tools for language teaching purposes was noticeably fewer. Only 15% of the university instructors had prior experiences with corpus tools for the purpose of language teaching and learning. This finding is in accordance with the results of the survey conducted by Bunting (2013). That is, the teachers were informed about corpus linguistics in similar ways; however, a limited number of them had sufficient knowledge about the use of corpus tools in language classrooms. Considering the Turkish EFL setting, the results of the questionnaire also complied with the findings of the empirical study conducted by Aşık (2015). In her study, it was found out that more than half of the instructors at a state university were not familiar with corpus whereas a limited number of them had prior experiences with corpus tools. Similarly, Tribble (2015) stressed that teachers' lack of knowledge and time concerns were the reasons for not using corpus-based activities in language classrooms. It is apparent that teachers' familiarity with corpora does not guarantee to implement corpus-based activities in actual practices as they might not know how to make use of corpus data in teaching language skills/areas. In this regard,

the university instructors' familiarity with corpora might not include classroom use in the research context since they are not introduced to pedagogical applications of corpora as part of education or training. Considering the ways to be informed about corpora, some participants reported that they heard corpus via conferences, academic journals and colleagues, and this might not be sufficient to implement corpus-based activities in regular classroom practices. Hence, it can be inferred that there is a need for more exposure and training on pedagogical applications of corpora in order to provide teachers with a deeper understanding of the approach and guide them in bringing corpus data to actual teaching contexts in various ways (Frankenberg-Garcia, 2012; Leńko-Szymańska, 2014; 2017; Lin, 2016; Ebrahimi & Faghih, 2017; Chen et al., 2019).

Additionally, the data obtained from the participants' brief explanations provided more insights into the university instructors' experiences with corpus tools. The participants with prior experiences used mostly COCA as the corpus tool while several participants reported that they had used BNC and AntConc as well. It is apparent that COCA is widely preferred by the researchers as well as language teachers (e.g., Smart, 2014; Girgin, 2019; Lin, 2019). This might be due to the fact that COCA is known as the largest and most commonly used corpus tool, showing varieties between different genres (Davies, 2008). Besides, Shaw (2011) points out the user-friendly interface of COCA, which might be one of the reasons why the university instructors consult COCA. Concerning the purpose of using corpus tools, namely COCA and BNC, the findings of this study revealed that the university instructors consulted corpora to check and/or show the usage of collocations and words in various contexts, and there were few participants who reported their experiences with corpora to check the usage of grammar and register. As suggested by Römer (2009), corpora might serve as reference tools for EFL teachers whenever they are in search of the existence of native speakers. Besides, this finding might support the previous research, which has pointed out the effectiveness of using corpora in learning collocations (Chan & Liou, 2005; Daskalovska, 2015; Barabadi & Khajavi, 2017; Chen, 2017; Li, 2017; Tsai, 2019).

Based on the participants' responses to the additional item in the questionnaire, which was used to determine the participants in the training, it was concluded that the instructors in this study showed willingness to learn about corpora and discover the ways to exploit corpus tools for the purpose of language teaching. This result was consistent with the finding by Bunting (2013) as he drew attention to the greater number

of the teachers who were eager to explore corpus tools when opportunities were created. In this respect, the university instructors in the research context are encouraged to attend professional development activities; therefore, they are open to novelties such as the integration of web tools into regular teaching practices. This might be the reason why they are willing to learn about the use of corpus tools in EFL classrooms.

In sum, as it was asserted in the previous research, the findings of this study also indicated that the majority of the teachers lacked awareness on the existence of corpus tools and the ways to make use of corpus data in language classrooms. Hence, these findings pointed out the need for training teachers so as to equip them with the knowledge and skills required to benefit from corpus-based applications in language pedagogy (Mukherjee, 2004; Römer, 2011; Frankenberg-Garcia, 2012; Bunting, 2013; Leńko-Szymańska, 2014; 2017; Aşık, 2015; Özbay & Kayaoğlu, 2015; Ebrahimi & Faghih, 2017; Zareva, 2017; Çalışkan & Kuru Gönen, 2018; Lin, 2019).

5.2. EFL University Instructors' Views on the Use of Corpora in Language Teaching

For the second phase of the study, 10 university instructors participated in the training on the use of corpora in language teaching. The training sessions were implemented in the form of workshops within seven weeks. As part of the training, the participants were introduced to the knowledge and skills required for corpus use. They were also informed about pedagogical applications of corpora in teaching language skills/areas (i.e., vocabulary, grammar, and error correction in writing). Besides, they were involved in the process of corpus-based material preparation for all the language skills/areas covered in the sessions. Along with this, they could experiment teaching with corpus-based activities in their actual classroom context. During the training, they were also given the opportunity to reflect on their firsthand experiences and exchange their ideas with their colleagues in the discussion sessions.

The results obtained from the analysis of qualitative data collected through reflective logs and semi-structured interviews revealed three main themes including teachers' gains from the training, the benefits of using corpora in language teaching and the drawbacks of using corpora in language teaching. In other words, the findings indicated that the university instructors in the current study acquired significant benefits

from this comprehensive training in various aspects since they gained awareness on corpus as a teaching tool, became familiar with classroom applications of corpus, and acquired hands-on experiences in the preparation of corpus-based activities and their implementation in the classroom. In the light of the knowledge, skills, and experiences gained from the training, this study demonstrated that the university instructors might profit from corpora in language classrooms in particular ways; however, the problems and concerns regarding the use of corpora in language teaching were noticeable as well.

The findings showed that all the participants benefited from the training sessions in many ways despite the variety regarding the level of their awareness and knowledge of corpora prior to the training. As suggested in the relevant literature, the findings of this study also pointed out the effectiveness of providing teachers with training so as to raise awareness on availability of corpus tools and make them familiar with corpus applications in language pedagogy (Mukherjee, 2004; 2006; Farr, 2008; Breyer, 2009; Römer, 2011; Leńko-Szymańska, 2014; 2017; Özbay & Kayaoğlu, 2015; Lin, 2016; Ebrahimi & Faghih, 2017; Zareva, 2017; Çalışkan & Kuru Gönen, 2018). Some participants had awareness on the existence of corpus and accessibility of online corpora beforehand; therefore, the most prominent gain from this training was getting familiarity with classroom applications of corpora. In other words, being exposed to sample corpus-based activities prepared for the context of this study, specifically to be utilized for the purpose of teaching lexical items, presenting grammatical structures, and correcting students' errors broadened instructors' perspectives as it provided a new insight into the context where they were teaching. Thus, these findings pointed out the crucial role of developing and conducting in-service trainings to raise teachers' awareness on corpus and pedagogical applications of corpora as Mukherjee (2004) suggested that teachers should be provided with workshop opportunities at schools where they were working to make them familiar with the concept of corpus and its applications in language pedagogy. Considering the participants' explanations, this finding showed that the university instructors broadened their concept of corpus use since they gained awareness on pedagogical uses of corpora with the help of corpus-based activities covered in the sessions. Hence, this training provided further insights into corpus use, which might go beyond being reference tools, and the university instructors might integrate corpora into language classrooms as instructional resources via corpus-based activities they prepared. In this regard, this finding pinpointed the

significance of introducing pedagogical applications of corpora as part of in-service training in order to influence teachers' classroom routines (Bunting, 2013; Aşık, 2015; Ebrahimi & Faghih, 2017; Leńko-Szymańska, 2017; Chen et al., 2019; Lin, 2019).

Moreover, the crucial role of constant guidance provided in the sessions and hands-on experience gained during the training were pinpointed, supporting the prior remarks about the necessity of creating training opportunities to enable teachers to acquire technical skills required to use corpus tools comfortably (Mukherjee, 2004; Römer, 2011; Frankenberg-Garcia, 2012; Heather & Helt, 2012; Leńko-Szymańska, 2014; 2017; Ebrahimi & Faghih, 2017). Hence, it is highly important to note that following such a path for the training while introducing corpus tools might ease teachers' concerns about new technologies in language teaching, which might be regarded as one of the barriers to the popularity of corpus applications in language classrooms. In the present study, most of the participants had not known how to make corpus queries, analyze concordance lines, or use functions (e.g., collocate, compare, KWIC, etc.) prior to the training. However, they could discover how to navigate the corpus tool and acquire hands-on experience in corpus use during the training.

In line with the findings of the small-scale study by Çalışkan and Kuru Gönen (2018), it was detected that engaging university instructors in corpus-based material design was one of the positive outcomes of this training as they gained practical skills and experience in preparing corpus-based activities, and they were able to evaluate the process of corpus-based material design. Considering the scarcity of ready-made corpus-based activities, it is crucial to equip teachers with the skills required to create corpus-based materials to be able to implement corpus-based applications in language pedagogy.

Apart from the aforementioned gains, the findings of the current study pointed out the greatest contribution of developing such an in-service training in promoting cooperation among colleagues as the interactive nature of tasks used in the sessions encouraged the instructors to participate in every stage of the training actively and learn collaboratively. To be more precise, they had the chance to take part in the group discussions in which they shared their opinions about teaching routines and exchanged ideas about the possibility of integrating corpora into actual classroom environments. Furthermore, having access to all the materials prepared in the training was one of the primary reasons for the collaboration enhanced throughout the training. Considering the

scarcity of ready-made materials in corpus use, creating a material pool for corpus-based activities fostered the sense of collaboration among colleagues. When compared to individual efforts in learning corpus use, attending interactive workshops might contribute to their knowledge of corpus use, classroom applications, and material preparation process as they could share their experiences in all stages of the training. In this respect, the present study provided further insights into in-service training programs to be conducted with similar purposes. Similarly, Bunting (2013) highlighted the concept of collaboration for professional development activities as the participants in his study pointed out the positive impact of collaboration either with the researcher or the co-teacher throughout the study including the training on corpus tools and the use of corpora in the classroom.

In addition to teachers' gains, the findings indicated that using corpora in language teaching was beneficial in some aspects from the perspectives of the university instructors. To begin with, utilizing corpora for the purpose of error correction was considered effective since the participants emphasized its useful function in raising students' awareness on their mistakes and finding the ways to correct them based on corpus data. Similarly, Gaskell and Cobb (2004) pointed out the usefulness of corpora in the process of providing feedback on students' writing papers as observing correct usages of the language with the help of authentic data presented in the form of concordance lines might increase students' awareness on their mistakes and accurate use of the language. These results partially complied with the findings of the study by Özbay and Kayaoğlu (2015) since the idea of using corpus in language teaching was found more appropriate and beneficial for writing classes with higher proficiency levels from the perspective of the instructors. Similar remarks were identified in several previous studies in which the students directly interacted with corpus tools in order to correct errors in their writing papers as some students had difficulty in handling the amount of data displayed as concordance lines (e.g., Chang, 2014; Quinn, 2015; Mueller & Jacobsen, 2016). However, the university instructors' classroom experience in the current study showed that corpus-based activities might be applicable to even lower levels (i.e., beginner, elementary) in correcting students' errors. This might be due to the fact that these university instructors used concordance lines in the form of paper-based activities, which they prepared according to the needs of their students. Similarly, Boulton (2010) highlighted the effectiveness of using paper-based materials

with lower levels in learning adverbial linkers and suggested the use of concordance lines selected by teachers in advance in order to overcome the aforementioned challenges. Moreover, the participants' explanations indicated that using corpora for the purpose of error correction might be applicable to all levels as corpus-based activities were based on students' mistakes in vocabulary or grammar, which might ease teachers' burden in terms of material preparation. That is, the participants were not concerned about the presentation of new target items or structures in line with the syllabuses. Consequently, these findings obtained from teachers' point of view might contribute to the relevant literature in which empirical studies pointed out the effectiveness of using corpora for the purpose of error correction and suggested integrating corpora into writing classes (Yoon & Hirvela, 2004; O'Sullivan & Chambers, 2006; Yoon, 2008; Tono et al., 2014; Luo & Liao, 2015; Quinn, 2015; Mueller & Jacobsen, 2016; Crosthwaite, 2017; Emir, 2019).

The findings also indicated that the university instructors found corpus-based activities useful in vocabulary instruction, providing students with a great amount of authentic contexts of target lexical items and facilitating the process of vocabulary learning as suggested in the relevant literature (O'Keeffe et al., 2007; Chambers, 2010; Gilquin & Granger, 2010; Liu, 2013; Godwin-Jones, 2017). The results of this study showed that using corpora might be more effective and practical in teaching particular lexical items such as word combinations (i.e., collocations), near synonyms, confusing words, and prefixes/suffixes as it might enable learners to distinguish these items by observing authentic data in which target words occur. The findings also showed that using corpora might help students gain awareness and knowledge of parts of speech about target lexical items (e.g., the verb and adjective form of *live*). Moreover, almost all participants prepared their corpus-based activities in vocabulary instruction accordingly. Thus, all these findings are consistent with prior remarks highlighting the potential of corpora in vocabulary instruction, particularly teaching collocations, idiomatic expressions, and synonyms (Cobb, 1997; O'Keeffe et al., 2007; Greaves & Warren, 2010; Moon, 2010; Liu, 2013; Godwin-Jones, 2017; Li, 2017). In a similar vein, these views regarding the use of corpora in vocabulary instruction matched with the findings obtained from previous empirical research, pointing out the usefulness of adopting corpus-based applications in teaching different combinations of collocations and near synonyms when compared to traditional teacher-fronted methods (Chan &

Liou, 2005; Kayaoğlu, 2013; Liu, 2013; Daskalovska, 2015; Uçar & Yükselir, 2015; Aşık et al., 2016; Vyatkina, 2016; Barabadi & Khajavi, 2017; Chen, 2017; Li, 2017; Tsai, 2019). Concerning teachers' perception of using corpora in vocabulary instruction, Çalışkan and Kuru Gönen (2018) drew attention to similar results specifying appropriateness of corpus-based activities for the aforementioned lexical items. As observed in the meta-analysis study by Lee et al. (2019), this might be due to the fact that using corpus-based activities can facilitate acquiring in-depth knowledge about target lexical items (e.g., collocational knowledge) rather than learning definitions of words. In the context of the present study, the majority of students have great difficulty in distinguishing near synonyms, confusing words or word combinations with respect to the use of these words in contexts appropriately since students mainly focus on memorizing Turkish equivalents of the words and consult bilingual dictionaries to learn new words. In this regard, using corpus-based activities might contribute to vocabulary learning process, which requires in-depth understanding of word knowledge.

Concerning the benefits of using corpora in language teaching, Gilquin and Granger (2010) pinpointed the function of corpus in bringing the language used in real life to classrooms. The findings of the present study also showed that corpora were helpful tools as they created the opportunity to have access to a vast amount of examples of the authentic language. That is, corpora might be utilized to prepare classroom materials including authentic sentences used in real life rather than using teacher-made sentences. In some cases, the invented sentences might not sound natural in real life, and they are used to present the form and meaning of target lexical items/ grammatical structures or to practice newly learned lexical items and grammatical structures in exercises. In this regard, using examples or sentences retrieved from corpora might help teachers who are in search of authentic materials. In addition, the university instructors' reported statements indicated that corpora might be consulted as reference tools when teachers have queries about the language. Hence, this finding is in line with the results of previous empirical studies since they also pointed out the potential use of corpora for similar teacher-oriented purposes such as consulting corpora to check the accurate usage of the language (e.g., collocations) and to prepare corpus-informed instructional materials (Mukherjee, 2004; Özbay & Kayaoğlu, 2015). In this regard, this finding supports the idea that corpora might be exploited as reference tools whenever EFL teachers need the presence of a native speaker and might solve teachers'

common problems such as checking students' language use, preparing materials with the help of reliable sources, and creating test items as suggested by Römer (2009).

Another finding in relation to the benefits of corpora was that corpus-based activities were considered beneficial for teaching some particular structures since it might help students identify differences regarding accurate forms and usages of target structures (e.g., conjunctions -despite/although-, relative pronouns -where/which-, countable and uncountable nouns -how much/how many). One of the participants specifically stressed the potential of corpus-based activities for teaching grammatical structures inductively at higher levels (i.e., intermediate). In this regard, this finding of the current study supports the results of the small-scale study by Smart (2014) who drew attention to the usefulness of adopting corpus-based approach to grammar instruction in ESL context as the use of corpus-based activities in teaching passive voice was found more effective in comparison with traditional methods. However, the findings of the limited number of empirical studies in EFL contexts were inconclusive, and they did not present any significant differences regarding the effectiveness of corpus-based activities in grammar instruction (Girgin, 2011; Lin & Lee, 2019) although the teachers and students held positive attitudes towards the implementation of corpus-based activities since it was found motivating and engaging (Girgin, 2011; Lin & Lee, 2015; Lin, 2016; 2019). Concerning teachers' perceptions of using corpus-based approach to grammar instruction, Lin (2016) suggested the integration of corpus-based approach into grammar classes, supplementing teacher-fronted methods taking into account target structures and students' proficiency level. In the light of these findings, it is highly important to note that there is a need for further research to claim the superiority of corpus-based approaches for the suggested structures in grammar instruction despite the prior remarks by some scholars regarding the potential of adopting corpus-based approaches in teaching grammar (Biber & Reppen, 2002; Hadley, 2002; Römer, 2004). Considering the methods used for grammar instruction in the Turkish EFL context, it is apparent that teacher-fronted methods are still dominant. Hence, the idea of using corpus-based activities in grammar instruction might be feasible for some certain structures to make the form of target structures salient from the perspectives of the participants. In this regard, corpus-based activities might be utilized in order to encourage students to identify the form and usage of certain structures in which they have difficulties.

In addition to the aforementioned benefits, the findings of the present study indicated that using corpora might enhance students' participation in classes as the university instructors found corpus-based activities appealing and engaging due to the nature of corpus data, involving students in a discovery process (Bernardini, 2004). Gilquin and Granger (2010) drew attention to the function of corpus-based activities in increasing students' motivation towards learning languages. Similarly, Chambers (2010) stressed the active role of learners play while implementing such corpus-based activities. Although this finding emerged from the instructors' assumptions and the sole actual teaching experience they had in the classroom, empirical research regarding students' perception of learning with corpus-based activities showed that they had positive attitudes towards language learning via concordance lines since this learning process was intriguing (Chan & Liou, 2005; Vannestal & Lindquist, 2007; Daskalovska, 2015; Kazaz, 2015; Şimşek, 2016; Tekin & Soruç, 2016; Paker & Ergül Özcan, 2017; Girgin, 2019). Considering the context of Turkish EFL classrooms, students are used to being passive recipients in the process of learning, which mainly depends on teachers' efforts as part of their education and culture. Despite this, lessons might become more engaging through corpus-based activities as they bring novelty to classroom routines and encourage students to take part in learning process actively.

Some scholars asserted that engaging students in language learning via discovery process might encourage them to become more autonomous learners (Braun, 2005; Chambers, 2005; Hughes, 2010; Timmis, 2015; Boulton & Cobb, 2017; Godwin-Jones, 2017). Nonetheless, only one participant stressed this potential benefit of corpora in language teaching as there was a common sense among the participants regarding the appropriateness of using corpora for autonomous learners. It is apparent that more studies should be conducted to gain insights into the role autonomy plays in corpus-based methods. Considering the context of the present study, the students' background education does not foster autonomy as it is still dominated by teacher-fronted methods. Only when students start university, they are exposed to learning activities which promotes learner autonomy. Hence, students with such learning habits are not expected to become autonomous in a short term. However, implementing corpus-based activities might encourage them to become autonomous learners in the long run.

The last finding regarding the benefits of corpus use was that students in the department of English language teaching might take advantage of corpora since they are

more proficient language learners. Considering the research context where the majority of students lack the basic vocabulary and grammar knowledge and attend intensive English courses to learn the target language, the students who are going to study in ELT programs might use corpus tools more effectively as they can handle huge amount of data provided via corpora. Moreover, the information corpora offer might be more motivating for these students as they are English language teacher candidates, and they can benefit from corpora as reference and instructional tools in their future career. As suggested in the previous studies, it is crucial to train pre-service teachers on using corpus tools since experiencing language learning with the help of corpora and acquiring skills required for corpus use might influence their future teaching practices positively (Farr, 2008; Breyer, 2009; Heather & Helt, 2012; Ebrahimi & Faghih, 2017; Leńko-Szymańska, 2017; Zareva, 2017).

Despite these benefits, the problems regarding the use of corpora in language teaching were also salient in the current study. To be more precise, the university instructors' reported statements highlighted the difficulties in material design, pointing out the time and effort needed for the process of preparing corpus-based activities since scanning concordance lines and selecting the most appropriate ones took much more time than expected. This might lead to some doubts regarding the integration of corpus-based approach into actual teaching routines as ready-made materials are not available. Designing corpus-based activities might be considered impractical considering the context of preparatory schools where university instructors are generally required to follow a tight syllabus, which is accompanied by quizzes and exams. Such concerns might hinder them from using corpus-based activities in teaching practices. Similarly, Breyer (2009) highlighted the difficulties that pre-service teachers faced in preparing corpus-based tasks. The process was time-consuming since it was not so easy to find proper examples for students' language proficiency. In Tribble's study (2015) the findings showed that concerns about the time required for corpus use were one of the most common obstacles to the prevalence of corpora in language classrooms. Similar concerns regarding challenges in preparing corpus-based materials were detected in the study by alıřkan and Kuru Gnen (2018) as the process of material design was time-consuming for the teachers. In a very recent study, Lin (2019) also stressed the time and effort required for corpus-based material preparation as the teacher in the study stated related challenges as scanning concordance lines to choose suitable examples for the

teaching context was tedious. The finding of this study echoed the results of previous studies, pinpointing the need for the availability of ready-made corpus-based materials to reduce teachers' burden. In this regard, providing teachers with ready-made materials developed by material writers in such teaching contexts might encourage teachers to implement corpus-based activities in a guided way. Hence, corpus-based activities might be integrated into regular teaching practices systematically, and corpus use might go beyond individual efforts.

Another drawback of using corpora in language teaching was the potential difficulties in students' interaction with corpus tools directly. The findings pointed out the need for autonomous and proficient language learners to be able to use corpus tools independently and make accurate inferences about the language from a vast amount of corpus data. In other words, some technical skills (e.g., navigating a corpus, making queries, analyzing concordance lines) and a certain level of grammar and vocabulary knowledge is required to handle the vast amount of data presented on the computer screen in order to benefit from corpora in the best way possible. Considering the student profile in the research context, the possibility of students' hands-on interaction with corpora might be less since they are not used to such an inductive way of learning which requires the analysis of authentic data in their educational background. That is, their previous learning experiences are still dominated by teacher-fronted methods as they are prepared for the university entrance exam before starting their education in the preparatory program. Hence, one of the most striking findings of this study was the necessity of teacher's guidance and filter presented via corpus-based activities prepared in advance for the students in the research context. Similar concerns were observed in Mukherjee's study (2004) as the teachers declared that they could consult corpora as a source for themselves rather than using corpus tools with students directly. Concerning the use of corpus tools with students, the findings of the study by Özbay and Kayaoğlu (2015) showed that corpus tools were much more appropriate for students with higher language proficiency from the perspectives of teachers. Ebrahimi and Faghih (2017) also drew attention to the skepticism about the applicability of students' direct interaction with corpus tools from the perspective of pre-service teachers. The finding of the present study also complied with the results of the empirical study conducted by Vannestål and Lindquist (2007) since they drew attention to the challenges the students had in learning grammar with the help of concordancing. That is, the students were not

used to such an inductive way of learning grammar by using technology. Some concerns about the reliability of corpus data the students reported in the previous studies were also echoed by some instructors in the current study (e.g., Vannestal & Lindquist, 2007; Varley, 2009). As suggested by Vannestal and Lindquist (2007), the reported statements of some participants showed that students should be trained well to overcome the difficulties emerging from the nature of corpus data presented via concordance lines on the computer screen. Similar to the concerns uttered by the university instructors in this study, previous studies which was based on students' hands-on interaction with corpora pointed out the problems the learners faced due to the nature and amount of concordance lines displayed on the computer screen, which might lead to difficulties in making inferences about the language (e.g., Kennedy & Miceli, 2001; Farr, 2008; Chang, 2014; Quinn, 2015; Mueller & Jacobsen, 2016). Additionally, some empirical studies implied that stronger students with a good level of English had more positive attitudes towards using corpus tools in language learning (e.g., Yoon & Hirvela, 2004; O'Sullivan & Chambers, 2006; Luo & Liao, 2015; Chen, 2017).

With regard to the language proficiency level, it was revealed that using corpus-based activities with low language proficiency levels might be impractical considering the time and effort they spent on preparing the materials for the target subjects. It was also added that students at lower levels might have difficulties in interpreting concordance lines even if corpus data were filtered by teachers and brought to classrooms via corpus-based materials. Owing to the target lexical items and grammatical structures indicated on teaching syllabuses at beginner and elementary levels, the participants stressed the impracticality of implementing corpus-based activities in the classroom. That is, basic vocabulary and grammar knowledge taught at beginner and elementary levels can be presented through textbook activities, tailor-made exercises, and dictionaries considering the time and effort needed for corpus-based material preparation as there might not be a huge effect on students' learning in the end in comparison with teacher-fronted methods. In this regard, this finding is in line with the prior remarks regarding the concerns about appropriateness of corpus-based activities for lower language proficiency levels (Breyer, 2009; Heather & Helt, 2012; Çalışkan & Kuru Gönen, 2018). Empirical studies also indicated that the students who were more proficient at English language benefited from the use of corpora more (O'Sullivan & Chambers, 2006; Tono et al., 2014; Luo & Liao, 2015; Chen, 2017).

However, it is highly important to note that some of the participants' classroom experiences with the implementation of corpus-based activities in the present study pointed out the possibility and efficiency of using such activities even at lower levels, specifically for the purpose of error correction when the materials and target items were selected with caution. Hence, teachers' crucial role and guidance in the use of corpus-based activities might make the use of corpora with lower levels possible as suggested by Boulton (2009b; 2010).

Based on the findings, this study pointed out some problems emerging from technical issues. The participants highlighted the difficulties they encountered while using COCA. That is, the corpus tool allowed them to make limited number of search a day, and it was slow as it kept showing a warning to upgrade the version. Apart from these problems due to the website, difficulties in using technology while designing the layout of corpus-based activities were also mentioned since aligning concordance lines was tedious. These technical difficulties affected the process of material preparation negatively, and they were identified as one of the drawbacks of corpora. Similar concerns about using this new technology such as the slowness of some corpus tools, limited corpus queries, and copying the format of concordance lines were determined as the challenges of corpora in previous studies as well (e.g., Farr, 2008; Breyer, 2009; Heather & Helt, 2012; Ebrahimi & Faghih, 2017; Zareva, 2017; Çalışkan & Kuru Gönen, 2018).

The last finding regarding the challenges of using corpora was the concerns about implementing corpus-based activities in grammar instruction. When the time and effort needed for corpus-based material design were taken into account, the idea of integrating corpora into grammar classes seemed distant to the participants. Considering efficiency and practicality, the university instructors' statements showed that using corpora while teaching structures might not make a great deal of difference in learning grammar, particularly at lower levels when compared to the impacts of utilizing teacher-made examples. Similarly, in the study by Lin and Lee (2015) the importance of target structures and students' language proficiency were pinpointed since time and effort needed to prepare corpus-based activities were salient. Besides, they highlighted the need for more implementation of corpus-based approach in grammar classes, which should last in a longer period. These concerns might be part of the reasons why there were not many empirical studies in this research area despite the aforementioned

benefits of adopting an inductive way while teaching and learning grammar through corpora. For instance, in the Turkish EFL context, it is a well-known fact that teacher-fronted methods are prevalent in grammar instruction. The use of corpus-based activities presented in this study brings novelty to current practices in language classrooms; therefore, it might be hard to alter this stance on grammar instruction. However, in a very recent study, Lin and Lee (2019) found out that students' perception of corpus-based activities was positive. Thus, they suggested using corpus-based approach to grammar instruction as a complementary to traditional teacher-fronted method in the Taiwanese EFL context. Additionally, Lin (2019) concluded that the use of corpus-based activities in teaching grammatical structures might work well in EFL contexts even if it could be hard to get used to the implementation of the novel approach for teachers at first. Hence, the university instructors in the current study might need more practice and classroom experience in order to have in-depth insights into the feasibility of corpus-based materials in teaching grammar. In sum, this study pointed out the role that variables such as students' needs, language proficiency level, teaching syllabus, target structures, learning styles, and teachers' preferences might play in making decisions about using corpora in grammar classes (Hughes, 2010).

In addition to these findings, some individual differences were observed regarding the views of the university instructors about using corpora in language teaching. The perspectives about the effectiveness of corpora in teaching language areas and skills might be shaped based on teachers' background knowledge of corpora, prior experiences with corpus tools, their beliefs about language teaching and preferences in teaching routines (Boulton, 2009a; Chen et al., 2019). For instance, the majority of the participants stressed the potential of corpus-based activities in error correction; however, two participants pointed out some difficulties they encountered while choosing error categories that would be suitable for corpus use since corpus-based activities might not work well in correcting all error types (Tono et al., 2014; Crosthwaite, 2017). Besides, one participant stressed the usefulness of corpus in providing rich authentic data in teaching grammatical structures although the majority of the participants declared the difficulties they faced in the process of corpus-based material preparation for grammatical structures. Another point, there might be some differences in relation to the use of technology as some participants stressed the time they needed to be able to use the corpus more effectively.

All in all, the findings of the current study showed the benefits and drawbacks of using corpora in language teaching. Thus, the overall results pointed out the importance of making decisions wisely while implementing corpus-based activities in language classrooms taking into consideration the actual context of teaching as time and effort were required in the process of material preparation. It was also stressed that teachers' guidance was required in order to integrate corpora into language pedagogy. With this in mind, the level of teachers' guidance might range depending on variables (e.g., students' learning preferences, language proficiency, target subjects, accessibility of facilities, etc.) in teaching environments (Hunston, 2002; Gavioli, 2005; Boulton, 2009a; 2010; Boulton & Cobb, 2017).

6. CONCLUSION

6.1. Summary of the Study

The purpose of this study was twofold. First, it aimed to explore EFL university instructors' background knowledge about corpus tools and prior experiences in using corpora in actual teaching routines. Second, taking into consideration the prior remarks made by scholars regarding teachers' lack of awareness and knowledge of corpora, the aim of the current study was to provide EFL university instructors with a comprehensive training on corpus-based language teaching designed specifically for the context of this study and to reveal the university instructors' views regarding the integration of corpora into language teaching practices.

With these in mind, data were collected in two stages. In the initial part, data were obtained via the questionnaire adapted for this particular context with the participation of 89 EFL university instructors. Then, 10 instructors among this group of subjects voluntarily participated in the training sessions, which constituted the second stage of this study. Qualitative data were gathered through semi-structured interviews and reflective logs so that in-depth investigation of EFL university instructors' perspectives could be carried out. Since this study adopted a mixed-method design, data were analyzed utilizing both quantitative and qualitative procedures.

The analysis of quantitative data indicated that more than half of the EFL university instructors in the context of this study lacked awareness and knowledge of corpora. Moreover, it was determined that only 15% of the participants had prior experiences in using corpus tools for language teaching purposes. When it comes to the ways of being informed about corpora, the findings pointed out the importance of pursuing a master's degree in ELT, engaging in teaching qualifications such as DELTA, and attending conferences. All in all, these results highlighted the need for training in-service teachers on corpus-based language teaching so that corpus-based approaches could be incorporated into language classrooms.

Considering the need for training in-service teachers on corpus-based language teaching, this study was an attempt to develop context-specific training sessions and investigate whether the idea of integrating corpora into EFL classrooms would be applicable to actual teaching practices from the university instructors' perspectives. The findings obtained from qualitative data through reflective logs and semi-structured

interviews revealed three main categories consisting of teachers' gains, the benefits of using corpora in language teaching, and the drawbacks of using corpora in language teaching. The instructors acquired substantial gains from the training although their level of awareness and knowledge about corpora varied prior to the training. To be precise, the results indicated that the university instructors gained the knowledge and skills required to use corpora by engaging in hands-on experiences with corpus use, material preparation process, and actual classroom practice in order to explore their views on the use of corpora in language teaching thoroughly. Corpus use was found beneficial in correcting students' common errors (e.g., word form, prepositions, collocations, subject-verb agreement), teaching lexical items (e.g., word combinations, parts of speech, prefixes/suffixes, near synonyms), and teaching particular structures in grammar instruction to show the correct form of structures (e.g., different forms of used to, although-despite, how much-how many, where-which in relative clauses). Moreover, the potential of corpora in accessing to authentic source was emphasized. That is, corpora provide many samples of the language used in real life, and they can be consulted as reference tools to check the use of the language and to prepare instructional materials. In addition to these, the positive effect of corpus-based activities on students' participation in lessons was stressed. On the other hand, difficulties in material preparation (e.g., finding appropriate contexts for students' levels), problems in students' hands-on interaction with corpora (e.g., insufficient language and technical knowledge), impracticality with lower level students (e.g., beginner and elementary), concerns about grammar instruction (e.g., inappropriateness for some grammar structures and impracticality), and technical issues (e.g., the slowness of the interface) were listed as the challenges of integrating corpora into language classrooms.

6.2. Conclusions

The results obtained in the first stage of this study revealed that more than half of the university instructors were unfamiliar with corpus tools. When compared to corpus software programs, online corpora were more familiar to the instructors; however, the majority of the university instructors lacked the knowledge about the ways of exploiting corpora such as using concordance lines directly with students, preparing classroom materials, creating test items, checking students' language use, and building teachers'

own language knowledge. Although the majority of the university instructors were graduates of ELT programs, the most common way of being informed about corpora was reported as the courses offered during MA education and the sessions carried out as part of in-service training (i.e., DELTA) along with some individual efforts (e.g., conferences, academic journals). Hence, it can be inferred that initial teacher education at the faculties does not empower pre-service teachers with the knowledge of corpus and corpus applications in language pedagogy. Moreover, the percentage of the participants (15%) who reported that they had prior experiences with corpus tools was very low. To be precise, the majority of these instructors, who had prior experiences with corpus tools, used COCA to check/show the use of collocations and usages of words in different contexts. Besides, some participants reported that they had consulted corpora to check grammar and register. As can be understood from these findings, there are individual attempts in using corpus. Hence, it can be concluded that there is a need for more exposure and training on pedagogical applications of corpora since teachers' familiarity with corpora does not guarantee that they have the essential knowledge and practice to implement corpus-based activities in actual practices.

With this in mind, as part of the second stage of this study, a training program on the use of corpora in language teaching was developed and implemented in order to explore the perspectives of the university instructors about the integration of corpora into actual classrooms after receiving training. Although the university instructors' familiarity with corpora varied prior to the training, the findings highlighted fruitful gains the instructors acquired from this training. More specifically, participating in the training sessions increased awareness on the accessibility of corpora and knowledge of corpus. It was concluded that being acquainted with classroom applications of corpora was the most prominent impact of this training since the university instructors gained in-depth insights into the use of corpora in language teaching. In addition to the regular classroom practices, the university instructors gained essential awareness and experience on a new approach to be implemented in language classrooms. Hence, it is crucial to raise teachers' awareness on pedagogical use of corpora and make them familiar with corpus use in classroom applications by creating opportunities to see samples used to show the applicability of corpus and experiment with teaching corpora. Furthermore, it is clearly seen that gaining firsthand experiences in using corpus tools and preparing corpus-based activities were the strengths of the training since this

enabled the university instructors to acquire the essential skills in order to become corpus users and create corpus-based materials for their teaching contexts. Additionally, designing extensive and interactive in-service training sessions enhanced learning collaboratively and increased the cooperation among the instructors in this study. This might shed light on how to design similar training programs in various contexts. It was also concluded that the training sessions were useful for professional development as the participants broadened their perspectives with the help of the knowledge and skills gained from this training on corpus-based language teaching. In this regard, this study offers a comprehensive booklet including classroom activities applicable to similar contexts in higher education. Moreover, the training program developed for this study can be easily adapted to similar educational contexts, which are in search of in-service training plans for language teachers.

For the university instructors' views on the use of corpora in EFL classrooms, the findings were stated as the benefits and drawbacks of using corpora in language teaching. Based on these findings, it can be concluded that utilizing corpora might be beneficial as it was found effective in correcting students' errors, teaching lexical items, (e.g., collocations, confusing words, near synonyms, and prefixes/suffixes) and teaching particular structures (e.g., gerund/infinitive, conjunctions, countable/uncountable nouns, etc.) in grammar classes. It can also be implied that implementing corpus-based activities might be appealing since these activities foster students' participation due to the discovery nature of this approach. Additional benefits of corpora such as fostering autonomy, utilizing for guided discovery in grammar, and using for students in ELT programs were also observed. Besides benefiting from corpora in language classrooms through corpus-based activities, teachers might take advantage of using corpus tools as reference sources as they consult corpora to check the frequency information of target items or accurate usages of the language. It may also be used to find proper examples derived from various authentic contexts while writing teacher-made classroom materials.

Despite the potential benefits of corpora deduced from the instructors' reported statements, it can be concluded that there are some drawbacks of corpora, which might hinder the integration of corpora into actual teaching contexts. The difficulties in the process of corpus-based material preparation and problems in relation to the use of technology were echoed in this study as well. Hence, these might be regarded as

obstacles to the possibility of integrating corpora into teaching routines as it might take a lot of time and increase teachers' burden. Another drawback was the impact of language proficiency level as it might affect teachers' preferences in making decisions about using corpora in language teaching. Students' interaction with corpus tools independently was not considered practical for the context of this study as they were not autonomous learners and proficient at English language to make corpus queries about the language and deduce some patterns on their own. Hence, teacher's guidance was stressed to be able to use corpora in language teaching. In this respect, corpus-based activities prepared and filtered by teachers might be a way of bringing corpus data to language classrooms. However, there were still some concerns regarding the impracticality of such activities at lower levels (e.g., beginner and elementary). Thus, teachers might prefer to integrate corpus-based activities into actual teaching practices at higher levels depending on the target subjects assigned on teaching syllabuses. Based on the findings, it can be concluded that integrating corpus-based activities into grammar teaching has not been well accepted by the majority of the university instructors owing to the concerns about practicality and efficiency.

All in all, the findings indicate that there is room for the integration of corpora into language teaching from the perspectives of university instructors. However, teachers' preferences regarding corpus use might be shaped according to students' profile, teaching contexts, target items or structures, and outcomes of the lessons. This study implies that corpora might be integrated into teachers' repertoires, either by utilizing as reference sources or implementing corpus-based activities in actual teaching contexts only if they are trained on how to make use of corpora and given the opportunity to experiment with corpus tools. Hence, it is apparent that in-service training plays a significant role in order to bring corpus to actual teaching and learning environments.

6.3. Implications

In the light of the aforementioned findings of this study, it is obvious that teachers lack awareness and knowledge of corpora. With this in mind, the integration of corpora into undergraduate programs in the department of English Language Teaching can be a promising start to popularize the use of corpus-based approach as pre-service teacher

education might play a crucial role in teaching practices regarding the use of corpora in language teaching (Farr, 2008; Breyer, 2009; Heather & Helt, 2012; Zareva, 2017). It is apparent that there is a need for training to be able to use corpus comfortably and effectively. Hence, introducing corpus tools and engaging pre-service teachers in corpus-based research projects as part of course requirements might work well in raising awareness on the accessibility of corpus tools and the potential benefits of corpora in language learning. This might help pre-service teachers acquire the skills required to become corpus users and internalize what corpora offer to language teachers. Additionally, integrating the use of corpora in language teaching into undergraduate courses aiming to adapt and develop teaching materials might ease teachers' concerns about the difficulties in material preparation when they are trained during pre-service education. Hence, pre-service teachers might be prepared for their future practices considering the fact that it is not easy to find ready-made corpus-based activities. Corpus-based approach to language pedagogy might also be integrated into teaching methodology courses or school practicum with the sufficient guidance of the mentors who have the essential knowledge of corpus and experiences with corpus tools. Creating learning environments in which pre-service teachers are familiarized with classroom applications of corpus through sample teaching materials and provided with the opportunity to experiment with corpus-based activities and receive constant feedback as part of microteaching can lead to considerable gains in their future teaching routines. Consequently, introducing pedagogical applications of corpora to pre-service teachers might make a difference as it is a great opportunity to empower English language teacher candidates with the knowledge, skills, and experience needed for corpus-based language teaching. Thus, they can apply their knowledge and skills to actual teaching contexts when they start their professional career.

Another implication of this study is that there is a need for training in-service teachers on the use of corpora in language teaching. It is essential to conduct workshops or training programs so as to raise teachers' awareness on the existence of corpus tools and the ways to exploit corpora in language teaching. For these purposes, context-specific training programs might be developed. That is, the content of training programs need to be developed meticulously, taking into account all the components of a teaching context such as teaching syllabuses, instructional materials (i.e., textbooks), students' needs, and school facilities. It is highly important to include sample corpus-based

materials designed for the context where teachers are working to show the applicability of corpora to language classrooms and encourage teachers to create their own materials since one of the most prominent gains the university instructors reported is being provided with sample tasks which they can use in their classrooms. Training programs can be implemented over a period of time providing teachers with more hands-on opportunities. Teachers can experiment with corpus tools and implement more corpus-based activities in actual classrooms as using corpus comfortably and applying the knowledge and skills acquired to actual practices effectively might take some time. Based on the findings of this study, it can also be clearly stated that training programs need to include theoretical and practical aspects and provide constant support and sufficient guidance throughout the training. For instance, the participants in this study stressed the huge impact of constant guidance and collaboration on gaining technical skills for the use of corpus, which might facilitate the use of corpus tools. Similarly, the crucial role of guidance in being acquainted with classroom applications of corpora and engaged in the process of corpus-based material preparation was also highlighted. Accordingly, teachers can be encouraged to work with their colleagues collaboratively and implement corpus-based activities. In the light of this cooperation, booklets and handbooks on corpus-based activities might be produced for the proficiency levels where teachers are working. Besides, as part of the training, students can be asked to give feedback on the use of corpus-based activities in classrooms, and this feedback might contribute to the flow of the training programs and enhance perspectives on using corpora in language teaching.

Considering the drawbacks of using corpora stated previously, it might be hard for teachers to spare time for corpus-based activities in tight working schedules taking into account teaching loads, assignments, exams, and so on. Hence, providing teachers with ready-made materials might promote the integration of corpus-based activities into teaching routines as it decreases teachers' burden. Since it is not possible to reach books consisting of corpus-based materials, textbook writers can contribute to teachers' practices by publishing such activity books. Besides, teachers who receive training on using corpora in language teaching can prepare supplementary packs including corpus-based activities for their school context. Corpus-informed textbooks might be popularized since they can be useful to introduce what information corpus data offer and make teachers realize fruitful gains obtained from corpora. Additionally, it is

important to work on technical issues (e.g., corpus search limits) reported by teachers to make corpus tools user-friendly. This might help to overcome the challenges of using technology and facilitate the integration of corpus-based activities into language classrooms.

In the light of the findings, it is important to note that corpus use can offer fruitful gains in EFL contexts. Considering the Turkish EFL context where the use of English is constrained by classroom language and instructional materials including textbooks, dictionaries, tailor-made materials, corpora provide teachers and students with wider resources. That is, corpora might be utilized as reference tools in EFL contexts as they are helpful to access rich authentic data and reach the language used in real life. That is, corpus can be consulted in order to check the use of the language when there are some queries, especially about language areas where dictionaries provide limited information. For instance, checking the frequency of words and observing variations in genres (e.g., written and spoken) may contribute to the language knowledge of teachers and students. Moreover, teachers can make use of corpora while preparing teaching materials which include authentic examples. In this respect, students can be exposed to real life examples of the language.

Additionally, students with a certain level of language proficiency (i.e., starting from intermediate) can be introduced to corpora as part of lab classes in higher education contexts. This might raise their awareness on the accessibility of corpus tools, which are used as reference sources and instructional tools. Considering the benefits of corpus use in error correction and vocabulary instruction, corpus-based activities in the form of concordance output might be incorporated into these lessons taking into account the appropriateness of target items (e.g., collocations, near synonyms) for the implementation of corpus-based activities. The following table summarizes implications of this study.

Table 6.1. *The summary of implications*

Implications	
Pre-service teacher education	• Implementing corpus-based research projects • Integrating corpus use into materials development courses • Integrating corpora into methodology courses and school practicum

Table 6.1. (Continued) *The summary of implications*

Implications	
In-service teacher training	• Implementing context-specific workshops or training programs at institutions • Providing teachers with sample corpus-based activities as part of the training • Implementing longitudinal training programs with more opportunities for hands-on experience • Integrating theoretical & practical aspects of corpus use into the training • Providing constant guidance throughout training programs • Encouraging teachers to work with their colleagues and implement corpus-based activities collaboratively • Encouraging teachers to produce booklets and handbooks for the level they are teaching • Receiving feedback from students on the use of corpus-based activities and enhancing the flow of the training accordingly
Material writers & Tool developers	• Producing activity books including corpus-based materials • Popularizing corpus-informed textbooks • Developing more user-friendly corpus tools
Teachers	• Consulting corpus tools as reference sources • Using corpora to prepare materials including authentic samples • Integrating the use of corpora into lab classes in higher education contexts • Integrating corpus-based activities into lessons for the purpose of error correction and vocabulary instruction (e.g., collocations)

6.4. Limitations of the Study

The present study has a number of limitations emerging from the specific nature of the research; therefore, the results of the study should be interpreted with caution. To begin with, the data obtained through the background questionnaire in the initial phase of this study were provided by the sample in the research context. Collecting data from EFL university instructors in different institutions could have presented further insights into teachers' awareness and knowledge of corpora.

Concerning the second phase of this study, the number of the subjects, who participated in the training, could have been higher. There were only 10 participants who volunteered to take part in the training because of the time and effort needed for the sessions. In fact, more instructors declared their willingness to attend training workshop sessions on the use of corpora in language teaching according to the

responses obtained from the last item in the background questionnaire, which was used to determine the university instructors who were voluntary for the training. However, only 10 participants were accessible at the time of research.

Moreover, most of the participants were teaching at lower levels as they were selected in line with the principles of convenience sampling, and their views on using corpus-based activities in language teaching were restricted by the environment where they were teaching. In other words, variation could not be achieved regarding the use of corpora at different language proficiency levels. Hence, it should be noted that the findings of qualitative data stemmed from a small group of participants, which is specific to the context of this study.

When it comes to the scope of the training, classroom applications of corpus selected for the study were limited to the use of corpora for the purposes of teaching lexical items, presenting grammatical structures, and correcting students' errors. Owing to the concerns regarding tight syllabuses in the context of teaching, the participants implemented only one of the corpus-based activities they prepared during the training. It could have provided further insights to make a comparison of corpus-based activities regarding each language component in terms of their applicability and efficiency based on actual classroom experiences.

Lastly, only one corpus tool, namely COCA was utilized in the training. Thus, the participants' firsthand experiences and views on the use of corpus were confined to this tool preferred by the researcher due to the aforementioned reasons even though they were informed about the accessibility of other corpus tools such as corpus software and online corpora apart from COCA.

6.5. Suggestions for Further Studies

Considering the aforementioned implications and limitations of the current study, it can be easily noted that there is a need for further research so as to gain in-depth understanding of using corpora in language teaching. To be more precise, it is essential to conduct similar studies in various contexts with larger sample sizes to portray a more general picture regarding EFL teachers' perceptions of integrating corpora into language teaching.

In addition, more comprehensive and longitudinal training programs including other language skills (e.g., speaking) with more opportunities for classroom implementation might be designed. Such training programs can provide a wider point of view on the efficiency and practicality of making use of corpora in language classrooms from the perspectives of English language teachers. Moreover, diverse corpus tools might be utilized in training programs to explore teachers' views on the use of these tools in language teaching.

Further studies might also be conducted for the purpose of investigating impacts of such in-service training programs on teachers' actual classroom practices in the long term. This might provide in-depth insights into whether the idea of using corpora in language teaching and learning becomes more prevalent after teachers receive training on corpus-based teaching in language pedagogy.

Besides, more experimental studies are needed for future research in order to seek the effectiveness of using corpus-based activities in language teaching. Empirical studies might be carried out in various school environments with students at different language proficiency levels so that the impacts of potential variables such as students' level of language proficiency and language areas/skills can be examined in a more detailed manner. Also, investigating perceptions of students and teachers on using corpora in language classrooms might give fruitful insights both teachers and researchers into corpus applications and influence future practices in language teaching.

Finally, further studies might investigate the impact of affective factors such as autonomy, anxiety, motivation, learning styles, and strategies on the use of corpora. Examining the relationship between individual differences and learning through corpora may also shed light on teaching and learning preferences and make substantial contributions to the research area.

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APPENDIX - 1 Consent Form

Gönüllü Katılım Formu

Bu çalışma, “İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Elemanlarının Dil Öğretiminde Derlem Kullanımına İlişkin Bakış Açılarının Araştırılması” başlıklı bir araştırma çalışması olup İngilizce öğretmenlerine bu doğrultuda eğitim vermek ve bu alandaki görüşlerini almak amacını taşımaktadır. Çalışma, Gamze ÇALIŞKAN tarafından yürütülmekte ve sonuçları ile İngilizce öğretiminde derlem tabanlı uygulamaların kullanımı konusundaki düşüncelerin gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, yansıtıcı günlük yazdırma ve görüşme yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma sonunca kadar korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/telep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Yabancı Diller Yüksekokulu’ndan Gamze Çalışkan’a yöneltebilirsiniz.

Araştırmacı Adı : Gamze ÇALIŞKAN

Adres :

İş Tel :

Cep Tel :

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX - 2 Training Materials

SESSION 1: Introduction to corpus (In total 6 tasks)

1. PowerPoint presentation about corpus, types of corpora, corpus applications
2. Reading assignment for discussion questions about using corpora in language teaching

Outcomes:

1. Tasks 1-2-3 will be used to show how to be informed about frequency of words in English using corpora.
2. Tasks 4-5 will be used to make participants familiar with corpus-based language teaching
3. Task 6 will be used to provide further information about the use of corpora in language classrooms

TASK 1

- **Outcome:** To get participants' attention to frequency feature of corpora by using a sample activity.

Exercise A. Look at the chart below and decide the order (1-7) of the names of the seven days of the week according to their frequency on a spoken corpus. (*CANCODE Spoken Corpus*)

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Adapted from "From Corpus to Classroom: Language Use and Language Teaching" by O'Keeffe, McCarthy, & Carter, (2007, p.40)

Exercise B. Why do you think so? Compare your results with the key on the PowerPoint presentation.

TASK 2

- **Outcome:** To get participants' attention to frequency feature of corpora by using a sample activity.

Exercise A. Look at the idioms taken from the CANCODE Spoken Corpus. Decide which of them are the top three in the list below.

- shut your face
- keep a straight face
- on the face of it
- face up to
- let's face it
- fall flat on one's face
- face to face

1. _____
2. _____
3. _____

Adapted from "From Corpus to Classroom: Language Use and Language Teaching" by O'Keeffe, McCarthy, & Carter, (2007, p.83)

Exercise B. Why do you think so? Compare your results with the key on the PowerPoint presentation.

TASK 3

- **Outcome:** To create awareness on using corpora to get information about frequency of lexical items in spoken and written genres through a sample activity.

Exercise A. Look at three-word chunks below. Put a cross if they are in top 10 list in written AND/OR spoken language.

Item	Written	Spoken	Both
1. The end of			
2. There was no			
3. I don't know			
4. Do you think			
5. I don't think			
6. Do you want			
7. One of the			
8. It was a			
9. You know I			
10. Out of the			
11. There was a			
12. A lot of			
13. I mean I			
14. As well as			
15. End of the			
16. To be a			
17. You have to			

Adapted from "From Corpus to Classroom: Language Use and Language Teaching" by O'Keeffe, McCarthy, & Carter, (2007)

Exercise B. Why do you think so? Compare your results with the key on the PowerPoint presentation.

TASK 4

- **Outcome:** To make participants familiar with corpus-based language teaching through a sample activity.

Exercise A. Look at the concordance lines below and answer the following questions.

```
1      go into town and get erm an eye test. <s1> Mm. <s2> > In town.
2      you er keep an eye out for tramps, do you then?
3      In your mind's eye how are you going to do that?
4      <s1> So I'll keep a general eye on it. And er <s3> Yeah
5      <s1> There's something in my eye. There's that thing floating
6      difficult to put that to your eye. You also have to have one eye
7      good offer? <s2> Yeah it caught my eye <s1> Yeah it's
8      I'm casting my eye over this form and I think
9      this year. <s4> Just keep an eye out for it. <s4> Yeah.
10     <s2> You'll have to keep an eye on her. <s1> Yeah. <s2> Oh my
11     so you're about eye level with the monitor.
12     saw her out of the corner of my eye. <s3> Her lipstick is all over
```

Retrieved from “English Idioms in Use” by McCarthy and O’Dell, 2002, p.109)

1. How many of the examples use “eye” as an idiom?

2. How many of the examples use the word “eye” in literal sense “the organ we see with”?

Exercise B. Compare your results with the key on the PowerPoint presentation.

1. How did you identify the function of the word “eye”?

2. Did you notice any patterns while analyzing concordance lines? Please, write them below.

TASK 5

- **Outcome:** To make participants familiar with corpus-based language teaching through a sample activity.

Exercise A. Look at the samples of 60 concordance lines for “abroad”, based on five million words of mixed written texts (CIC) and answer the following questions.

1	iaspora continues with their activities	abroad	In the relatively low-tech car i
2	to ease the curbs on travel at home and	abroad.	If the reforms really take hold
3	ervices, to firm leadership at home and	abroad;	to conditions in which business
4	s examples of good practice at home and	abroad.	Local Authority Involvement
5	which attracts adults from Ireland and	abroad	to courses in Donegal on Irish l
6	well-managed forests in both the UK and	abroad.	FSC-certified charcoal is so
7	deal route for visitors from the UK and	abroad.	It is easily accessible by rail
8	n West Germany, 60 % of whose sales are	abroad,	has no foreigner on board. Elec
9	companies (about 70 % of its sales are	abroad),	makes all its Walkmans in Japa
10	new of the murder, although he had been	abroad	when it had taken place. The
11	s for the day. The younger son being	abroad,	I sent him the news with a litt
12	aking place. The flows of Japanese cash	abroad,	mainly across the Pacific, are
13	our responsibility to our own citizens	abroad,	is not an easy question. We can
14	direct investment by Canadian companies	abroad.	An example of the first was the
15	ay. He also wore a bored, Englishman-	abroad	look that suggested he might rat
16	y can get around the rules is to expand	abroad	rather than at home. Industriali
17	n spent at home to raise incomes flowed	abroad	instead. Japan's government,
18	weatshops. Even designs are coming from	abroad	- from 'cheap' fashion centres l
19	vertising standards, are delivered from	abroad	every week. The bill is adding t
20	l is being sent into British homes from	abroad	- and it is subsidised by the Po
21	g in enormous amounts of hot money from	abroad	by offering high interest to pay
22	a first overseas trip. I would never go	abroad,	because I'd always heard the ba
23	at deal about it. It means he has to go	abroad	a lot. He's in Paris at the mome
24	respectfully and indigenously. If you go	abroad	this summer, support the local c
25	they're fed up with the hassle of going	abroad,'	said Stan, executive member of
26	hey didn't suffer because she was going	abroad.	It all took her longer than
27	t of the chamber of commerce, have gone	abroad	to avoid arrest. General Noriega
28	y mum and dad. It was our first holiday	abroad	and we went to Majorca. There wa
29	want" Andrew explains. Regular holidays	abroad	are also affordable. Florida is
30	on appeared to be the only living human	abroad	at that ungodly hour. When sa
31	here. About 14 % of JVC's production is	abroad,	up from 9 % in 1985. JVC's fina
32	ed how many of last year's 183 journeys	abroad	were necessary. They included
33	y, £20 ## There's a big lie	abroad	and it's about taxes and the wel
34	retire at 30. She has no plans to live	abroad,	as Morcelli has done (in Califor
35	to Amy Johnson, but both are now living	abroad	and, although they have been con
36	sts. Success also means selling more	abroad.	A Russia no longer losing groun
37	to be the case then I'd probably move	abroad.	But that would only happen if I
38	e caused by the book caused her to move	abroad,	first to New Mexico where she e
39	. A new, deficit-induced realism is now	abroad.	This week a draft report by the
40	nds. Who commands the purse, at home or	abroad?	That cohabitation did not me
41	ish embassies and other organizations	abroad,	gathering intelligence in place
42	ed for minimum cover (i.e. third party)	abroad.	ADVENTURE and high risk spor
43	the inmates choose to write to penpals	abroad.	Tito has been writing to a penp
44	EEK before he was due to take up a post	abroad	as a correspondent for a western
45	jewellery boxes which he tries to sell	abroad.	He also spends a lot of time "t
46	pub with a soldier while I was serving	abroad	I'd give her such a pasting she
47	technologies will eventually be shifted	abroad	- but not until the factories no
48	Disorientated and thinking he was still	abroad,	he shouted: 'I'm English like y
49	s checking up on the way they do things	abroad,'	explained his wife Mavis. T
50	port is to make it easier when I travel	abroad.	Apart from that, I consider
51	certainly mean that he will never travel	abroad	again, and inevitably both he an
52	national decline until he had travelled	abroad	and discovered that, far from be
53	ier in the month I'd made my first trip	abroad	and came up against another set
54	ay for too long now. His frequent trips	abroad	had become a fact of her life bu
55	he Children, in the course of her trips	abroad;	these are located around the bu
56	after six months she resigned and went	abroad.	Years of exile followed, in Mal
57	Kitty, with Jefferson and Edwina, went	abroad	for a few months to escape atten
58	apply for a licence for minors to work	abroad.	That continued until I was eigh
59	who leave the country intending to work	abroad	for more than a year are deemed
60	there had been mention of a son working	abroad,	but it had been a long time ago,

Retrieved from “From Corpus to Classroom: Language Use and Language Teaching” by O’Keeffe, McCarthy, & Carter, (2007, p.16)

1. Which words collocate the word “abroad” three or more times with? Circle them.
2. Find chunks that occur three times and write them below.

3. Which preposition precedes the word “abroad”?

TASK 6 (Assignment)

- **Outcome:** To equip participants with in-depth knowledge of corpora and corpus-based language teaching through the article and discussion questions.

Exercise A. Read the article *Touchstone from corpus to course book* by Michael McCarthy and answer the following questions which will be discussed in the next session.

1. What do you use as a reference (dictionaries, textbooks, etc.) for teaching materials? In what ways, are corpora similar to / different from your references?

2. Look at figure 4 in the booklet by McCarthy. Which function of the target structure do you generally teach first in your classrooms? Why?

3. Do you think that the textbook that is used in your context includes corpus evidence for the choice of words or grammar structures?

4. What might be the advantages of using corpus-based materials in EFL classrooms?

PowerPoint Presentation 1

INTRODUCTION TO CORPUS

Garzon Quijón-Sánchez 1

OUTLINE

- Corpus
- Types of Corpora
- Corpus tools
- Corpora in Language Pedagogy
- Data-driven Learning

Garzon Quijón-Sánchez 1

CORPUS

- What is a corpus?
- A corpus (*plural corpora*) is a collection of texts which are electronically stored and processed.

Garzon Quijón-Sánchez 1

CORPUS



(Chen, 2004)

Garzon Quijón-Sánchez 1

CORPUS

- Frequency
- Genre (written or spoken)
- Collocations
- The use of modality and tenses
- Register (formal vs. informal)
- Vocabulary size

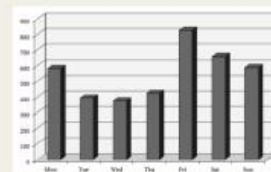
(McCarthy, 2004)

Garzon Quijón-Sánchez 1

CORPUS

TASK 1

- What might be the order of the names of the seven days of the week according to their frequency in the *CANCODE spoken corpus*?



Retrieved from "From Corpus to Classroom" by O'Keefe, McCarthy, & Carter. (2007, p.40)

Garzon Quijón-Sánchez 1

CORPUS

TASK 2

- Look at the idioms in the *CANCODE spoken corpus*. Decide which ones are the top three in the list below.
- shut your face
- keep a straight face
- on the face of it
- face up to
- let's face it
- fall flat on one's face
- face to face

1. Let's face it
2. On the face of it
3. Face to face
4. Keep a straight face
5. Face up to
6. Fall flat on one's face
7. Shut your face

Garzon Quijón-Sánchez 1

CORPUS

TASK 3

- Look at the three-word chunks below. Decide if they are in top 10 list in written and/or spoken language.

- | | |
|-----------------|---------------|
| • The end of | • Out of the |
| • There was no | • There was a |
| • I don't know | • A lot of |
| • Do you think | • I mean I |
| • I don't think | • As well as |
| • Do you want | • End of the |
| • One of the | • To be a |
| • It was a | • You have to |
| • You know I | |

Garzon Quijón-Sánchez 1

DATA-DRIVEN LEARNING (DDL)

- What are the basic components of DDL?



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DATA-DRIVEN LEARNING (DDL)

Inductive approach

- Learners observe corpus data and formulate rules in order to gain insights into language

Deductive approach

- Learners can check the validity of rules from their grammar or textbook.

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Gilquin & Granger, 2010

HOW?



Learners have access to a corpus directly.



Learners are given corpus-based materials (concordances) prepared by teachers in advance.

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SAMPLE MATERIAL

TASK 4

- How many of the examples use "eye" as an idiom, and how many use the word "eye" in literal sense as "the organ we see with"?

1. 2. 3. 4. 7. 8. 9. 10. 12

2. 1. 5. 6. 11

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SAMPLE MATERIAL

TASK 5

- Look at task 5 in the handout and answer the following questions by examining concordance lines.

1. be, go, travel, work

2. from

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THANK YOU



García Galphun-Session 1

SESSION 2: Introduction to COCA (In total 1 task)

1. Discussion on the task assigned in the previous session.
2. PowerPoint presentation about the online corpus (COCA) interface & basic functions
3. Tasks designed to gain hands-on experience as a corpus user

Outcomes:

1. Task 1 will be used to make participants familiar with COCA interface.

PowerPoint Presentation

THE CORPUS OF CONTEMPORARY AMERICAN ENGLISH (COCA)

Genes Sulgihan Session 2

OUTLINE

- 1st Step
 - Introduction to the Corpus of Contemporary American English (COCA)
 - Rationale for selection of COCA
 - The basic functions of COCA
- 2nd Step
 - Registration & Practice
 - Tasks

Genes Sulgihan Session 2

WHAT IS COCA?

- The Corpus of Contemporary American English (COCA) was created by Mark Davies in 2008.
- It is one of the largest general corpora in the world.
- It includes more than 560 million words of text (Davies, 2008-).
- It contains data in five different sub-genres: spoken, magazines, newspapers, fiction and academic texts.

Genes Sulgihan Session 2

COCA

Figure 1: Home page

Genes Sulgihan Session 2

WHY COCA?

- Size
- Different genres
- Up-to-date
- User-friendly interface
- Functional (words & phrases)
 - Frequency (overall & in genres)
 - Collocates
 - Compare
 - KWIC
 - Tagged for part of speech information
- Free
 - Available at <https://english-corpora.org/coca/>
 - After 10-15 queries, you need to register an email address.
 - Limited use per day (50)

Genes Sulgihan Session 2

FUNCTIONS OF COCA FREQUENCY

Figure 2: Search in sections

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FUNCTIONS OF COCA FREQUENCY



Figure 4: Frequency in sections & years

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA CONCORDANCE LINES



Figure 5: Concordance lines

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA TEXT



Figure 6: Words context

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA LIST

- You can write the key word and search for the results.
- You can search for all forms of a word (e.g. work, works, working, worked)
 - Search the key word as it is shown below.
 - [work]
- You can use "wildcard" search.
 - e.g. *ness (business, awareness, witness, darkness...)
- You can use POS to search the key word and its collocates.

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA POS

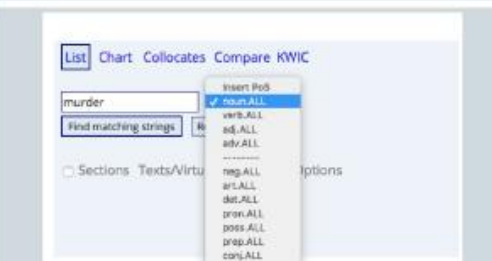


Figure 13: Part of Search steps.

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA COLLOCATES



Figure 7: List of the words collocates with key word

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA COLLOCATES

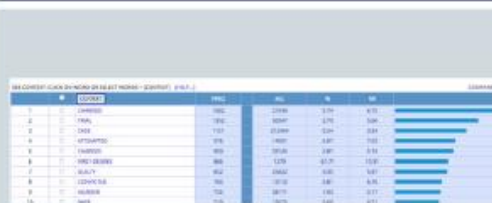


Figure 8: Frequency of the words collocates with key word

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA COMPARE

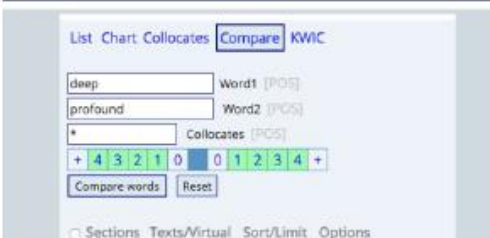


Figure 9: Compare two words that collocates

Source: [Siliphaen, Session 2]

FUNCTIONS OF COCA COMPARE

Line	Text	Frequency	Rank	Text	Frequency	Rank
1	murder	1000	1	murder	1000	1
2	murder	1000	1	murder	1000	1
3	murder	1000	1	murder	1000	1
4	murder	1000	1	murder	1000	1
5	murder	1000	1	murder	1000	1
6	murder	1000	1	murder	1000	1
7	murder	1000	1	murder	1000	1
8	murder	1000	1	murder	1000	1
9	murder	1000	1	murder	1000	1
10	murder	1000	1	murder	1000	1

Figure 10: Compare by word and concordance lines

Source: English-Sources 2

FUNCTIONS OF COCA KWIC

Search for: **murder** [POS]

Options: ☐ Sections ☐ Texts/Virtual ☐ Sort/Limit ☐ Options

Part of speech coloring: **high** **medium** **proper** **verb** **adjective** **adverb** **pronoun** **conjunction** **preposition** **interjection**

Figure 11: Colors of part of speech for key word in context, Shaw (2011)

Source: English-Sources 2

FUNCTIONS OF COCA KWIC

Search for: **murder** [POS]

Options: ☐ Sections ☐ Texts/Virtual ☐ Sort/Limit ☐ Options

Part of speech coloring: **high** **medium** **proper** **verb** **adjective** **adverb** **pronoun** **conjunction** **preposition** **interjection**

Figure 12: Colors of part of speech for key word in context,

Source: English-Sources 2

FUNCTIONS OF COCA PHRASES

Search for: **break the ice** [POS]

Options: ☐ Sections ☐ Texts/Virtual ☐ Sort/Limit ☐ Options

Part of speech coloring: **high** **medium** **proper** **verb** **adjective** **adverb** **pronoun** **conjunction** **preposition** **interjection**

Figure 14: Search for phrases online

Source: English-Sources 2

FUNCTIONS OF COCA PHRASES

Search for: **break the ice** [POS]

Options: ☐ Sections ☐ Texts/Virtual ☐ Sort/Limit ☐ Options

Part of speech coloring: **high** **medium** **proper** **verb** **adjective** **adverb** **pronoun** **conjunction** **preposition** **interjection**

Figure 15: Concordance lines for idioms

Source: English-Sources 2

REFERENCES

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- Shaw, E. M. (2011). *Teaching Vocabulary Through Data-driven Learning*. Brigham Young University

Source: English-Sources 2

THANK YOU



Source: English-World 2

TASK 1

- **Outcome:** To gain hands-on experience in the use of online corpus interface using activities based on COCA.

Exercise A. Read the questions below and search them in COCA to find the answers.

1. a. Find the frequency of the lexical bundles below and put them in order (1-3).
(The lexical bundles below are commonly used in students' writing papers in our context.)

- In my opinion _____
- I believe that _____
- As far as I'm concerned _____

1. b. Search the frequency of each lexical bundle below by genre and put them in order (1-5).

<i>In my opinion</i>	<i>As far as I'm concerned</i>	<i>I believe that</i>
Academic _____	Academic _____	Academic _____
Fiction _____	Fiction _____	Fiction _____
Magazine _____	Magazine _____	Magazine _____
Newspaper _____	Newspaper _____	Newspaper _____
Spoken _____	Spoken _____	Spoken _____

2. Follow the instruction below and find the top three nouns collocate with the word "record".

- Insert "POS" (noun.all) and search for the results. Write them below.
- _____ record
 - _____ record
 - _____ record

3. Follow the steps below and compare the words "say" and "tell" to find what nouns collocate with them.

- Choose "COMPARE".
- Write the word "say" as word 1 and write the word "tell" as word 2.
- Insert "POS" (noun.all) in the blank "collocates".
- Limit your search to the first word on the right.
- Examine the nouns in the top 20 list and write five of them below.

- Say _____
- Tell _____

4. Follow the instructions below to find some patterns about the word "fun".

- Use "KWIC" and search for the word "fun".
 - Analyze concordance lines on the screen.
 - Read the questions and write the answers below.
- Which verb collocates with the word "fun" the most? _____
 - Which prepositions precede the word "fun"? _____
 - Which prepositions come after the word "fun" the most? _____

5. Follow the instructions below.

- Use “LIST” and search for the word “*run*”.
- Analyze concordance lines on the screen.
- Find three different uses of the word “*run*”.
- Write the concordance lines you’ve found with the meaning of the word and its part of speech.

<i>Meaning/ Part of Speech</i>	<i>Sample concordance line you’ve found</i>
1.	
2.	
3.	

SESSION 3: How to use concordance lines in classrooms: Lexical items (In total 8 tasks)

1. Discussion on the participants' classroom practices in vocabulary instruction
2. Corpus-based materials
3. PowerPoint presentation on corpus-based material preparation process

Outcomes:

1. Task 1 will be used to explore participants' classroom practices in vocabulary instruction and prepare them for the sessions' topic.
2. Task 2 will be used to show how corpora can be used with students via computer.
3. Tasks 3-4-5-6-7 will be used to show how online corpora can be brought to classrooms as printouts through various activity types
4. Task 8 will be used to make participants have hands-on experience in preparing corpus-based materials to teach lexical items.

TASK 1

- **Outcome:** To explore participants' actual practices in vocabulary instruction through discussion questions.

Exercise A. Read the questions and write your answers below.

1. What strategies do you use to present new lexical items?

2. What kind of exercises do you use/ prepare to practice new lexical items?

3. What are the challenges you experience in teaching lexical items in your context?

4. Which lexical items are the most problematic for the students in your context?

5. Do you think that teachers may benefit from corpus data to teach lexical items? Why? Why not?

TASK 2

Outcome(s):

- To raise awareness on how to exploit online corpora via computer in the role of language learners through sample activities prepared by the teacher/researcher.
- To identify the form and meaning of given words in the sample units by analyzing concordance lines that they have found in COCA.

(Target words are selected from the textbook intermediate) so that participants can be informed how to use COCA directly with their students in their own teaching context.)

Exercise A. Read the questions below and search them in COCA to find the answers.

1) question/ wonder

➤ Search for Question*

- Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).
- Identify the part of speech in each concordance line that you have found.
 - In the 1st concordance line, the word _____ is a/an _____.
 - In the 2nd concordance line the word _____ is a/an _____.

➤ Search for Wonder*

- Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).
- Write down the sentences in which the words appear.

- Generally, the word (as a verb) *wonder* takes the preposition: _____

2) discuss/ debate

a) Search for Discuss*

- Analyze concordance lines.
- Generally, the word collocates with the noun: _____

b) Search for Debate*

- Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).
- Generally, the word takes the preposition: _____

3) respond/ reply

a) Search for Respond*

- Analyze concordance lines.
- Generally, the word is used with the preposition: _____

b) Search for Reply*

- Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).
- Identify the part of speech in each concordance line.
 - In the 1st concordance line, the word _____ is a/an _____
 - In the 2nd concordance line the word _____ is a/an _____
- Generally, the word (as a verb) is used with the noun: _____.

4) research/ investigate

➤ Search for Research*

- Analyze concordance lines. Identify the part of speech of this word. _____
- The word collocates with the verb: _____

- Search for *Investigate**
 - Analyze concordance lines.
 - Generally, the word collocates with the noun: _____

5) inquire/ look into

- Search for *Inquire**
 - Analyze concordance lines.
 - Generally, the word *inquire* takes the preposition: _____
- Search for *Look into**
 - Analyze concordance lines.
 - Generally, the word collocates with the noun: _____

6) argue/ quarrel

- Search for *Argue**
 - Analyze concordance lines.
 - The word can take the prepositions: _____
- Search for *Quarrel**
 - Find two different concordance lines in which the word is used in a different part of speech (e.g., as a noun and as a verb).
 - Identify the part of speech in each concordance line.
 - In the 1st concordance line, the word _____ is a/an _____
 - In the 2nd concordance line the word _____ is a/an _____
 - The word generally collocates with the verb: _____

TASK 3

- **Outcome:**
- To practice words in the unit by using printout worksheet that consists of concordance lines from COCA.
- To distinguish confusing words in the unit by analyzing concordance lines in the worksheet.

(Target words are selected from the textbook (intermediate) as they are confusing words which can be appropriate for the use of corpus.)

(All lines are from newspapers in COCA as the language can be simpler for students.)

Exercise A. Analyze the concordance lines below and answer the questions below.

- Circle the correct word. **Job or work?**

1. ...there are also more fundamental issues related to incomes and **job/work** opportunities that split California into a two-speed economy.
2. ...said he was troubled by the damage. " I would not **job/work** with them after that, " he said. " I would not refer...
3. ...health insurance and rent. I saw two options. Get a **job/work** return my advance and abandon two years' worth of work...
4. ...told an unnamed colleague she feared she would lose her **job/work** if she reported the incident. Another unnamed person reported Moulton...
5. ...at his home to discuss why he was late to **job/work**, the station reported. The victim told the sheriff's office...
6. ...grown-up, he said. He's been doing a lot of **job/work** around the house, finishing the kitchen project his dad started.

- Write the part of speech of the target words above.

- Look at the lines above. Which word can be used in plural? _____

➤ *Circle the correct word. **Borrow or Lend?***

1. ...a four-year bankruptcy process, persuaded a local banker to **borrow/lend** them \$2 million to buy the company, and eventually won...
2. ...your current and future financial security. After all, you can **borrow/lend** money for college, but not for retirement. Once you...
3. ...Have you even read the U.S. Constitution? I will gladly **borrow/lend** you my copy. He pulled a copy of the Constitution...
4. ...projects nationwide, pushing developers to invest more money and to **borrow/lend** from smaller regional banks at higher interest rates. " We've...
5. ...community, a family. We knocked on each other's doors to **borrow/lend** sugar. Responsible adults take care of their own first and...
6. ...Goya's print cycle, " Los Caprichos, " last year and agreed to **borrow/lend** it to the Seattle Art Museum, SAM curator Chiyo Ishikawa...

➤ Look at the lines above. Write their meaning in English.

➤ *Circle the correct word. **Fun or Funny?***

1. It's a delightful glimpse into the past. Some are serious, some are **fun/funny** " said Victoria Strickland-Cordial, Chesapeake Public Libraries director, upon viewing the exhibit...
2. ...job is exotic to them. I professionally make people laugh. That's a **fun/funny** thing.' The study could help explain why more New York women are...
3. ...a way to connect with her comics-loving fans. " It's such a **fun/funny** show, " she says. " I tell a few Wonder Woman stories,...
4. ...a joke related to stress. Frazier did not find the joke **fun/funny** and the union who represent her called OHSU's response...
5. ...common interests. He's been doing some triathlons. He has a **fun/funny** accent, which I don't. I think I talk normal. I really...
6. ...a weekend away in Portland, catch up with family, have some **fun/funny** and meet some people who are doing the same thing...

➤ Write the part of speech of the target words above.

➤ Look at the lines above. Write the synonyms of the target words.

➤ *Circle the correct word. **Miss or Lose?***

1. As a starter, you can kind of play with your pitches. If you **miss/lose** you adjust. You go attack again, " Berrios said. " As...
2. What about my job? If I can't go back soon, I'll **miss/lose** everything. "Michael D. Shear reported from Washington, and Nicholas Kulish and...
3. ...including a backhoe, and led a careful examination of the land " not to **miss/lose** the tiniest piece of evidence, " the county's district attorney, Matthew D.
4. ...because it was inappropriate and that Lovera could **miss/lose** his job or go to jail, Murillo said. Not long after,...
5. ...families and communities. We cannot afford to stand by indifferently and **miss/lose** a generation of children. We must continue to search for...
6. ...our explanation and make sure you're subscribed on a podcast platform so you never **miss/lose** an episode of Buckeye Talk.

➤ Look at the lines above. Which word is described below?
o To fail to do or experience sth. often planned or expected:

➤ Which words might be their antonyms?

Miss

Lose

➤ Circle the correct word. Listen or Hear?

1. ...it certainly will not be my last. The willingness of the City Council to listen/hear to us and offer real solutions was such a positive experience that I am eager...
2. It's the first time an appeals court will listen/hear arguments on the revised travel ban, which is likely destined...
3. ...song, or movie, but just a license that allows them to read, listen/hear, or watch under limited circumstances. Consumers don't know this because the button...
4. I thought it was fireworks maybe, but around here, you listen/hear gunshots a lot," he said." Next time, cops are everywhere...
5. ...in their new location at Marshall High. " The district is continuing to listen/hear to the concerns of parents, teachers, staff and administrators as we determine the...
6. ...friends crowded into a theater full of people eager to listen/hear a story about a bookish, shy girl who just wants...

➤ Look at the lines above. Explain the difference between "hear and listen" in English.

➤ Which one is generally used with a preposition? _____.

TASK 4

- **Outcome(s):**
- To identify different uses of "get" by matching sentence concordances with the correct definition in the activity.

(Target word and usages are selected from the textbook- (intermediate) as the corpus data can provide a better understanding of the word "get")

Exercise A. Analyze the concordance lines taken from COCA. Match them with the correct use of "get" in the chart and write the number of each sentence.

<u>to obtain</u>	<u>to receive</u>	<u>to buy</u>	<u>to reach/ arrive at a place</u>	<u>+adjective</u>	<u>phrasal verb</u>

1. They're part of the underground, criminal underground, so they know how to **get** away with this. I mean, a lot of these guys came out of prison.
2. You had to pass in and out of his room to **get** to the kitchen.
3. Come and play for me four years, and you'll **get** your degree and reach at least one Final Four.
4. She alerted the police. They were able to **get** there and take him into the custody.
5. *Erin:* Didn't you have to lie to **get** that job?
Christian: Not necessarily.
6. Investigator Betancourt wants to drive back tonight before the roads **get** too bad.
7. The subtitle of my book was a Hip-Hop Theory of Justice. And I would always **get** these questions- what about hip-hop artists? Are they involved in the struggle?
8. It is easier to **get** excited about your own ideas rather than someone else's even if experts generate the ideas.
9. Students would have the opportunity to hear from a spectrum of entrepreneurs and **get** feedback on their own business model.
10. There was enough dislike for this man that it seemed moral and upright to **get** rid of him.
11. The only downside was he'd gone way over his budget to **get** the car, even though with its 435-horsepower engine, the model in this good condition usually sold for more than \$300,000.
12. It is a mistake for Sarah Palin to **get** into an extended argument with a late-night comedian.
13. She says "I just always wanted to **get** this for you, and when were together, I couldn't afford it".
14. I've been helping the neighbors **get** some D batteries. I've spent my morning driving around trying to find some.
15. Rebekah says her only salvation may be a federal program called Job Corps, a boarding school for troubled youth that will **get** her a high school diploma and teach her trade.

TASK 5

▪ Outcome(s):

- To select the meaning of adjectives about feelings by analyzing given sentence concordances in a multiple-choice activity.

(Target words are selected from the textbook (pre-intermediate) as the corpus data can help learners to identify their meaning and use in real life context)

Exercise A. Read sentence concordances taken from COCA. Choose the closest meaning of given adjectives.

1. Confused (adj)

- In writing workshops, students often get CONFUSED when they talk about plot. They think of plot as a freestanding structure into which characters can be inserted. What they're really talking about is a situation, not plot.
 - He was breathing fast, CONFUSED and not knowing what he said, in a sweat, a sensation like something cold and molten pouring over him.
 - I'm still so CONFUSED and desperate that I don't know where to start to describe those three or four extraordinary days.
- Confused in the sentences refers to:
- a. full of enjoyment
 - b. very serious or bad
 - c. not clear; unable to understand something

2. Nervous (adj)

- The conversation went dead again. She seemed NERVOUS and he felt awkward about it.
 - When we arrived, the rookie Phil Rizzuto seems a little bit NERVOUS. In 48 hours he'll give the most important speech of his life.
 - The president appears NERVOUS and excited when he announces, "We are not alone".
- Nervous in the sentences refers to:
- a. worried about sth, unable to relax
 - b. not interesting
 - c. happy and positive

3. Amazed (adj)

- Marilyn says her students are AMAZED at how much they learn about their spending habits even after one week of tracking.
 - You'd be AMAZED to find out what goes on places like this.
 - I was AMAZED when John Sununu took a limousine in the heat of the summer and drove from Washington to New York.
- Amazed in the sentences refers to:
- a. very frightened
 - b. extremely pleased
 - c. extremely surprised

4. Bored (Adj)

- I got BORED easily and sometimes I did things to pass time the time.
 - He wouldn't even sit still long enough to watch sports on TV. He got BORED. He preferred to be out in the yard playing sports.
 - A: What made you decide to go red?
B: No special reason. I was BORED with being blond.
A: You're the only woman I know who could get tired of being blond.
- Bored in the sentences refers to:
- a. feeling unhappy because you are thinking about problems
 - b. feeling unhappy because something is not interesting
 - c. feeling that you need to rest

TASK 6

▪ Outcome(s):

- To define patterns of an unknown word by analyzing concordance lines retrieved from COCA.

(Target word is selected from the textbook (pre-intermediate) as the corpus data can help learners to identify the use of this word in real life context)

Exercise A. Analyze the concordance lines below and answer the following questions. They will help you find patterns either in the left or right context (KWIC).

...less likely . We 'd heard a lot of rumor and **gossip** about Juliet, but we 'd heard nothing about Pauline , and...
...and their topics of conversation were limited to TV dramas and **gossip** about their children 's teachers , so she ...
...s brother - married Hamlet 's mother . There is much **gossip** about these events , and Hamlet is very upset .
...did gossip about us , and I knew that I 'd **gossip** about us if I were someone else . For a brief moment...
...younger, but also now, dealing with a lot of **gossip** and rumors about your life, and how have you coped with...
...got down to work . Raymie is a geyser of **gossip** and hard news, a Wife of Bath ; she knows people...
Her extramarital antics were a source of **gossip** and shame that affected the entire George family...
What were they thinking? 'It is what make **gossip** and what makes afternoon and evening TV work, "he said...
...novels . She was never sneaky , for she openly gathered **gossip** and you could see her editing it in advance with a little
...if you have enough money. TAIBBI: (Voiceover)The Hamptons **gossip** columnist, who calls himself " Sudsy, " says he did...
...him for a handshake or an autograph. For a local **gossip** columnist he puts down his Diet Coke and poses for a...
...There they are, smiling and waving, posing with a **gossip** columnist from - I don't know -Paraguay. Occasionally ,...
...places to juggle, a few bruised were inevitable –setting **gossip** columns abuzz with rumors of supposed slights and rebuffs.
...a celebrity executive - one whose name frequently shows up in **gossip** columns. Gossip also is paying off handsomely for his ...
...to 36-year-old supermodel Christina Estrada. It is the stuff of **gossip** columns. #Lately, he 's been a busy sprite ,...
...his profession and the wife could be unafraid of whispered **gossip** in the market. # By the end of 157, an...
...I 'll save you a program and tell you all the **gossip** in the morning. " " Oh, I do wish I...
...to journalism. So closely was Winchell identified with **gossip** in the late twenties and thirties that many readers thought it...
...to admire their mistresses' long legs in short tutus. **Gossip** in the dressing room usually centered on ballerinas who had...
...faces to the warming sun." To an Italian, **gossip** is second only to religion in order of importance. The better...
...while trading voluminous amounts of news and **gossip** was one of the wonders of ' modern physiology. Yet it...
...hat she would bring a sizable dowry, which meant the **gossip** was as wrong as always . " Francis ! " Arising...

1. Look at the concordance lines above. Is gossip a verb or noun? Which one is more frequently used in this body of data?

2. Look at the right context of the word. Which preposition is commonly used with “gossip”?

3. Look at the right context of the word. When is it used with the preposition “in”?

4. Which job collocates with the word “gossip”?

5. Look at the data. Which nouns frequently collocate with the word “gossip”?

6. In what kind of texts/sections do you think you are more likely to find the word “gossip”? Put them in order from the most frequent to the least one.

Academic	
Fiction	
Magazine	
Newspaper	
Spoken	

TASK 7

- **Outcome(s):**
- To determine the key word in the worksheet which is based on concordance lines retrieved from COCA.

Notes to the teacher:

- (1) This activity can be used as a warm-up activity in the classroom. The key word may be chosen from the previous lessons/ new unit.
- (2) it might be used as the last activity of the lesson/day to practice words in the lesson plan.

Exercise A. Look at the concordance lines below and find the key word.

1. _____

... a large scale in periods of peace and war. The _____ of the automobile and the airplane led to technology-intensive ... which led to the Scientific Revolution and the _____ of aircraft and computers. The latter has led to the Third Wave, ... in the Victorian Age. Electricity was such a new _____ and even, you know, Houdini used to experiment with it, and ... the soft-spoken Midwesterner says, " This is my _____. I got a patent and decided to exercise my rights. " #
... Tim Berners-Lee, never made money on his _____, which revolutionized the computer world?

2. _____

...literature, be it fiction, poetry, or theater. However, the _____ include any piece of writing on a subject, from ... them using another (e.g. records of political disputes and _____ of election records) and it analyzes "systematically... Hamilton wrote, in agreement with Locke. Contemporary _____ studies have also identified vocabulary recognition as. In order to carry out the search of negative words of the _____ analyzed, a classification of negative words... to tackle these challenging tasks, high quality annotated _____ are needed for use as a training set....

TASK 8 (Assignment)

- **Outcome(s):**
- To make participants have hands-on experience in preparing corpus-based materials through the following assignment.
 - Design a corpus-based material for the lexical items at any proficiency level that you want. Take notes based on the following elements. Prepare your material accordingly and please bring it to the next session.
 - Language proficiency level _____
 - Aim of the activity (presenting new lexical items, or practice) _____
 - Target lexical items _____
 - Activity type (e.g. multiple-choice, matching, gap-filling, etc.) _____

PowerPoint Presentation

HOW TO PREPARE CORPUS-BASED MATERIALS FOR VOCABULARY INSTRUCTION

Genève Colloquium-Session 3

STEP 1

- Determine the outcome of the activity.

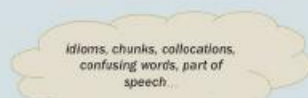


Genève Colloquium-Session 3

STEP 2

Decide how to get benefit from corpus data in your own context.

- As a reference and authentic data to design your materials (frequency and real life examples)
- As language data that must be analyzed to discover some patterns.



Genève Colloquium-Session 3

STEP 3

- Decide the type of the activity for vocabulary instruction.

- It is possible to design various types of materials in which students need to analyze concordance lines.

- Decision-making tasks
 - Identifying (finding words, patterns)
 - Selecting (crossing out)
 - Matching (synonyms, definition)
 - Sorting (categorizing)
 - Sequencing and ranking (putting in order)

- Production tasks (gap fills, written or spoken tasks based on the patterns concluded from concordances)

Thornbury, 2002

Genève Colloquium-Session 3

STEP 4

- Decide what type of corpus you're going to use (written or spoken/ both).

- You can even select concordance lines based on different genres.
- This can be a way of sorting your search and save time.

(E.g. concordances, retrieved from magazines and newspapers, may be more appropriate for low level students)

SPOKEN
FICTION
MAGAZINE
NEWSPAPER
ACADEMIC

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STEP 5

- Scan concordance lines carefully to find the best samples for the aim of your activity in your teaching context.



Genève Colloquium-Session 3

STEP 6

- Decide the layout of the worksheet depending on your students' proficiency level.

- The printout format may be :

- Sentence concordance
- Concordance lines

Genève Colloquium-Session 3

REFERENCES

- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.

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**SESSION 4: Sharing participants' corpus-based materials on lexical items & Discussion
(In total 1 task)**

Outcomes:

1. Task 1 will be used to exchange ideas on participants' experience on corpus-based material preparation process.

TASK 1

- **Outcome:** To share the corpus-based materials to teach lexical items which are prepared by the participants and reflect on this experience through discussions.

Exercise A. Read the questions below and write your answers in the given blanks.

1. Which level did you prepare the material for? Why?

2. What lexical items did you choose for the material you prepared? Why?

3. How did you select concordance lines? Which features of COCA did you use to prepare the material? What are your criteria?

4. Did you have any difficulty in preparing the material? If yes, please explain.

SESSION 5: How to use concordance lines in classrooms: Grammatical structures (In total 6 tasks)

1. Discussion on participants' classroom practices in grammar instruction
2. Corpus-based materials

Outcomes:

1. Task 1 will be used to explore participants' classroom practices in grammar instruction and prepare them for the session's topic.
2. Tasks 2-3-4-5 will be used to show how online corpora can be brought to classrooms in the printout format through various activity types
3. Task 6 will be used to make participants have hands-on experience in preparing corpus-based materials to teach grammatical structures.

TASK 1

- **Outcome:** To explore participants' actual practices in grammar instruction through discussion questions.

Exercise A. Read the questions and write your answers below.

1. What do you use as a reference to teach grammatical structures?

2. How do you teach grammatical structures?

3. What kind of exercises do you use/ prepare to practice grammatical structures?

4. Do you think that teachers may benefit from corpus data to teach grammatical structures? Why?/Why not?

TASK 2

- **Outcome:** To recognize the form and meaning of present/past passive voice by analyzing concordance lines retrieved from COCA.

(Target structure is selected from the textbook (pre-intermediate) as the corpus data can help learners to identify its use in real life context)

Exercise A. Analyze the concordance lines below and answer the following questions.

...presentation to peers and written presentations that are assessed by academics in the hypothetical role of manager or...
...director of United States business development, the product is made by an Irish company and is used mainly in Europe and...
...species of reptiles (animals such as lizards and snake) are found around the world and about 150 to 200 new species are...
...left of the science laboratory. When it rains, classes are canceled because the roof is damaged by mortar blasts and it...
U.S. military says a serviceman is killed when a Marine convoy is hit by allied cluster bombs, bringing to 12 the number of...
...in a sharp, painful breath. " Well, I am known for my persuasiveness. But I prefer to think of it...
...limitations, it was difficult to ensure that questionnaires were completed at the fourth and last sessions. As a result...
" I could not wear the uniform. I was fined a quarter at every weekly meeting. When the Brownie leader...
...data from Iraqi morgues, suggests that 42,619 Iraqi civilians were killed by violence between March 19, 2003, and July 31...
...events. It was not until 1969 that robust analytical techniques were used for drug detection in sports, and since then, both...
...ethics lawyer under George W. Bush. # The Bernstein news was reported this weekend in The Guardian, after first appearing on...
...nation's colleges and universities. " # First Team members were selected from 604 nominees by educational professionals in a...

1. Look at the underlined parts and circle the word(s) in the subject position in each line.

2. Do the words you circled perform the action?

3. Why/When do we use passive voice?

4. Look at the data above.

We use "by" when

5. How do we form passive voice in a sentence?

TASK 3

- **Outcome:** To identify the use of “*since*” and “*for*” with present perfect tense by analyzing concordance lines retrieved from COCA.

(Target structure is selected from the textbook- pre-intermediate as the corpus data can help learners to identify its use in real life context)

Exercise A. Analyze the concordance lines below and circle the correct option.

...the eastern shores of the Adriatic Sea, the city has been an important seaport since the Middle Ages. 44 In 1992, when Yugoslavia...
...to Koistinen in recent times. Indeed, it has been more than a decade since it was last cited in a case. See Marine Solution Servs., Inc. v....
...of assisted passage by Australia Finnish immigration petered out in the early 1970's. Since then it has mostly been professionals of...
...has instituted major revisions to the process (Steinzor et al, 2009). Since 2004, revisions to the IRIS process have given peer reviewers...
Ecorse has experienced an enduring economic decline since World War II. As one of Detroit's industrial, inner-ring suburbs, Ecorse...
...she said. # Layney has been in Scouting since the first grade, and is the daughter of Rick and Nancy Duncan of Little...
...is doing well at school, mostly. She has known how to read ever since she was three. Frances loves to read but struggles to speak, or to...
...to battle the kind of special interest legislation that the Court has tolerated for more than forty years. In short, the Supreme Court...
...times. I think there's great respect. We've been friends for a long time. # "When he was here at Tulsa, we played them over...
...caught his arm. " My god, I haven't seen you for ages. " # Without pausing in his cleaning, keenly aware of the security camera...
...but you have not forgotten what you have done for many years and for many hours every week using an instrument...
...They're from Holland, Michigan. They've been married for three years. She's a teacher on school break. AL ROKER: And couple...
...husband was taking a professional risk. Now that you've been there for six months and people are well aware of your presence there

1. Which tense is used with *since/for* in the given examples above?

2. We use *since* ...

- a. to talk about a period of time (how long)
- b. to talk about a point in time (when something started)

3. We use *for* ...

- a. to talk about a period of time (how long)
- b. to talk about a point in time (when something started)

TASK 4

- **Outcome:** To identify the functions of “*can*” with the help of dialogues extracted from COCA.

(Extracts are extracted from spoken genre of COCA as the corpus provides authentic data.)

Exercise A. Look at the uses of “*can*” in the excerpts from spoken COCA. Match the numbers with the functions.

Ability	Possibility	Request	Permission

(The source of this excerpt is a radio show: "ASK ME ANOTHER, which includes trivia, comedy and celebrity guests")

OPHIRA: What was Rudolph Hass' main job?

JASON: Whew, I do not know. Can I ask the puzzle guru? (1)

OPHIRA: Yeah.

GREG: (2) I can give you a hint. Yes, his job involved delivering things to people.

JASON: I'm going to say he was a mailman.

OPHIRA: That is correct.

JASON: Yes.

(The source of this excerpt is a radio show: "Wait Wait... Don't Tell Me, which is a quiz program aiming to find out the real news.)

PETER: Welcome to the show, Mark. You're going to play Who's Bill This Time. Bill Kurtis is going to read for you three quotations from the week's news. (3) If you can correctly identify or explain two of them, you'll win our prize - the voice of your choice on your voicemail. You ready to play?

MARK: Sure.

PETER: All right. Here is your first quote.

BILL KURTIS: "You're probably going to hear a lot of screaming going on in speeches this week."

PETER: That was Senator Mike Enzi...

(The source of this excerpt is a radio show: "Ted Radio Hour", which is on the following title, Would Work Improve If You Knew What Your Colleagues Get Paid?)

GUY: On the show today, transparency - ideas about how more honesty and openness could radically change our governments, our businesses, our institutions for the better or maybe for the worse. So I have a question for you, David.

DAVID: Yeah?

GUY: How much do you get paid?

DAVID: (Laughter). So I have trouble with this question. I don't have a salary anymore. (4) I can tell you the last salary I got was \$64,000 a year. But I'm kind of in this writer life. I don't know how to answer the question because I piece it together from so many different places.

GUY: Here's David Burkus' take from the TED stage.

DAVID: At work, how much do you think the person sitting in the cubicle or the desk next to you gets paid? Do you know? Should you know? Notice, it's a little uncomfortable for me..

(The source of this excerpt is a show: "CBS This morning" guides people about financial issues.)

GAYLE: Nine thousand six hundred dollars you said?

DAVID: The average American right. Ninety-six hundred dollars in debt on your credit card. The main thing to know is that you can call the credit card company and ask them to lower the rate. If you explain to them that you have a plan to pay it off, I'm getting a new job, I'm working harder. By September I'll have it taken care of, (4) can you help me out? They will help you out. They don't want us to fail.

GAYLE: Just asking?

DAVID: Just ask. Call up and –

GAYLE: Another thing I thought was great in the book, David, is you said, don't spend money on things, spend money on experiences. That's such a good note on this holiday weekend.

DAVID: Yeah, that's what science says...

(The source of this excerpt is a radio show: "Fresh Air". The following section is on Woody Allen's new film.)

TERRY: I'm Terry Gross, and this is FRESH AIR (Soundbite-of-music). I'm Terry Gross back with Woody Allen. His new film, "Whatever Works," stars Larry David in a role Allen originally wrote for Zero Mostel. Allen wrote the screenplay in the 70s. Back in the 70s, when Woody Allen starred in several

of his films, you couldn't help but wonder how closely the screenplays resembled autobiography. (5)
Can you describe the neighborhood you grew up in? A lot of people imagine you growing up under the rollercoaster in Coney Island... (Soundbite-of-laugh)

GROSS:... like your character in " Annie Hall. "

Mr-WOODY-ALLEN-1A: Right. Right. People think that. They, no I grew up in a very nice section of Brooklyn called Flatbush. And when I grew up there it was a lovely, you know it was a lovely section. I mean there were, there was ball field, and playgrounds.

(The source of this excerpt is a TV show on CNN: "PRIMETIME JUSTICE WITH ASHLEIGH BANFIELD which focuses on the day's legal and social issues.")

BANFIELD: Where's the little girl right now?

BARON: In the custody, in Connecticut. They're trying to find a family member or someone. She spoke very little English, which isn't a problem. A lot of the Port Authority police in New York **can** speak two languages (6), so there was really no barrier there. But your heart breaks for this little girl because she could end up a ward of the state of Connecticut unless something happens with her. But she has been incredibly brave to this point.

TASK 5

- **Outcome:** To recognize the form and use of "indirect questions" by analyzing concordance lines retrieved from COCA.

(Target structure is from the textbook as more advanced learners may benefit from corpus data in an effective way.)

Exercise A. Look at the concordance lines from COCA and answer the following questions.

- (1)... she turned to her mother. " **Do you know** how much candy the Lake Eden Players sold at their performance last year? "...
- (2)... " I haven't talked to Leah for a while. **Do you know** how things are going with her and Adam? " # " I dropped by...
- (3)" He shifted his weight from one foot to the other. " **Do you know** how the fire got started? " # John shook his head. "...
- (4)...So he just talked. He asked Nicholas questions. **Do you know** what's going on? # The man looked anguished.
- (5)... # Excuse me? **Could you tell me** how we get to Runyon Canyon? LAURA-SCHNEIDER# Do you know where Runyon is...
- (6)... I really like the jeans he's wearing on the cover. **Could you tell me** what they are and where I can buy them?
- (7) All participants were asked a series of general questions such as " **Could you tell me** how an athlete improves or makes progress in your sport?
- (8)...said. " And I don't mean to be rude, but **could you tell me** where we are? " " In my office, " she said in...
- (9)...H: I don't even remember that. R: **Could you tell me** what you had for lunch today? H: I don't know,
- (10) And it's really interesting. And **I was wondering** why you did a World War I book? It's fiction, I should
- (11) ..., just unusual behavior. You know, just wondering- - **I was wondering** what he is doing...
- (12)...age to open an account? As a concerned father, **I would like to know** what you can do to check the age of children.
- (13)... Joining us from Florida, Brit Hume. **Do you have any idea** what Meryl Streep was trying to say there, Brit?
- (14) # I'm going -- Take a look at this. **Do you have any idea** which Fox News host this is? Wow, it's a book character.
- (15)...swiveling his chair to move it a little closer. " **Do you have any idea** what the meeting is about today? " # " Non, " I answered

1. Look at the underlined parts above. Are these questions direct or indirect?

2. Read the lines above and analyze them. Why do we use indirect questions?

3. How do we form indirect questions?

TASK 6 (Assignment)

- **Outcome(s):**
- To make participants have hands-on experience in preparing corpus-based materials through the following assignment.
 - Design a corpus-based material for the grammatical structures at any proficiency level that you want. Take notes based on the following elements. Prepare your material accordingly and please bring it to the next session.
 - Language proficiency level _____
 - Aim of the activity (presenting new structures, or practice) _____
 - Target grammatical structures _____
 - Activity type (e.g. multiple-choice, matching, gap-filling, etc.) _____

SESSION 6: Sharing participants' corpus-based materials on grammatical structures & Discussion (In total 1 task)

Outcomes:

1. Task 1 will be used to exchange ideas on participants' experience on corpus-based material preparation process.

TASK 1

- **Outcome:** To share the corpus-based materials to teach grammatical structures which are prepared by the participants and reflect on this experience through discussions.

Exercise A. Read the questions below and write your answers in the given blanks.

1. Which level did you prepare the material for? Why?

2. What structure did you choose to teach through corpus-based materials? Why?

3. How did you select concordance lines? Which features of COCA did you use to prepare the material? What are your criteria?

4. Did you have any difficulty in preparing the material? If yes, please explain.

SESSION 7: How to use concordance lines in classrooms: Error correction (In total 5 tasks)

1. Discussion on participants' classroom practices in grammar instruction
2. Corpus-based materials

Outcomes:

1. Task 1 will be used to explore participants' classroom practices in error correction and prepare them for the sessions' topic.
2. Tasks 2-3-4 will be used to show how online corpora can be brought to classrooms through various activity types
3. Task 5 will be used to make participants have hands-on experience in preparing corpus-based materials for error correction purposes.

TASK 1

- **Outcome:** To explore participants' actual practices in error correction through discussion questions.

Exercise A. Read the questions and write your answers below.

1. What are the most common errors you've found in students' writing?

2. How do you give feedback on students' errors in writing? (E.g. giving explicit feedback, using correction codes, etc.) Why?

3. What kind of problems do you have while giving feedback?

4. Do you think that the feedback provided by the teacher is useful for students to correct their errors? Why/Why not?

5. Do you think that using corpus data may be beneficial in error correction? If yes, please explain.

TASK 2

- **Outcome:** To recognize the errors found in writing papers by analyzing concordance lines through corpus-based materials.

Notes to the teacher:

(1) *This activity can be used for common errors detected in students' assignments or in-class writing activities.*

(The incorrect sentences were taken from pre-intermediate students' writing papers.)

Exercise A. Look at the concordance lines retrieved from COCA. Correct the mistakes in the following sentences.

1.

...looking for someone to oversee or keep an eye on her **because** we're all making the film.' That guy Bobby...
...he can't drink coffee for a quick jolt during the game **because** it might affect his stomach, so he has turned to...
...what makes this category fun and useful. **Because** it weighs less than half a pound, you don't have to...
...for gathering accurate polling information, in large part **because** anyone can read your tweet and reply to it.
...a credit, Philadelphia can minimize its loss of revenue **because** the credit will only be applicable when a...

It is necessary for some websites. Because some people can share illegal content on social media.

2.

...when politicians -- presidential candidates **go abroad**, they have meetings with local leaders...
...to get out fast # If you simply can't wait to **go abroad**, look into jobs that will take you out of the country...
...mainly to learn English, since they planned to **go abroad** for professional school or graduate work.
... students stayed at their countries and did not **go abroad**, they would not be able to have...
...our growing economy, it is now easy for us to **go abroad** for studies or work, thereby making it possible for us...

You can improve your English when you go to abroad.

3.

...social historian would choose to scale twice. **This connects** to a dilemma for any movie lover -- the choice about
...researcher for TACC and lead author on the paper. "**This gives** radiologists and other clinical staff the means to....
...real dog's life in danger while filming the movie. **This comes** from TMZ (via Consequence Of Sound), ...
...to rotate the rocket between 120 and 180 degrees. **This aims** the rocket toward the drone ship. The booster is....
... for about 15 minutes on low to medium heat. **This relaxes** the fabric and releases odors. # Prevent wrinkles....

This cause air pollution.

4.

...through photographs and text children are shown how to **do experiments** that explore different kinds of energy.
...to remove negative ideas from the brain. We've **done experiments** on monkeys, but never on humans.
...,using our oceans in the Gulf of Mexico for that. We're **doing experiments** there now, research. There's so much but all
...take all the safety precautions?... # " If you're going to **do experiments**, fine. But don't allow people to live in and

Scientists shouldn't make experiments on animals.

TASK 3

- **Outcome:** To correct the lexical and/or grammar errors in writing papers by analyzing concordance lines on COCA via computer.

Notes to the teacher:

(1) This activity requires the direct use of COCA via computer by students in a more controlled way as error correction codes are given.

(2) Students should be introduced COCA beforehand to be able to complete this task.

(The following excerpts were taken from elementary students' writing papers.)

Exercise A. Look at the underlined parts and correct the mistakes with the help of COCA.

- Write the key word you're going to search and list the results.
- Analyze concordance lines.
- Correct the mistakes.

Women have more responsibilities than men because women go to work. They also do housework and look after their children in home. Firstly they wash the dishes, cook for dinner, do the cleaning in home, such as sweep the floor, do the dusting, do the ironing. Then they look after their children. For instance, they make food and feed to the children. Women are sincerer for their children because they are mothers. Actually daughters tell more things their mothers because women are more understanding than men. Women sometimes get divorce their husband and they stay alone, but nevertheless all women is strong. For these reason, I think women have more responsibilities than man.

Error correction codes	
• Wprep	wrong preposition usage
• WF	wrong form usage
• WW	wrong word usage
• WO	wrong word order
• Missing W	missing word
• Unnecessary W	unnecessary word
• Plu.	singular/plural form
• Agr.	subject-verb agreement

TASK 4

- **Outcome:** To correct the lexical and/or grammar errors in writing papers by analyzing concordance lines on COCA via computer.

Notes to the teacher:

(1) This activity requires the direct use of COCA by students in a freer way.

(2) Students should be introduced COCA beforehand to be able to complete this task.

(The following excerpts were taken from pre-intermediate students' writing papers.)

Exercise A. Look at the underlined parts and correct the mistakes with the help of COCA by following the steps.

- Write the key word (in the underlined parts) and search it on COCA.
- Analyze concordance lines.
- Correct the mistakes.

1.

Firstly, when people go abroad, they can miss their family. They feel homesick so it can effect (a) them badly. Moreover, learning a language abroad might be bad for their badget (b). Living abroad is a bit expensive. Also, we can miss our meals and our culture. We can find new culture stranger (c).

a. _____

b. _____

c. _____

2.

Firstly, when students begin university life far away from their family, they learn their hidden talents (a) easily. For example, they can attend university clubs to be social and make more friends. In addition to (b), sometimes they don't have enough money to eat out so they have to cook own dinner(c). Thus students explore and develop their unknown sides easily.

a. _____

b. _____

c. _____

TASK 5 (Assignment)

- **Outcome(s):**
- To make participants have hands-on experience in preparing corpus-based materials through the following assignment.
 - Design a corpus-based material for any proficiency level that you want and prepare this material based on the areas covered in today's session. Take notes based on the following elements. Prepare your material accordingly and please bring it to the next session.
 - Language proficiency level _____
 - Aim of the activity _____
 - Target lexical items/structures _____
 - Activity type (computer-based or paper-based) _____

SESSION 8: Sharing participants' corpus-based materials on error correction & Discussion (In total 2 tasks)

Outcomes:

1. Task 1 will be used to exchange ideas on participants' experience on corpus-based material preparation process.
2. Task 2 will be used to give participants an opportunity to use corpus-based materials in their own classrooms and get students' reaction.

TASK 1

- **Outcome(s):** To share the corpus-based materials on error correction which are prepared by the participants and reflect on this experience through discussions.

Exercise A. Read the questions below and write your answers in the given blanks.

1. Which level did you prepare the material for? Why?

2. What language area(s) did you choose to focus on for error correction? Why?

3. (*If applicable*) How did you select concordance lines? Which features of COCA did you use to prepare the material? What are your criteria?

4. Did you have any difficulty in preparing the material? If yes, please explain.

TASK 2 (Assignment)

- **Outcome(s): To make participants have a real experience in corpus use in language teaching through the following assignment.**

- Design a corpus-based material for the level you're teaching in one of the areas covered in the sessions. Take notes based on the following elements.
 - Language proficiency level

 - Aim of the activity

 - Target lexical items/ structures / error correction

 - Genre (*If any, e.g. spoken, academic, newspapers, etc.*)

 - Activity type (*e.g. gap filling, multiple choice, open-ended, etc.*)

 - Activity format (*printout materials vs. computer based version*)
- Implement the material you've prepared in the classroom (*If applicable, you can use one of the materials you prepared in the previous sessions*).

SESSION 9: Exchanging participants' classroom experiences with corpus-based materials & Overall discussion (In total 1 task)

Outcome(s):

1. Task 1 will be used to exchange ideas on participants' actual classroom experience with the use of corpus data in language teaching.

TASK 1

- **Outcome(s):**
- To share the materials prepared/used for classroom implementation and to talk about participants' corpus experiences with students.
- To have an overall discussion on the use of corpora in language teaching.

Exercise A. Please take notes based on the following questions.

1. What do you think about corpus-based material preparation process based on your own experiences (*e.g. language areas, activity types, difficulties if any*).

2. What are the similarities or/and differences between the corpus-based materials you prepared and the coursebook activities that you use in your teaching context? (*e.g. appropriateness, practicality, etc.*)

3. What do you think about the implementation of the corpus-based material with students in your context? (*e.g. students' reaction, effectiveness, etc.*)

APPENDIX - 3 Background Questionnaire on Corpus Use

Dear Participant,

I am currently doing a master's degree in ELT, Anadolu University. As part of my MA thesis project, I would like to investigate language teachers' awareness on use of corpus tools in EFL classrooms. I would be very grateful if you could complete this questionnaire. It will take only 10 minutes to complete. This study depends on your voluntary participation. Your responses will be kept completely anonymous and will only be used for research purposes. If you have any further questions or concerns about this study, please feel free to contact me at gkarasahin@anadolu.edu.tr

Thank you

Inst. Gamze Çalışkan

Supervisor: Assist. Prof. Dr. S. İpek Kuru Gönen

This questionnaire consists of three sections: A, B and C. Please read each question and put a cross in the relevant box.

A. Demographic Information

1. Total years of teaching experience

1-5 () 6-10 () 11-15 () 16-20 () more than 20 ()

2. Gender Female () Male ()

3. Education Background

- | | | |
|-----------------|--------------------------------------|-----|
| ▪ BA degree () | English Language Teaching | () |
| | English Language & Literature | () |
| | American Language & Literature | () |
| | English Interpretation & Translation | () |
| | Others | () |
| ▪ MA degree () | English Language Teaching | () |
| | English Language & Literature | () |
| | American Language & Literature | () |
| | English Interpretation & Translation | () |
| | Educational Sciences | () |
| | Distance Education | () |
| ▪ Ph.D () | English Language Teaching | () |
| | English Language & Literature | () |
| | American Language & Literature | () |
| | English Interpretation & Translation | () |
| | Educational Sciences | () |
| | Distance Education | () |
| | Others | () |

4. Teaching certificates

CELTA () DELTA () Others ()

B. Your Knowledge About Corpus Tools

5. How would you evaluate your knowledge level related to the following topics?

	<i>No knowledge</i>	<i>Little knowledge</i>	<i>Some knowledge</i>	<i>Extensive knowledge</i>
▪ Corpus software programmes (e.g. Antconc, WordSmith Tools)				
▪ Online corpora (e.g. COCA, lexical tutor)				

6. How would you evaluate your knowledge level related to the following topics?

	<i>No knowledge</i>	<i>Little knowledge</i>	<i>Some knowledge</i>	<i>Extensive knowledge</i>
▪ Using corpus tools directly with students (<i>e.g. analyzing concordance lines</i>)				
▪ Using corpus tools to create corpus-informed classroom materials				
▪ Using corpus tools to create language test items				
▪ Using corpus tools to check students' language use				
▪ Using corpus tools to build my own language knowledge				

C. Experience in the Use of Corpora

7. Have you ever been informed on the use of corpora as part of BA, MA or PhD education?

Yes () No ()

If yes, please specify:.....

.....

.....

.....

.....

.....

.....

8. Have you ever had training (e.g. pre/in-service) on the use of corpora as part of a professional development program?

Yes () No ()

If yes, please specify:.....

.....
.....
.....
.....

9. Have you ever been informed on the use of corpora in any other ways (e.g. conferences, journals, etc.)?

Yes () No ()

If yes, please specify:.....

.....
.....
.....
.....

10. Have you ever used corpus tools (e.g. AntConc, COCA, BNC, etc.) in your classes?

Yes () No ()

11. If yes, please answer the following questions.

a. What are the main corpus tools you have used in your classes?

.....
.....
.....
.....

b. Which language areas or skills have you used corpus tools for? Please specify.

.....
.....
.....
.....

12. Would you like to attend extensive workshop sessions on the use of corpus tools in EFL classrooms?

Yes () No ()

If yes, please write your email address:

APPENDIX - 4 Interview Questions Prior to the Training

(Eğitim Öncesi Görüşme Soruları)

1. Derlem (Corpus) kavramını hiç duydunuz mu? Evet ise, lütfen açıklayınız.

(Takip eden sorular evet cevabı veren katılımcılarla devam edecektir.)

(Hayır cevabı veren katılımcılar için derlem kavramı açıklanacak ve sadece dördüncü soru sorulacaktır.)

(“Derlem/Corpus, günümüzde genellikle dijital olarak saklanan yazılı ve sözlü metinlerden oluşan veritabanıdır.”)

2. Bildiğiniz bir derlem var mı? Evet ise, örnek verebilir misiniz?

3. Hiç derlem kullandınız mı? Evet ise, nasıl ve ne amaç ile kullandınız?

4. Sizce İngilizce öğretiminde ve öğrenmede derlem kullanılabilir mi? Evet ise, lütfen açıklayınız.

APPENDIX - 5 Semi-structured Interview Questions

(Eđitim Sonrası Görüşme Soruları)

1. Katıldığınız derlem (corpus) eğitimiyle ilgili ne düşünüyorsunuz?
2. Araç olarak COCA'nın kullanımıyla ilgili ne düşünüyorsunuz?
3. İngilizce eğitiminde öğretmenler ve/veya öğrenciler corpustan faydalanabilir mi?
Evet ise, derlemi (corpusu) dilin hangi alanlarında ve nasıl kullanabilirler?
4. Bundan sonra İngilizce eğitiminde corpus kullanmayı düşünür müsünüz? Evet ise, ne amaçla ve nasıl kullanırsınız? Lütfen açıklayınız.

APPENDIX - 6 Ethical Committee Approval

Evrak Kayıt Tarihi: 08.04.2019

Protokol No: 29928

Tarih: 29.04.2019



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Elemanlarının Dil Öğretiminde Derlem Kullanımına İlişkin Bakış Açılarının Araştırılması
PROJE/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi S. İpek KURU GÖNEN
TEZ YAZARI:	Gamze ÇALIŞKAN
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
Prof.Dr. Emel ŞIKLAR (Başkan-İkt. ve İdari Bil. Fak.)	
Prof.Dr. T. Volkan YÜZER (Başkan Yardımcısı-Açıköğretim Fak.)	Prof.Dr. Esra CEYHAN (Eğitim Fak.)
Prof.Dr. Münevver ÇAKI (Güzel Sanatlar Fak.)	Prof.Dr. M. Erkan ÜYÜMEZ (İkt. ve İdari Bil. Fak.)
Prof.Dr. Handan DEVECİ (Eğitim Fak.)	Prof.Dr. Hasan TUTAR (İkt. ve İdari Bil. Fak.)