

## **An Empirical Study on the Strategies Adopted by EFL Learners to Learn Grammar through Concordances\***

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Studies on the use of electronic corpora<sup>1</sup> in English language teaching and learning have mainly focused on their direct application to constructivist activities for learners, pattern induction and error-correction. This study, however, have investigated whether concordances<sup>2</sup> will benefit learners with a lower level of English language proficiency. It has focused on the strategies that learners should adopt when they deal with concordances. This paper has been done with the goal of discovering what similarities and differences assisted among the concordancer<sup>3</sup> and concordance strategies were employed by lower-intermediate level EFL learners, and also their reactions to this learning process. The objective of this study is to identify and report the processes and general trends, patterns, and strategies used by Chinese EFL learners, and try to recommend ways for them to use concordances effectively.

[learning strategies/EFL Learners/grammar learning/concordances/  
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## I. INTRODUCTION

Over the past couple of decades, computer corpora and concordances have become one of the most promising modes in computer-assisted language learning, and a great number of corpus-based studies have become well-known in the field of applied linguistics and language teaching (Boulton, 2008; Cobb, 2005; Hanson-Smith, 1993; Johns & King, 1991). One of the reasons for the increasing popularity of corpora and concordance use for language learners is that the learning process changes depending on the focus of on instructional activity (O'Sullivan & Chamber, 2006). Firstly, corpora and concordances are acceptable tools in constructivist methodology because they allow learners to interact with a huge number of authentic, sorted language examples. This has caused a shift from the learner as a passive recipient of language forms to an active and creative language user who works with concordances in an effort to construct his or her own knowledge of the target language (Murphy, 2000; Skrinda, 2004); Secondly, as O'Sullivan and Chamber (2006) pointed out, the corpus consultation is well suited to methods emphasizing process-oriented instruction. Learners can use corpora and concordances as resources and instruments to construct their own knowledge while developing their cognitive and metacognitive processes. Thirdly, corpora and concordances support the development of learner autonomy by giving learners the opportunity to gain control over the learning process as they independently discover the forms and patterns of language. In this way, concordances are linked to discovery learning (Robinson, 1994) and improved language awareness among students (Wichmann, 1995); Finally, as corpora contain authentic language and constitute an important source of actual examples of grammar, dictionaries and course book compilations, it is nowadays assumed that learners must study real instances of language (Sinclair, 1991).

However, corpora can be used directly in English language learning. Such an application may assist a student's study of grammar, vocabulary, and discourse, and help the teacher to acquire large amounts of language inductively. Johns (1991) termed this process "Data-Driven Learning" (DDL), a learning process in which learners are assisted by the authentic language information delivered to them by the search engine in the form of concordance lines. DDL changes the traditional roles played by teachers and students in

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<sup>1</sup> *Corpus* (the plural is corpora) is defined as a collection or body of texts in electronic form, or a database of language.

<sup>2</sup> *Concordances* means the results from a concordancer search which are presented in lines of text illustrating the word searched.

<sup>3</sup> A *concordancer* refers to a search engine for searching a corpus or corpora, and the free online concordancer, [www.lexutor.ca](http://www.lexutor.ca), was used in this study.

the classroom. The teacher is no longer a central character, but a facilitator, a guide or a supervisor. In turn, the students become more active, autonomous, and responsible, since they take on the role of researchers, capable of asking themselves questions, analyzing data, and drawing conclusions from language data presented in concordance lines.

This paper, aims at finding what similarities and differences assisted among the concordancer and concordance strategies were employed by lower-intermediate level EFL learners, and also their reactions to this learning process. Its objective is to identify and report the processes and general trends, patterns, and strategies used by Chinese EFL learners, and try to recommend ways for them to use concordances effectively. Specifically, this study seeks to answer questions covering the following three points: 1) What are the general strategy trends and patterns used by EFL learners when dealing with the concordancer and concordances? 2) What are the factors that impact learner behaviour when working with the concordancer and concordances? 3) What are the learners' attitudes towards using concordances for error-correction?

This study began with choosing 37 Chinese students whose English proficiency was in the lower-intermediate level but good at operating computer. Then by presenting them three grammatical error-collection tasks, how they worked with the concordances line to discover grammatical errors was observed. Following this, an experiment was done to collect accurate data which could play an important role in guiding further research on strategies to be adopted. Finally an interview to some participants (the students) was done to know how they like or dislike concordances to guide them to improve their English grammar skills.

Based on the above research methods, this study found that, when the teachers try adopting corpora and concordances line to improve the students' English grammar skill, they should simplify the data by controlling the amount of language inputs and using the concordance lines with simple language structures to present to learners in the form of printouts; Also the teachers should be trained in how to deal with the functions of the concordancer. In addition, the teachers should tell the learners the advantages that will be received from independent learning and motivate them by telling them that everyone has ability to take responsibility for their own learning.

## II. LITERATURE REVIEW

Due to the wide range of applications, to date there have been several studies exploring approaches to integrating concordances into language learning and teaching (Sun, 2003). Important developments began in the 1990s, starting with publications advocating the use of corpora and concordances in language teaching (Tribble & Jones, 1990), and these

studies first focused on learners directly using corpus consultation (Cobb, 2005), followed by the use of corpora for error-correction. Then, most recently have examined learners' actual use of corpora in L2 writing (Gaskell & Cobb, 2004; Jaihow, 2005; Yoon & Hirvela, 2004). Furthermore, some studies were conducted on of the efficacy of using in-class concordancing in EFL language teaching (Boulton, 2008; Sripicharn, 2003).

The majority of published studies in the use of corpora and concordances focus on either the applications or the effects of using corpora and concordances or the efficiency of corpora. However, few studies, if any, have aimed to investigate the processes and strategies that learners adopt when dealing with concordancer and concordance lines as a learning tool (Sun, 2003). Therefore, the objective of this study is to identify and report the processes and general trends, patterns, and strategies used by Chinese EFL learners, and try to recommend ways for them to use concordances effectively.

### III. THE STUDY

The conceptual framework of the study was based on the pedagogical principle that learners construct new understandings by using what they have already known and knowledge from given activities and materials. In this study, this construction process included language exploration and learner autonomy. Moreover, learners were responsible for their own learning, as they had to induce grammatical patterns through concordances. This led to the use of a learning approach called '*Data-driven Learning*' (*DDL*), in which learners were assigned to work inductively using raw information taken directly from corpora.

This paper consists of TEN parts: Introduction; Literature Review; Framework of the study; Methodology (including participants, research instruments, data collection procedure and data analysis); Findings; Discussions; Conclusions; Recommendation for further study; and references. In addition, two appendixes are followed with references.

#### 1. Participants

For the purpose of convenience, one class of 37 Chinese EFL students studying in grade 11 at a private high school in southern China was chosen to participate in this study. They had studied English for the past ten years. Before they were invited to be the participants, an English grammar test (including multiple choice/ sentence translation/ short passage translation/dialogue translation/writing) was organized. The test needs to be finished without looking up any books. Their English proficiency was in the lower-intermediate level, as their mean English score from the test was 59.32%. But all of the students had

sufficient computer literacy; most of them have a good skill at using the Internet for e-mailing, chatting online, or consulting online dictionaries.

## 2. Research Instruments

1) Teacher's observation notes aimed to record the learners' processes and attitudes while working with the concordances during the error-correction tasks. Three English teachers, who are good at working with concordances, are invited to attend the observation, and each was responsible for 12 students or so. The overall observation included detailed notes and an observation checklist form used by the teachers. The key observation points were made into a checklist, and included learners' feelings (found by inviting the students to fill a questionnaire form-see appendix 1), their participation, their ability to deal with the concordancer and concordance lines, and their difficulties and problems. The duration of the observation was three weeks.

2) The stimulated recall interviews were carried out individually with the learners one week after the observation phase of the study. The learners were provided with some paper materials which were printed when they finish a data collection experiment. A group of questions (see appendix 2) was set up as the interview framework and these questions were aimed at eliciting students' information in the following areas: computer concordancing skills used, observed concordance skills, reflection on learners' prior knowledge, and attitudes and opinions.

3) Three error-correction tasks given to the learners contained a total of 5 types of grammatical errors. Learners had to work with the concordance lines to discover the correct grammatical rules, which they then applied to the error-correction tasks.

## 3. Data Collection Procedure

In order to check whether and how the students can make use of the concordance to correct the grammar mistakes effectively, an experiment was done to collect accurate data which could play an important role in guiding further research on strategies to be adopted. The study was carried out over 16 weeks. It began with a tutorial for the learners on how to use the concordancer and time for them to practice working with concordances. The tutorial was conducted over 13 periods of 50 minutes each using the following sequence: (1) parts of speech review (2) instruction on how to work with the concordancer (3) instruction on how to induce grammatical rules from concordances, and (4) instruction on how to use concordances for error-correction. Then, during weeks 14-16, the learners were

given three tasks, each containing five types of grammatical errors. The errors were underlined without any grammar rules or codes. Learners were required to use the underlined word errors to search for the overall grammatical rules, and induce the patterns by using concordances. They were asked to correct the errors using the induced rules from the concordance lines. The teachers observed the learning process and took notes. One week after the completion of the experiment, the researcher carried out an in-depth interview with each student.

**TABLE 1**  
Summary of the Data Collection Procedure

Data Collection	Purposes	Time (50 minutes-period)
1. Introductory Phase - Lesson 1: Revision of parts of speech	To review the parts of speech in the English language, and their functions.	Week 1 (1 period)
- Lesson 2: Get to know concordance & Instruction on how to use concordance	To teach and demonstrate learners how to use the concordancer and how to select the concordance lines to learn the grammatical rules.	Weeks 2-4 (3 periods)
- Lesson 3: How to induce grammatical rules from concordances	To practice using the concordancer and teach learners how to induce grammatical rules from the search results.	Weeks 5- 8 (4 periods)
- Lesson 4: Using concordances for error-Correction	To teach learners how to induce rules from concordances to correct errors in the given sentences.	Weeks 9-13 ( 5 periods)
2. The experimental process - Three tasks of error-correction	Each task contained five types of grammatical errors. Learners used concordances to do the error correction. One task per period.	Weeks 14-16 (3 periods)
3. The post-experimental process - The stimulated recall interview	To gain more in-depth knowledge of learners' processes in dealing with concordances, interviews were conducted.	(10 minutes for each)

#### 4. Data Analysis

Data from the teacher's observation notes and the interviews were grouped together according to themes which emerged, and were then summarized in percentages according to the performance of students in dealing with the computer concordancer and concordance information.

The analysis started from what strategies were adopted by the learners to deal with the concordance, through studying the data obtained from the stimulated recall interviews. Then, the data from the teacher's observation notes were introduced to analyze what strategies were made by the learners to deal with concordance line. Following this,

Learners' problems in dealing with the concordancer and concordances were to be found. Next, Learner's opinions towards working with concordance were investigated, mainly to find the positive and negative responses of how they used the concordances. Finally, how the learners used the deductive learning methods while working with concordance was examined by studying the data obtained from the stimulated recall interviews and the teachers' observation notes.

## **V. RESULTS**

### **1. Learners' Strategies in Dealing with the Concordancer**

The data obtained from the stimulated recall interviews revealed the learners' strategies in working with the concordancer to use the corpora assist their learning. The results are shown in Table 2 below.

Concerning learners' strategies in choosing search words, the results in Table 2 show that most of the subjects (70%) used their grammar knowledge to guess the correct rules before using the underlined words to search the concordance lines which matched the grammatical rules. It can also be seen that 19% of the students used the underlined words to search for concordances and then tried to infer the rules from the concordance lines. Only 11% (4 students) used their intuition to guess the correct answers before searching the concordance lines.

Regarding the corpora the learners preferred, about 81% reported that they always used the Brown+BNC Written+BNC Spoken (3 million words) which are the largest corpora of the Lextutor concordancer. Only 3% chose other corpora; for example, the 2000 list corpus (240,000 words), the Univ. Word List (550,000 words.), the 2k Graded Corpus (920,000 words), the Focus on Vocab (82,300 words). All of them contain fewer than one million words.

As for the reasons why the learners chose their preferred corpora, interestingly, quite a large number of respondents (72%) pointed out that they chose the corpora which provided large numbers of examples for them to observe, whereas only 14% of the participants reported that they chose the first corpus in the concordancer (the Brown corpus).

**TABLE 2**  
Learners' Strategies in Dealing with the Concordancer

	Strategies/corpora/reasons/ in dealing with the concordance	N	Percentage (%)
Strategy	Using prior grammar knowledge to guess the correct answer and then checking with the concordancer.	26	70
	Using the underlined words and tried to then checking with the concordancer.	7	19
	Relying on their intuition and then searching the concordancer.	4	11
Corpora	Brown+BNC Written+BNC Spoken (3 million words)	30	81
	Brown (1 million words)	6	16
	Others ( less than 1 million words)	1	3
Reason	Many examples and ease of searching the concordances	27	72
	The first corpus from the list	5	14
	Few examples	5	14

## 2. Learners' Strategies in Dealing with Concordance Lines

To further explore the learners' strategies in dealing with concordance lines, the data from the teacher's observation notes were used to analyze the processes and strategies used. The first step was to examine the learners' strategies while working with large amounts of concordance lines; then, investigated the learners' strategies while observing the concordances; the final step was to analyze Learners' strategies in choosing the concordance lines.

Table 3 shows the learners' strategies in dealing with the concordance output.

**TABLE 3**  
Learners' Strategies in Dealing with the Concordance Lines

Type	Strategies in dealing with concordance lines	N	Percentage (%)
When working with large amounts of concordance lines	Asking their peers or teacher for guidance	14	38
	Ignoring the concordances and asking friends for the answers	11	30
	Looking only at relevant information	7	19
	Searching a smaller corpus	5	13
When observing the concordances	Looking at only the key words and observing the context to the left and right of them.	25	68
	Reading only the short, easy lines	5	13
	Reading all the lines word-by-word	4	11

	Reading the full sentences	3	8
When choosing the concordance lines	Choosing the lines that matched the rules in their minds.	14	38
	Choosing the most frequent lines	7	18
	Choosing only the lines that facilitated pattern Induction	6	16
	Choosing the lines that had similar contexts to their sentences	5	14
	Choosing the first five lines	5	14

Based on the data from the observation of the learners' strategies in working with large amounts of concordance lines, it was found that 30% of learners asked their peers or teacher how to cope with the concordances. Obviously, this 30% ignored the concordancer. Next 19% of them tried to solve the problems on their own by looking at the relevant information only while only 30% tried to search for concordances in smaller corpora.

Table 3 clearly summarizes the learners' strategies in the step-by-step observation of the concordance lines. When the concordance lines were presented on the screen, about 68% observed the text to the right and left of the keywords. However, 13% of them chose to read only the short, easy concordance lines, while 11% made an effort to read all the concordance lines presented. Only a small number of the students (8%) indicated that they sometimes clicked the underlined keywords to read the full sentences.

With regard to the learners' strategies in choosing concordance lines, 38% chose lines which matched the rules that they had thought of before searching the concordancer, while 18% of them chose the most frequent lines. Interestingly, 16% picked only the lines that facilitated pattern induction, and about 14% selected lines that had a similar context to their tasks. Another 14% reported that they chose the first five lines of the concordance outcomes.

### 3. Learners' Problems in Dealing with the Concordancer and Concordances

Even though the learners were trained to use the concordancer and concordances, the results from the stimulated recall interviews revealed that most of the learners still experienced some problems during the process of working with the concordances. Table 4 shows the problems and difficulties the learners in this study experienced.

**TABLE 4**  
Problems and Difficulties Encountered during the Process of Working with the  
Concordancer and Concordances

Type	Problems and difficulties	N	Percentage (%)
in dealing with the functions of the concordancer	Forgetting to change the function of the concordancer to search to the left, the right or both sides of the key word.	28	76
	Forgetting to choose the corpus.	23	62
	No problems	2	5
in dealing with the concordance lines	Not being able to find the concordance lines from the word search.	32	86
	Not knowing how to choose appropriate concordance lines from the list.	20	54
	Not knowing how to induce the rules from the concordance lines	17	46

As shown in Table 4, the majority of the learners (76%) reported that the most difficult problem in dealing with the functions of the concordancer was forgetting to choose the corpus, thus causing them to return to the main page, where they again had to choose the corpus. About 62% of learners forgot to change the function of the concordancer to search to the left, the right, or both sides of the key word. Only a few students (5%) did not have any problems in dealing with the options of the concordancer.

Regarding the problems and difficulties in dealing with the concordance lines, it was interesting that 86% of the learners reported that their main problem was that they could not find the concordance lines from the word search. About 54% of them did not know how to choose appropriate concordance lines from the list and 46% did not know how to induce the rules from the selected concordance lines.

#### 4. Learners' Opinions on the Usefulness of Working with the Concordances

More findings on learners' opinions in terms of the usefulness of the concordances in studying English were collected. The data from the stimulated recall interviews were transcribed and grouped for the positive and negative responses of how they used the concordances. The results are shown in Table 5.

**TABLE 5**  
Learners' Opinions on the Usefulness of Concordances

Learners' opinions		N	Percentage (%)
Positive reaction	Concordances helped but only with teacher's guidance	20	54
	Concordances provided a lot of examples, thus making it easy to remember.	9	24
	Concordances helped them recall the grammatical rules they learnt in class.	7	19
	Concordances helped them learn grammar inductively	5	13
	Discovering the rules by themselves can help them remember the rules.	3	8
Negative reaction	Concordances were Not useful. Preferred teacher	14	38
	I did not like using the concordances Selecting the concordance lines was difficult	7	19
	I did not like using the concordances. Inducing patterns was difficult.	5	14
	Concordances was Not useful. Concordances confused them.	4	11

As is apparent from Table 5, there was a positive reaction in learners' opinions on the usefulness of using concordances. Interestingly, half the learners considered that the concordances were useful for them in their English study. About 54% of learners reported that concordances helped them but only with teacher's guidance during the process. 24% of the respondents revealed that as concordances provided a lot of examples, remembering grammatical rules was made easier. It was found that 19% of learners reported that concordances helped them recall the grammatical rules they learnt in class whereas 13% of them thought that concordances helped them learn grammar inductively. Only 8% said that discovering the rules by themselves helped them remember the rules better than by traditional classroom learning.

Regarding negative reaction of learners' opinions in using the concordances, 38% of learners revealed that they preferred the traditional way of learning with the teacher more than using the concordances. 19% of the respondents reported that they did not like using the concordances because selecting the concordance lines was difficult for them, whereas 14% of them did not like using the concordances because inducing patterns was difficult for them. 11% of them reported that concordances were not useful for them because it confused them.

## VI. DISCUSSION

From the findings, it was consistently found from all relevant data that, for this group of students who were considered low proficient language users, they relied heavily on their prior grammatical knowledge while working with the concordances. Most of them thought of grammatical patterns they believed correct, which in fact were wrong, and then tried to find the grammatical patterns they had in mind. As a result, the students were discouraged and bored because they could not find the expected grammatical patterns. Some of them were demotivated and stopped doing the tasks; some copied answers from their peers. It can be seen that the results of this study were incongruent with the studies conducted with more advanced students by Sun (2003) who discovered that learners in his study tried to use word search skills many times in order to search the concordances, then they observed the concordance lines by using cognitive skills such as identifying the different structures of each line, then analyzing the parts of speech. Thus, his participants explored the grammatical rules by using the concordances effectively.

With reference to the corpora used, the learners always chose the biggest-sized corpora (3 million words) because they provided a greater number of examples for learners to observe. The difficulties found were the technical problems in dealing with the concordancer and the problems with the concordance lines. Most of the learners reported that they could not search for the concordance lines and they always forgot to choose the corpora from the list of the concordancer while dealing with the concordances. However, most of them reported that they liked this method of learning because it helped them remember the grammatical rules by observing a lot of examples. They preferred using them but they needed some guidance from teachers. It can be seen that the results of this study were incongruent with the studies conducted with more advanced students by Yoon and Hirvela (2004) who discovered that the participants in their study preferred using concordances independently without guidance and they could use them effectively without any serious problems.

The conclusions that can be drawn from this study as to what influenced the learners' strategies cover four areas: prior grammatical knowledge, corpora size and corpora selection, unfamiliarity with inductive learning, and motivation. For the first factor, prior grammatical knowledge, the fact that the students used their grammatical knowledge to first think of the rules they thought correct and then find the expected rules from the concordance output may be driven by their familiar learning method, deductive learning. The students, for example, explained how they initially dealt with concordance texts as follows.

**Student 7**

“Firstly, I looked at the errors and tried to think of the correct grammatical rules then I searched for the concordance lines which matched with the rules.”

**Student 26**

“I thought of the rules then checked the rules with the concordancer.”

This finding was in agreement with that of Sun (2003) who discovered that this strategy occurred when learners had prior grammatical knowledge and used deductive thinking skills to search for supporting examples from the concordance lines. In such cases where the students' prior knowledge was insufficient, they might be confused and quit working with the concordances output. To accommodate this limitation, teacher's intervention and appropriate concordance tasks with suitable guidance would be helpful.

The second factor, corpora selection and corpora size, were found to affect the process of dealing with the concordances. According to Tribble and Jones (1990), a corpus of 50,000 words should be very useful for classroom purposes. Working with a large corpora may make the students feel overwhelmed and as a result tend to get many irrelevant concordance outputs which in turn make analysis difficult and frustrating. However, if the number of the concordance lines were too few, learners could be confused, as reported by Student 33:

**Student 33**

“My big problem was when I chose the big corpora, it was difficult for me to observe the large amounts of concordance lines. If searching from the small corpora, there were only two or three examples which did not induce the patterns.”

This supports Gavioli's (2001) suggestion that the processes of observation and generalization can pose many difficulties to learners because concordances do not provide enough information and complexity for a particular analysis; and EFL learners cannot rely on their intuition to guide and back up their observations and to suggest and reinforce explanatory generalizations.

The third factor is the unfamiliarity with inductive strategies. This seems to be one reason why a struggle was created in the exploration of grammatical rules. From data of the teacher's observation, at the beginning of the training periods learners' capacities to deal with the concordances information were quite low. The reason might be that they were not familiar with a large amount of the authentic information. After they were trained to work with the large examples, their performance developed gradually. However, at the end of the experiment they had to cope with the concordances information by themselves

in order to correct the errors presented in the three tasks. It was found that most of them lacked confidence in working with the information alone. Student 9 reported that:

**Student 9**

“Giving a lot of examples confused me and it was hard to induce the rules by myself. I thought that the way that the teacher gave the grammatical rules first was better than using the concordances.”

According to Sun (2003), for EFL learners who have learnt English grammar through deductive teaching methods taught, there are only a few chances to use inductive skills in learning. Thus extensive guidance in using inductive learning strategies is recommended for the future. The teacher should give learners both methodological and psychological preparation by training them step by step to learn independently in order to prevent them from being overwhelmed by the large amounts of information. Moreover, the teacher should tell learners the benefits of learning inductively and stimulate them so that they have the ability to take responsibility to learn independently. In addition, timely training or guidance from the teachers becomes important for learners.

The last factor, motivation, was from the data of the teacher’s observation notes. The students were motivated only when they felt a sense of achievement in dealing with the concordances. When they saw no chance of development, they soon lost interest in studying. Two respondents reported that:

**Student 12**

“I liked the initial stage when the teacher guided me on how to use the concordance and induce the rules from the given concordances. It was easy to deal with the concordances, but when using them by myself, I found that it was too difficult and I didn’t want to use them.”

**Student 32**

“I think it was boring when I could not find the grammatical rules by myself. I think that the teacher should tell the word to be searched from the concordancer and choose the concordance lines for us. I think then it would be more interesting and easier to learn the grammatical rules.”

Following Hadley (2002) and Aston (2002), learning motivation cannot be fostered without the teacher’s intervention, as exposure to a vast number of authentic texts may cause confusion and discouragement. Thus, it is important for the teacher to choose and organize the texts in such a way that they are manageable for the students. The amount of language input should be controlled and the inputs which might pose problems to the

students should be screened out. In many cases, these authentic texts might have to be slightly modified and only short concordances with simple language structures will be presented for the students to practice dealing with the corpus information (Aston, 2001; Sripicharn, 2003).

## VII. CONCLUSIONS

To sum up, the results of this study may be helpful in designing the tasks from the concordances or authentic texts for the learners in a low proficiency level. That is, the teachers should simplify the data by controlling the amount of language inputs and using the concordance lines with simple language structures to present to learners in the form of printouts. Then, they should be trained in how to deal with the functions of the concordancer. Importantly, during the training teachers should give guidance and observe them closely in order to help them when they face problems. Furthermore, giving learners psychological preparation is another point to consider. The teacher should tell the learners the advantages that will be received from independent learning and motivate them by telling them that everyone has ability to take responsibility for their own learning.

Based on the findings of the study, some issues have not been examined because of some limitations. Thus, some of these are recommended for further study.

1. For a future study, think-aloud protocol should be another instrument to use for collecting data in order to get more information.
2. A future case study should have a small number of participants-maybe 5 or 6-for better observation results.
3. As the aim of the study was to find out the general trends used by learners, it is not indicated which strategies are more useful in dealing with the concordances. Thus, a future study may also investigate this topic.

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## APPENDIX 1

1. I think that studying grammar as we have for the past 3 weeks will help improve my English.  
A) agree; B) somewhat agree; C) disagree; D) somewhat disagree; E) No opinion;
2. I think that studying grammar as we have for the past 3 weeks is interesting.  
A) agree; B) somewhat agree; C) disagree; D) somewhat disagree; E) No opinion;
3. I think that non-native English speakers are able to teach grammar as we have studied for the Past 3 weeks.  
A) agree; B) somewhat agree; C) disagree; D) somewhat disagree; E) No opinion;
4. When you think about the way we have studied grammar for the past 3 weeks, what is the first word that comes to your mind?  
A) surprisingly interesting; B) difficult & complicated; C) too much works; D)improving ;  
E)not sure what it is; F) better than old ways; G) both easy and difficult; H) useless
5. What do you think is the main strength of this approach?  
A) lots of real examples; B) teach true grammar; C)enjoyable; D)no study of grammar rules ; E)  
help improve grammar; F) easy to work with; G)have to think by myself; H) can learn idioms
6. What do you think is the main weakness of this approach?  
A)difficult; B)incoherent; C)too many examples; D)better for native speakers ; E) too  
complicated; F) no confidence in answers; G)too much writing :boring; H)not sure grammar  
or idioms;

## APPENDIX 2

1. I think that corpora and concordances are helpful for improving English grammar skill.  
A) agree; B) somewhat agree; C) disagree; D) somewhat disagree; E) No opinion;
2. I think that adopting corpora and concordances to improve English grammar knowledge is interesting.  
A) agree; B) somewhat agree; C) disagree; D) somewhat disagree; E) No opinion;
3. Have you ever used or known corpora and concordances before?  
A) YES; B) NO; C) PARTLY knew, but never used; D) ever used, but not good at;
4. My problems to use corpora and concordances lie in:  
A) lack of computer skill; B) lack of knowledge of corpora and concordances;  
C) lack of patience; D) no interests in language learning; E) No opinion;
5. Regarding to corpora and concordances, do you think what the teachers should do to help you?

- A) nothing; B) to train students how to use DDL; C) to motivate the students;  
D) YOUR ADVICE IS: \_\_\_\_\_

**Examples in: English**

**Applicable languages: English**

**Applicable levels: Secondary/Tertiary**

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