

### Essay Cover Sheet

Student ID number	972700
Module Number (1-6)	6
Title of Degree Programme:	MA Applied Linguistics
Title of Module:	Second Language Acquisition / Pedagogic Grammar
Assessment Task No.	<b>PG/09/02</b>
Submission	1
Date Submitted	31/03/10
Name of tutor	Christine Mackie
Word Count	4488 (not including long quotations and figures/tables)

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**PG/09/02**

What do you understand by the term ‘consciousness-raising’ (C-R)? How far is it applicable in your teaching situation? Illustrate your answer with reference to C-R activities which you have developed and tried in your own teaching situation.

## **1. Introduction**

Consciousness-raising (C-R) is an approach to teaching that aims to draw ‘learners’ attention to features of the target language’ (Rutherford, 1987: 189). This paper evaluates C-R as an approach in an English for Academic Purposes (EAP) context at a Turkish university. Section 2 overviews C-R in second language teaching and presents the principles of C-R that will apply for the rest of the paper. Section 3 offers arguments for the appropriacy of C-R to the teaching/learning context; these arguments are supported in section 4 by referring to C-R activities designed specifically for the teaching situation. Section 5 offers an evaluation of C-R as part of an overall approach to teaching, while section 6 presents conclusions regarding the applicability of C-R in this context.

## **2. Towards a definition of consciousness-raising**

### **2.1 Key concepts and assumptions in C-R**

Consciousness-raising (C-R) is a term that can essentially be applied to any form of instruction which aims to raise learner awareness of rules or generalizations about language (Sharwood Smith, 1981; Rutherford, 1987); this can be referred to as *explicit instruction* and it is contrasted with *implicit instruction*, whereby teachers expect learners to learn about language structure by indirect means, such as the negotiation of meaning in recasting and clarification requests (Ellis, 2003).

The key assumption lying behind the advocacy of C-R is that there is an interaction between explicit knowledge – the knowledge one has about a language that one is consciously aware of and is ‘verbalizable’ (Ellis, 2009: 13) – and implicit knowledge, or the underlying, procedural, systematic knowledge of language which is used when processing language and which is not accessible to conscious awareness (ibid.); it is commonly agreed that proficiency in a language is largely due to implicit knowledge (Ellis, 2006). Sharwood Smith (1981) proposes that the explicit knowledge which C-R aims at eventually becomes implicit knowledge – this is known as the ‘strong interface’ position. A contrasting notion, and the one espoused in this paper, is that of ‘weak-interface’ (Meunier, 2002;

Ellis, 2003), which holds that explicit knowledge indirectly facilitates the development of implicit knowledge. However, it should be acknowledged that at present there is no direct evidence supporting either of these interface positions (Ellis, 2009), although evidence that explicit instruction, which aims to promote explicit knowledge, is more effective than implicit instruction is suggestive that some kind of interface exists (Ellis, 2002, 2006).

Rutherford (1987), while agreeing with Sharwood Smith (1981) about the potentially wide scope of C-R, places great emphasis on teaching grammar as process, where the generalizations focused on during instruction are seen as a means to understanding how the various forces that act on any particular utterance interact with language form to achieve contextual relevance (Winter, 1994). Through this explicit instructional process, the learner is encouraged to perceive the differences between their current interlanguage, or ‘transitional competence’ (Corder, 1967: 166) and the language system they hope to acquire; this can be related to Schmidt’s (1990) concepts of ‘noticing’ and ‘noticing the gap’.

## **2.2 Four principles of C-R**

Although there is a large literature devoted to C-R, it is possible to derive some of the main principles established by Rutherford (1987) and developed by Willis (1990; 2003) and Willis & Willis (1996) and which follow from the adoption of a weak-interface position. These principles underlie the design of the sample activities presented in Section 4.

First of all, the C-R approach is primarily inductive; language learning is felt to be more effective if the learners are led to discover how language works for themselves based on samples (Batstone, 1994; Willis, 1990) because such hypothesis building and testing is an important part of interlanguage development (Corder, 1967) and also because inductive learning is thought to encourage effective study habits in learners that can be transferred to other learning situations (Rutherford, 1987; Willis, 1990; Willis, 2003).

A second important principle of C-R is that materials or activities should seek to highlight the interrelations between different aspects of the language system and hence take a broad view of what features might be considered as falling within the remit of grammar (Doughty & Williams, 1998). Rutherford (1987) demonstrates that semantics, syntax, and discourse cannot be viewed separately, and one could also include social context and its relationship to grammar (Halliday and Matthiessen, 2004).

This perspective can be related to Willis' (2003) emphasis on relating any language exponent focused on to the underlying system of the language, which is inspired by a Hallidayan approach to language (Halliday & Matthiessen, 2004); this means looking for commonalities rather than contrasts. Drawing learners' attention to such interrelations is part of Rutherford's (1987) persuasive argument that grammar learning should be envisioned as an organic process rather than as the mechanical mastery of grammatical products ordered according to a synthetic syllabus (Fotos, 2002). It follows from this that, as any process proceeds in stages, C-R is not interested in mastery per se, but in instruction that helps learners to pass through these developmental stages to achieve greater complexity in their language use (Willis, 2003).

A third important principle of C-R is that material that is used for raising to awareness particular features of language should have already been 'processed for meaning' (Willis & Willis, 1996: 64, Willis, 2003: 220) and should thus be derived from the learners' 'pedagogical corpus', or the texts that they have already studied (Willis, 2003: 163). This principle has a sound basis in Second Language Acquisition theories regarding the limited online processing capacity available in the short-term memory (Robinson, 1995) and findings indicating that, as Skehan (2001: 78) puts it, 'effective comprehension may leave the underlying interlanguage system untouched and unscathed'. Asking a learner to concentrate on form and meaning at the same time is thus not realistic. This approach to C-R contrasts with that advocated by Fotos (1994), Ellis (2003), and Eckerth (2008), which attempts to make a particular grammar feature the focus of a communicative task within a task-based framework, and does not necessarily relate this feature to recently studied material.

A fourth principle of C-R is that the language focused on should be language that the learner would be unlikely to learn otherwise (Rutherford, 1987; De Bot et al., 2005); clearly, since teacher-learner contact time is generally limited this is also a matter of practicality (Ellis, 2006). Implicit in this view is that language focused on should be relevant to the learners' needs. Learners are able to pick up certain aspects of the language system without the help of instruction, so these aspects can realistically be left to take care of themselves (ibid.). This principle may involve providing learners not only with information about what is possible in the L2, but also with *negative evidence*, that is, information about what is not possible (Ellis, 2005).

### **3. The teaching context and C-R**

#### **3.1 The teaching/learning situation**

The C-R activities described in Section 4 were designed for learners who are studying on an EAP preparatory programme at an English-medium university in Turkey. These students may have been studying English for up to 8 years to reach widely varying levels of proficiency. The activities are divided between those used at two different levels which I have recently taught; the lower level – ‘Basic’ in the terminology of the program – equates to a late elementary to early intermediate level, whereas the higher level is justifiably called ‘Upper Intermediate’.

#### **3.2 Features of the teaching context that support a C-R approach**

The Turkish high school system generally exposes learners to traditional methods of teaching (Altan, 1998; Güven, 2007) which also extend to grammar, that is teacher-fronted, deductive presentations of grammar ‘rules’ which are then applied to sentences not necessarily with a regard for meaning, relevance or the extent to which the wording reflects natural usage. The learners’ previous experience of deductive grammar teaching combined with a situation in which classes are of mixed ability makes the application of the discovery approach advocated by C-R seem an attractive and appropriate choice as it offers variety as well as the opportunity to create a different student-teacher dynamic where the learner is not viewed as a *tabula rasa* (Rutherford, 1987).

The provision on the preparatory program of separate supplementary grammar practice books as well as the separate assessment of grammar structures mainly by methods such as gap-fill exercises and sentence transformation under the assumption that language covered in a particular course should be mastered before moving on to the next level encourages the students to view ‘grammar’ from a componential, mechanical perspective (Rutherford, 1987), generally at a morphological level. Grammar is thus construed as an entity which can be separated from lexis, discourse, and semantics for the purposes of study (ibid.). This does not lead to a particularly positive view of learning grammar in the classroom, despite the fact that students are generally motivated to study English since they have an immediate need for it in faculty courses. For this reason, the approach espoused by C-R also seems to suit student needs in this context; grammar can be put into its proper perspective as a means for language learning rather than the end (Rutherford, 1987) through a focus on increasing complexity at a

developmental level rather than mastery per se and an emphasis on the reasons why particular structures are used in particular contexts.

The program syllabus is largely based on the coursebooks written especially for this course by instructors working at the university. These books are organized according to themes that students may study at university such as psychology, cultural studies, and medicine. The texts that they study are graded according to level, with the Upper Intermediate level texts being largely authentic; texts are thus not generally ‘doctored’ (Rutherford, 1987: 170) to contain particular structures or features, which means that they offer a plentiful resource of idiomatic language which can be tapped for C-R materials and activities in the way that Rutherford (1987) and Willis (2003) recommend. Moreover, the learners’ need for academic language again suggests the desirability of taking a C-R approach in that their attention can be drawn to aspects of language they might not otherwise notice, and which are frequently overlooked or simply incorrect in pedagogical materials which are not based on corpus data (Gavioli, 2005; Römer, 2005); such omissions and mistakes are also found in the program textbook (Dobie et al, 2003).

#### **4. C-R activities designed for and used in the teaching/learning context**

This section provides a description of C-R activities that have been created for the context outlined in section 3 with the aim of indicating the suitability of C-R for this context. As well as pointing out the relevant principles of C-R from section 2 realized in the activities, their inspiration and theoretical background are also mentioned. For the sake of convenience, the activities have been divided into those which are inspired by Johns’ (1991; 1997; 2002) Data-Driven Learning (DDL) approach and those which do not fit into this approach.

##### **4.1 DDL-based C-R activities**

DDL, which involves providing students with data in the form of concordance lines from which to draw conclusions about the patterns of language reflected therein, is an approach ‘particularly well suited for consciousness-raising activities’ (Meunier, 2002: 130). This may be for several reasons. First of all, DDL, focuses on the learner as researcher and is thus essentially an inductive approach encouraging hypothesis forming and testing (Johns, 1991; 1997; 2002). Furthermore, the use of

concordances make the item or items to be focused on particularly salient and hence promote noticing, which is an important factor in intake (Schmidt, 1990; 1994). Moreover, presenting many examples of a language feature in a concentrated way can be seen short cut to learning (Cobb, 1999; Hoey, 2000) by artificially increasing the number of exposures; this is particularly suitable in a learning context such as this where students have a limited time to reach a high level of proficiency. Finally, the emphasis on learners as researchers aims to give them the tools for the independent solution of problems of expression in English (Johns, 2002) a goal in keeping with C-R principles (Rutherford, 1987) and one also suited to the aims of the preparatory program as stated in the student handbook (Sabanci University, 2009).

#### **4.1.1 Activity 1: focus on ‘that’**

This activity (see Appendix 1), which was designed for use at ‘Basic’ level (see Section 3.1), was directly inspired by Johns (1991). The choice of a closed class word was influenced by the fact that such words form the basis for the most common and useful phrases and patterns in the language (Sinclair, 1991; Hunston & Francis, 2000; Groom, 2007) but because of their relatively low communicative importance they are less likely to be noticed and acquired (Schmidt, 1990). In this instance ‘that’ was chosen because of its relatively high frequency in the textbook unit as well as its importance in written academic prose (Scott & Tribble, 2008); since the textbook (Dobie et al., 2003) is available in computer-readable format, it is possible to check word frequencies using Antconc (Anthony, 2007).

Following Willis’ (2003) proposed framework for introducing language, first the students were encouraged to recognize the patterns presented in the concordance lines (see Appendix 1), which were all drawn from recently studied material. Although the class had had some experience of reading concordances, it was felt that they would at least need some help with making sense of the patterns presented therein, which explains why the lines were ordered rather than randomized and also why the students were given an idea of which features to look for. While this approach is not strictly inductive, it falls within the realm of guided discovery approaches (Gollin, 1998).

There are two advantages of presenting different usages of the same item in a set of concordance lines as done here. Firstly, it helps students to become aware that there is frequently an association between particular patterns and the meanings they convey (Sinclair, 1991; Hunston & Francis, 2000), which can

open the way for ‘system building’ (Willis, 2003). Secondly, since it is widely recognized that students in the same class will be at different stages of development and hence readiness for intake of a particular feature (Rutherford, 1987), presenting different usages gives a larger number of students in the class the opportunity to benefit from different features present in the lines. This was borne out by the students’ varying abilities to identify the patterns.

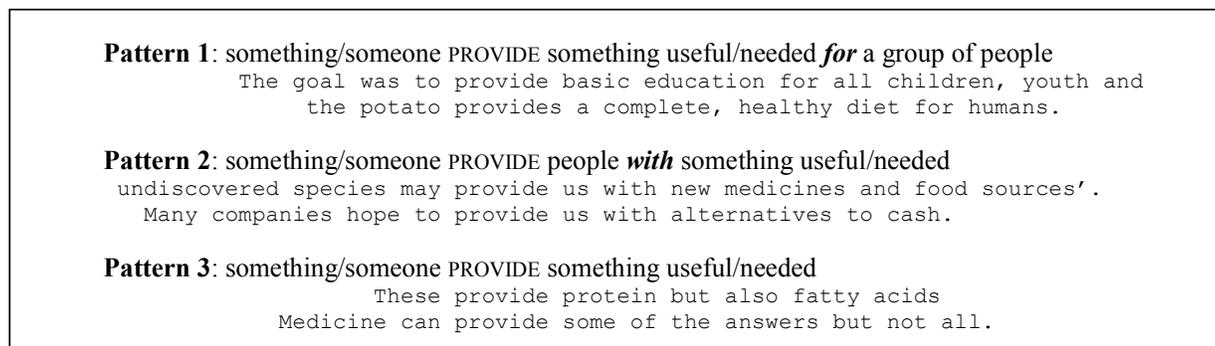
The second stage of this activity (see Appendix 1), in asking students to experiment with the language features identified, fits into what Willis (2003: 24) terms ‘consolidation’. The resulting language produced is also presented in Appendix 1; since this was produced with the prompting and guidance of their instructor, it is fair to say that this represents language above their normal level of proficiency, although within their ‘zone of proximal development’ (Vygotsky, 1978: 86).

There are certain weaknesses of the materials presented that could be altered to make them fit more effectively into a C-R framework. First of all, the number of concordance lines is rather large and thus off-putting for some of the students – this is an issue dealt with in subsequent DDL materials, for example those presented as part of ‘Activity 2’ in section 4.1.2 below (See Appendix 2). Secondly, it is not certain that the consolidation work alone will help students to relate the language presented into their developing understanding of the system of the language as a whole. A more effective approach might therefore be to derive from exponents of a particular pattern a more abstract representation of the pattern to encourage ‘conceptually-driven processing’ (Robinson, 1995: 299) as was done for Activity 2 (see Figure 1).

#### **4.1.2 Activity 2: comparing student sentences with those from the textbook (Dobie et al., 2003)**

This activity (see Appendix 2) was based on Granger & Tribble (1998) and Meunier (2002), who advocate the use of learner corpora to identify commonly occurring problems which can then be compared with native speaker samples. The student sentences were all taken from a corpus of texts they had written in answer to the same prompt; those for comparison were all drawn from their textbook (Dobie et al., 2003) with the aim of reflecting the main patterns of each item in as representative a manner as possible (Johns, 2002).

During the feedback stage, it was possible to focus on patterns of language that seemed particularly troublesome, partly because of a lack of correspondence between the first language, Turkish, and English. A good example of this is the case of ‘provide’, which appears to create difficulties for Turkish learners because the Turkish translation commonly given in English-Turkish dictionaries is a verb that is typically used ‘in phase’ (Hunston & Francis, 2000), that is, followed by another verb in the way that ‘enable’ and ‘allow’ are; ‘provide’, however, does not share this behaviour. With guidance, the class was able to derive patterns for ‘provide’ (see Figure 1) which the learners could then use to evaluate their own sentences.



*Figure 1: Patterns derived from instances of PROVIDE*

The idea of using comparison to guide students to identify their errors seems a particularly effective way of encouraging students to ‘notice the gap’ between their output and target forms (Swain, 1998; Thornbury, 1997). The appropriateness of this type of C-R inspired activity in the teaching/learning context can further be seen in that students enjoy and appreciate such exercises (Meunier, 2002; see also Appendix 3). It could also be argued that actively correcting errors makes it more likely that these particular problem areas will be remembered later (Meunier, 2002); this argument, together with a desire to promote learner independence, inspired the follow-up stage to the activity, in which individualized feedback was provided to students (see Appendix 2 for an example) which they were encouraged to act on in improving their texts, using the findings of the comparison exercise as well as recommended online resources (Sharp Laboratories of Europe, 2007; Macmillan, 2010).

## **4.2 Other C-R activities**

While DDL activities are a useful way of focusing on the interaction of grammar and lexis at a phraseological level, they are less obviously adaptable for activities aimed at sensitizing learners to ‘extra-grammatical forces’ (Rutherford, 1987: 100) such as discourse and register that also play an important part in the choice of grammatical forms. Thus, this section will focus on C-R activities that aim to raise learners’ consciousness of such factors.

### **4.2.1 Activity 3: The interaction between discourse and choice of passive forms**

This activity (see Appendix 4) was designed for a ‘Basic’ level class as part of a unit whose topic was cloning. It was inspired by similar activities presented in Rutherford (1987) and Thornbury (2001), both of which aim to raise student awareness of the fact that, while several different grammatically correct ways of ordering the same propositional content may be possible, only one particular order will seem right in a particular context because it integrates new and given information into the flow of the discourse the most successfully (Rutherford, 1987; Biber et al. 1999). A passive construction is often required to rearrange the order of the components of the sentence so that the given-new flow is maintained (Rutherford, 1987).

This is the kind of relationship between grammar and discourse that is overlooked by traditional sentence transformation-type sentences with which learners in Turkey are more familiar, and hence can immediately be seen to be of benefit to them by promoting the understanding that the choice of passive voice is not an arbitrary one. This is why the learners were asked to consider the reasons for their choice of sentence once they had chosen it. Although the learners found it hard to verbalize the reasons for their choice, they were able to come to an initial realization of the concept that grammar is here the tool of discourse (Rutherford, 1987). This then helped them understand the point of the follow-up consolidation activity in the textbook (see Appendix 5; Dobie et al., 2003), in which they had to select and order the stages of a heart operation and regrammaticize them as appropriate to fit into the flow of their text. It was also felt that raising awareness of the use of passive forms in a meaningful way might promote noticing and hence facilitate their acquisition in the long term (Schmidt, 1990), an issue of great importance to this group of learners, bearing in mind the relative frequency of passive forms in written academic prose (Biber et al., 1999).

Such ‘learner discrimination’ (Rutherford, 1987: 163) activities could, moreover, be relatively easily adapted to encourage awareness of other systems of language such as the use of determiners and referential systems which are of vital importance in creating cohesion and coherence in texts (Willis, 2003).

#### **4.2.2 Activity 4: Complex noun phrases**

Halliday (1998) and Biber (2006) have established that clauses in academic prose are characterized by a high frequency of complex noun phrases, so it is clear that for this student population awareness of complex noun phrases and how they are structured is very important. Unfortunately, neither the textbook used on the program (Dobie et al., 2003) nor published pedagogic materials offer learners a great deal of help in this area. An important exception is Willis (2003), who both explains the structure of noun phrases and makes suggestions for ways of deconstructing and reconstructing them to raise awareness of complex noun structures. This activity (see Appendix 6), designed for an Upper Intermediate level class using extracts from a documentary the class watched, relies on Willis’s (ibid.) descriptions to explore the means by which students can come to a better realization of how the elements of noun phrases fit together (Willis, 1990).

The assumption lying behind this activity is that students at Upper Intermediate level will have been exposed to language of this sort, even if they were not previously explicitly aware of the complexities of pre- and postmodification. This is certainly borne out by the reaction of the class to the materials presented; several students had clearly not considered grammar from this perspective before. Grouping the different exponents the way presented in the materials (see Appendix 6) seemed to help students notice aspects of noun phrases that they might not have otherwise. Having students identify complex noun phrases in a text they had read as a follow-up task (see Appendix 7) was also felt to be an important part of this activity, as it indicated the ubiquity of complex noun phrases in academic prose and gave further opportunity to consider the reasons why writers of academic prose choose this means of expressing ideas (Halliday, 1998). Moreover, the fact that this activity was presented at a time when students were working on a written assignment that called for concision made it directly relevant to their needs and gave them the opportunity to test out their hypotheses.

However, upon reflection it became clear that, although this work with complex noun phrases coupled with the in-class deconstruction and reconstruction of their elements as suggested by Willis (2003)

might have helped understanding, the actual structures involved and the possible orders of elements could be made clearer. This inspired the re-designed follow-up activity presented in Appendix 8 which proposes how an inductive C-R approach might be taken to identifying the elements of complex noun phrases and provides the possible answers, again based on Willis (2003). In the way of consolidation, learners would be asked not merely to categorize the instances given but to suggest further examples of the same type of pre- or postmodification; these could further be grouped according to patterns as in the manner of Pattern Grammar (Hunston & Francis, 2000). An example of such a grouping would be nouns with a similar meaning to ‘ability’ that are also postmodified with *to*-infinitive clauses, such as ‘capacity’, ‘capability’, ‘potential’ and ‘opportunity’ (Francis et al., 1998: 115).

Appendix 9 presents an example of an activity that both reviews and builds on the noun phrase C-R activity presented here. Students were guided to identify common clause patterns consisting of two complex noun groups linked by a verb expressing cause-effect (Halliday, 1998) in sentences taken from a text that they had read.

## **5. Evaluation of C-R as an approach in the teaching situation**

Sections 3 and 4 above present an argument that C-R is an appropriate approach for the teaching/learning context described therein. C-R is defined as an inductive approach that aims to draw learners’ attention to the interrelations between context and choice of language forms (Rutherford, 1987), especially those which are not particularly salient but which are still likely to be useful (Schmidt, 1990) based on the assumption that the learners have already processed the exponents in question for meaning (Willis & Willis, 1996; Willis, 2003).

However, it should be pointed out that the exclusive use of C-R may not be appropriate for various reasons. First of all, learner expectations, which may not accord with a C-R means of presentation, need to be taken into account when designing activities for language teaching (Nitta & Gardner, 2005). It is also important to consider learner preferences. Some learners may dislike inductive approaches and prefer a more direct, deductive means of presentation (Meunier, 2002), and different learner characteristics may make an eclectic approach more appropriate (Svalberg, 2007). Moreover, ignoring learner expectations and preferences risks affecting their motivation to engage in learning activities (Dörnyei, 2002) resulting in less intake. Moreover, certain language features may simply be more

amenable to deductive teaching, and from a practical perspective, taking an inductive approach on principle would almost certainly be less efficient since it would preclude teacher explanation. For these reasons, it is generally accepted that adopting an eclectic approach to language teaching – one that is sensitive both to teaching/learning context as well as to subject matter – is desirable (Hinkel & Fotos, 2002).

## **6. Conclusion**

This paper has attempted to elaborate a definition of C-R largely based on the work of Rutherford (1987) and Willis (2003) and show how it has been applied in an EAP situation. It is clear that this approach has much to offer in this particular context, where students are highly motivated to learn and open to different approaches, whether it is focused at an intrasentential level as with much DDL activities (Johns, 1991; 2002) or at a discourse level as with the activity to raise awareness of the reasons motivating the choice of active or passive voice presented in section 4.2.1. This is helped by the richness of the texts that the students are exposed to as well as by the fact that they have relatively clearly defined need for academic language which can be at least partly met by exploiting materials that have already been ‘processed for meaning’ (Willis & Willis, 1996: 64, Willis, 2003: 220). However, it should be borne in mind that dogmatic adherence to C-R may not be in the students’ best interests; a flexible, sensitive pedagogical approach taking account of student needs and preferences as well as effective means of presenting language may be preferable.

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### Appendix 1: DDL activity focusing on ‘that’; ‘Basic’ level (Activity 1)

#### Stage 1 material

##### Find the groups:

- i) ‘that’ + time
- ii) That is/was + question word
- iii) Verb + that
- iv) It is/was + adjective + that
- v) The noun is/was + that

##### Can you find any useful expressions? Underline them

ortant? E.g. The British colonised India. After that, English became the official language. The , and the foundation of the East India Company at that time increased the level of trade between uke William to invade from the south. 4 Later that year, Harold Hardrada sailed to the north of anger 12 Words came from both languages. That is why English has such a large vocabulary. It ay 8 months later, on 18th January 1788. I - So that was how the English language reached that part like that.....and most of them were illiterate, too. That's why they didn't leave any records. The people bout the future of English. Many people believe that English is becoming a global language. They say ted by speaking, singing and by painting. We know that there were probably around 200 different ages. Moreover, think about the USA. Did you know that 1 in 7 people speak another language? Also, half o learn English at first, but students soon learn that it is difficult to connect the sounds of words days later, on 28th September, King Harold heard that Duke William of Normandy was invading and so he s of words with their spellings. They also notice that English has a very large vocabulary and many the time. However, it is important to realise that the Norman Conquest was probably the biggest countries. 4 It is also important to recognise that English is the language of information poken in England, but it is important to remember that, outside England but on the same island, English . This sounds like quite a lot until you consider that there are about 6 billion people in the world. f these was Duke William of Normandy, who claimed that he should be the next king because of his help ster was Edward the Confessor's wife. Harold said that Edward wanted him to be the next king. search shows that a large number of Europeans say that they can speak English well but they do not ment in a large number of fields. It is estimated that at least 150 million people worldwide speak n your own language. Internet researchers predict that soon there will be more Internet sites in other E - Well, it's difficult to be sure, but it seems that the Koori people have been there for at least t as well as their first language? Research shows that a large number of Europeans say that they can things the officers wrote at the time, it's clear that they thought they might die, and that the colony ht; but what exactly does this mean? It is likely that almost 1,500,000,000 people speak English. ure how the accent developed, but it seems likely that it came from a mixture of the accents of the earth's land surface and so it is not surprising that the English language spread so far around the e about 6 billion people in the world. This means that 5 billion 700 million speak other languages. net users again speak other languages. This means that people are using many other languages for o he prepared for another battle. The problem was that Duke Williams' army was at the other end of ish is not the local language. Another example is that English is the official language of the European

## **Stage 2 material**

*Use the following to create your own sentences:*

1. ....That is why
2. Many people believe that
3. It is important to realise that
4. It is important to remember that
5. It is estimated that
6. Internet researchers predict that
7. It seems that
8. Research shows that
9. It is likely that
10. It is not surprising that

## **Stage 3: sentences produced in class**

1. Communication is easy with the Internet. That is why people use the Internet in the office.
2. Many people believe that if you don't learn foreign languages you can't be promoted in your company.
3. It is important to realise that all countries behave according to their own interests/own benefit.
4. It is important for you to remember that if you don't study hard you may fail.
5. It is estimated that 70% of the world's population know some English words.
6. Internet researchers predict that X will enter forbidden sites.  
Internet researchers predict that internet security will improve in the future.
7. It seems that clinical researchers have found beneficial things for people.  
It seems that Caglar is very tired today.
8. Research shows that Serkan is the most charismatic boy in SU (Ozturk, 2009).  
Research shows that drugs destroy our bodies.
9. It is likely that I will smoke a cigarette during the break.
10. It is not surprising that they married. They are very much in love.

## Appendix 2: DDL activity focusing on student errors; Upper Intermediate level (Activity 2)

### Stage 1 material: comparing student sentences with sentences taken from the textbook, Beyond the Boundaries (Dobie et al, 2003)

Below are 6 words from your texts on 'the purpose of education' that seem to create problems. Try to answer the questions to find out more about them.

#### 1. **conditions**: look at the words you use before 'conditions', and the words used in Beyond the Boundaries (BtB). What are the differences?

##### Student sentences

Because every people have rights to live in good conditions. For that they need a good job and family. tion should be preparing the society for the life conditions. Besides geography, arithmetic, history,

##### Sentences from BtB

of life, have been found to exist in very extreme conditions, where you do not expect to find life. Me all it has negative repercussions on the living conditions and the economic development of the people cause of unsafe work places and hazardous working conditions. Since then, the introduction of public he discussion among scientists. What are the perfect conditions for the creation of a life form? For many methods are no longer suitable under present-day conditions. Strong demographic pressure has increased d to desertification. Lastly, even under the same conditions in terms of climate, relief, soils and

#### 2. **perspective**: Looking at BtB sentences, which words/phrases are associated with *perspective*? Would you change any of your sentences?

##### Student sentences

hanged. Students should get discipline, different perspective and well knowledge by education. People terests, being a happy family, having a different perspective are important things for living a happy reases our general knowledge and our visions. Our perspective is changing due to increasing vision.

##### Sentences from Beyond the Boundaries

y practice of oral history" has evolved from both perspectives, the elitist and populist. See the making a judgement, viewing things from different perspectives, and looking for the meaning of things. pret death and killing from a moral and religious perspective, every human culture has recognized that e that comes to my mind must be getting a broader perspective. I remember like when I was in university l more critical. Because it gives you a different perspective. You try to see and view life ally insignificant amount of time. To put it into perspective, if you lived to be 100 years old and sp I. Wraith, T. O'Donnell and M. Gordon (eds.) New Perspectives on Teaching History. Dunnett: Boston, M

#### 3. **provide**: Compare the BtB sentences with your sentences. Which student sentences are correct? How do you know this?

##### Student sentences

They learn how to organise their time, how to provide a disciplined life and they learn how to be an a happy life. Consequently first of all people provide happiness from a good and right education. or understanding the life. Secondly it should provide good qualifications, in this way people could do alifications. Significantly educational system provides us with the tools to continue learning

##### Sentences from Beyond the Boundaries

nference on Education for All. The goal was to provide basic education for all children, youth and adul art from the need for fish or milk, the potato provides a complete, healthy diet for humans. right to exist' and 'undiscovered species may provide us with new medicines and food sources'. ter certain verbs E.g. Many companies hope to provide us with alternatives to cash. at seafood and seaweed almost every day. These provide protein but also fatty acids which reduce the to road accidents and homicides. Medicine can provide some of the answers but not all.

**4. purpose(s): What's the difference between the first two student sentences and the others? Looking at BtB samples, which pattern seems to be correct? What else do you notice?**

**Student sentences**

n of a good system of learning. The main purposes of education should be to donate the student  
e we are educated for life. The most important purpose of education should be to prepare people for lif  
The reason of that is bad education. The main purpose of education is giving people the chance of hav  
I think it's same for education. The main purpose of education should be preparing the society for  
ess from a good and right education. The main purpose of education should be keeping people with their li  
ives which make them think deeply. Second main purpose of education is making people ready for their li  
should sustain everyone's demands. Also other purpose should be supporting people's social life at sch

**BtB sentences**

ith the root problem of illiteracy so our main purpose is still to deal with that problem.  
isation? E - Umm, not exactly. Of course, the purpose of all of them is to help people and improve de  
UNESCO held the World Education Forum and the purpose of the meeting was to check how well we were  
sation of another body in the Universe for the purpose of human habitation. NASA is considering the col  
why our students are using this tool for these purposes. And this is where we see the connection with  
about the idea of using comics for educational purposes. Traditionally, adults believe that comics are

**5. qualified: Looking at the BtB sentences, which of your sentences seems to be correct? Why? Which words/ patterns go with qualified?**

**Student sentences**

ch helps people to have better life standards and qualified job. There are lots of people on Earth  
m and culture. Generally people want to have more qualified lives and that makes development and  
id job is very hard and important. Nevertheless qualified people have so many opportunities to find a

**BtB sentences**

ommunity but you don't like the system. You are a qualified accountant and a university graduate. You  
o far the search for a cure must be regarded as a qualified failure. Indeed, because cancer is actually  
ed me to define health. As I was a doctor, I felt qualified to answer and I replied that health was

**6. standards: Looking at the BtB sentences, which of your sentences seems to be correct? How would you change the others?**

**Student sentences**

and it should make easier for people to have high standards of living. In order to provide these high  
s a system which helps people to have better life standards and qualified job. There are lots of people  
uality. Because everybody grows in different life standards but education is for everyone. People are

**BtB sentences**

both an improvement in rural living standards and massive migration from the country to  
oss districts, major decisions regarding teaching standards and the curriculum are nationally regulated  
students? Well, there are relatively few national standards and therefore the education students receive  
a lot of infectious diseases. The relatively low standards of public health meant that infectious dise  
tive atmosphere 6. that they should be aiming for standards of excellence 7. that they should have ext  
, that they're people above, or maybe outside the standards of normal social behaviour. As we'll see to  
me people judge the writing in comics by the same standards that we apply to other types of prose. But  
film's morals are utterly unacceptable by today's standards, it still stands as a monument to Griffith'

## Stage 2: sample of feedback given to student writing

See if you can improve your text using the comments below

Key:

- **highlighted words**: there's some kind of problem which you should be able to correct
- $\Delta$ : word missing

Education is a system which helps people to have better **life standarts** and **qualified job**. There

are **lots of** people on Earth living **in streets** and they **dont** even have a job. The **reason of that**

is **bad** education. The main purpose of education is **giving** people the chance of having  $\Delta$

better life. Because **every people** **have rights** to live in good conditions. For that they need a

good job and family.  $\Delta$  Good education helps them to **get** into society easily and feel **good**.

The main purpose of life is **feeling** good and **I think its**  $\Delta$  same for education.

**Comment [s1]:** This is quite informal; can you find a more formal way of saying 'lots of'?

**Comment [s2]:** Have a search for 'street' on the Macmillan online dictionary <http://www.macmillandictionary.com/>  
It can tell you the difference between 'on/in the street'

**Comment [s3]:** Look up 'reason' in the Macmillan dictionary – which preposition follows this word?

**Comment [s4]:** See if you can find a better word than 'bad'

**Comment [s5]:** Go to Just the Word <http://193.133.140.102/JustTheWord/>  
And search 'right'. You need to find 'right' is N; click on 'have right' to look at the examples then see if you need to change this...

**Comment [s6]:** You can probably find a better word than 'get', e.g. on Just the Word

**Comment [s7]:** You use basic words like 'good' and 'bad' too much. Remember, this is Upper int now! Try to use a more advanced word...

### **Appendix 3: Data from student survey carried out after activity 2 (Turkish comments have been translated into English)**

*This survey is part of a research project we are carrying out to find out teacher and student perspectives on the use of corpus materials. Your participation in this project is voluntary. Your responses will remain anonymous (nobody will know who said them) but they may be used in presentations and/or articles written about the research.*

*Thanks very much for your participation.*

#### **You can answer these questions either in English or in Turkish**

##### **1. What experiences have you had of materials like this before?**

- I hadn't met any materials like this before (x 5)
- I didn't use materials like this. But we are using now and I'm glad because we can see full part of subject in the board.
- Yes, last semester
- I prefer visual learning materials. We did presentations last semester and we used them a lot in Nezaket and Nurdan's classes. They increase my interest levels
- We used these in high school, but there were more advanced features (smartboard, using them when making presentations and watching documentaries.)
- We used those ones in high-school, I think those are useful to learn
- We checked the use of word in BtB and made new sentences
- Presentation with acetate, not with PC
- I was logging in sucourse and look collocations and phrases there
- It taught me somethings which i supposed correct, but actually are wrong
- It was useful and I really enjoyed it becuse I didn't have to memorize anything. I learned while I was using my brain ☺

##### **2. How do you feel about using materials like this for learning language?**

- It is an opportunity for us to see and think about what is wrong in the sentences
- It is usefull because we can clearly see collocations throughout our wrong sentences and when we think about what it is wrong in sentences comparing with BtB sentences, it is easy to remember than after
- It facilitates my learning
- It is not boring so learning is more easy
- Very useful
- It is nice to see language usage visually, I think
- Make easier to learn something
- I think they are useful to understand the subject better
- Comparing and realizing my mistakes is usefull
- I feel happy, because I am thinking that I am learning. It is usefull
- It is usefull
- It is more efficient, because teachers control and show problems easily
- It's very helpful. It makes me more well-informed
- I think they are very helpful

- It helps us to learn better

### **3. Are there any advantages of using this kind of material?**

- We concentrate on the sentences and try to figure out what is wrong with it, it is like a brain storm and it is useful
- Visual things increase my interest
- it's beneficial to see
- yes, it provides better education
- from the point of view of analysing different examples of word usage this is a useful material. It helps us see our mistakes through examples
- we can see all of part of text and with word materials such as italic or ..., we can see easily the attention part
- when we use those materials we repeat the subject and later it will be easy for us to remember them
- sometimes we are thinking in Turkish and it is difficult to find out what to use in English. This is an advantage to learn the english ones.
- Yes, it is very usefull, and enhance our vocabulary skills
- I think so
- Yes
- It helps me to focus on lecture or lesson; it helps me to enjoy in lesson
- The group study is very helpful, if I don't know something I could learn it with good examples

### **4. Are there any disadvantages of using this kind of material?**

- I don't think so
- No / Not really / it's completely useful / All materials have an aim and all are useful. (x7)
- After a while my concentration starts to wander.
- Maybe, it is tired to look all of time to bright board if someone have eyes problem
- It should be written bigger in order to increase concentration.
- There are too many examples maybe it can take too much time
- They could be a little complicated sometimes

### **5. Do you have any other comments or suggestions?**

- It's good to have such materials in class
- Do what you are doing. I think this is good.
- No, thanks
- We should do it often
- We can do like this instead of only following worksheets
- No, thanks for everything :-)

**Appendix 4: Developing awareness of the relations between passive forms and discourse (Activity 3)**

**classroom exercise focusing on the choice of passive forms to maintain given-new order**

**Which of the following sentences fits best into each of the mini-contexts below? Why?**

- A. 1. Kim's dog was cured by the vet.  
2. The vet cured Kim's dog.
- a) Kim has two neighbours: a vet and a doctor. \_\_\_\_\_. The doctor took out Kim's appendix.  
b) Two of Kim's pets were ill last week. \_\_\_\_\_. The cat recovered by itself.
- B. 1. Dolly the sheep was cloned by Ian Wilmut in the UK.  
2. Ian Wilmut cloned Dolly the sheep.
- a) Two of the most famous cloned animals in the world are Dolly the sheep and Wally the wombat.  
\_\_\_\_\_. Wally the wombat was cloned by scientists at the University of Wallamaloo in Western Australia.  
b) Two famous Ians come from my home town. \_\_\_\_\_. Ian Smith, however, was imprisoned for mass murder.
- C. 1. They don't make them in a lab,  
2. They weren't made in a lab,

You might not believe it, but there are human clones among us right now. \_\_\_\_\_ though: they're identical twins, created naturally.

- D. 1. they transferred the nucleus  
2. the nucleus was transferred

To make Dolly, researchers isolated a somatic cell from an adult female sheep. Next, \_\_\_\_\_ from that cell to an egg cell from which the nucleus had been removed.

- E. 1. Scientists replace it with  
2. It is replaced by

In SCNT, the egg cell's single set of chromosomes is removed. \_\_\_\_\_ the nucleus from a somatic cell, which already contains two complete sets of chromosomes.

**Appendix 5: Extract from textbook (Dobie et al, 2003: 63-64) focusing on describing processes and use of the passive voice; follow up to activity 3**

**3.** *Look at the following heart transplant information. Some of the information is general and some of the sentences make up a paragraph describing the heart transplant process. Work with a partner and do the following.*

1. Which sentences are general and which describe the process of having a heart transplant? Write G (general) or P (process) next to the sentences.
2. Identify the general sentence which is the best topic sentence for a paragraph about the heart transplant process.
3. Number the process sentences in the order they would be in the paragraph.
4. Which linkers in 'Dolly the Sheep' could you use to join the sentences?
5. Look back at the general sentences and choose one to go at the end of the paragraph.

***Heart Transplant: Facts and Process***

- a. A trained medical team evaluates the patient to see if she or he is a good candidate for a transplant.
- b. When a donor heart is available, a team of surgeons removes it.
- c. Only people suffering from heart failure that doctors cannot cure are offered a heart-transplant.
- d. People of all ages from children to the aged can receive a heart transplant.
- e. Doctors test for any signs of rejection of the new heart.
- f. The waiting time can be several years because only a small number of people donate their organs when they die.
- g. The medical team includes cardiologists, transplant surgeons, social workers, nurses and transplant co-ordinators.
- h. Other doctors prepare the person who will receive the heart.
- i. People who are candidates for a heart transplant can go through a number of stages.
- j. If the candidate is suitable, the medical team put his/her name on a waiting list.
- k. The patient leaves hospital to continue recovering at home.
- l. In the majority of cases, people return to a relatively normal life after the operation.
- m. The doctors transplant the new heart and start it beating using an electric shock.

**4.** *Write a paragraph using the sentences you have chosen. Use the passive when appropriate. Compare your paragraph with a partner's.*

## Appendix 6: Developing awareness of the structure of complex noun phrases (Activity 4)

### Stage 1 worksheet

#### Grammar: the English noun.

*Nouns are quite complex in English but many grammar books ignore them. But they are extremely important in Academic writing; adding information to nouns is a very good way of making your writing more complex and sophisticated.*

Below are some sample sentences from the BBC documentary on savants. I've taken out the extra information surrounding the nouns.

- i) put it back in in the right place.
- ii) the extra information is categorised into groups by lines (e.g. the first 3 lines is words/phrases that go *before* the noun; the other phrases go after the noun). What are the categories (e.g. the first line is 'adjectives' (highly realistic)

incredible                      highly realistic  
(n) acquired                  simplified and edited  
masses of                      none of                      some parts of  
of London landmarks        of the Royal Academy of Art        around him  
around them                  in the brain  
based on very different evidence  
that many of us think are irrelevant        that we don't  
to take in visual information and then reproduce it

1. His \_\_\_\_\_ pictures \_\_\_\_\_ astounded the president \_\_\_\_\_.
2. It was immediately obvious that he had a(n) \_\_\_\_\_ talent.
3. He absorbs tunes \_\_\_\_\_ and remembers them forever
4. This flight will test his ability \_\_\_\_\_.
5. He takes in everything; there's no edit button in his head. He has this all-embracing eye which will see a detail \_\_\_\_\_.
6. \_\_\_\_\_ the theories account for what savants can do
7. Every day our brain is flooded with \_\_\_\_\_ information. Our brain processes all these fragments so all we are ever aware of is a \_\_\_\_\_ version of reality.
8. Scientists believe that in the savant's brain this simplifying process doesn't happen. They are often confused by the world \_\_\_\_\_ because they experience the world in an unedited form.
9. Savants have privileged access to \_\_\_\_\_ their brain \_\_\_\_\_. What they do is a consequence of their lack of brain development.
10. Someone else was pursuing a similar theory \_\_\_\_\_.
11. Dementia is a \_\_\_\_\_ loss of function \_\_\_\_\_.

**Homework: look at the text on pages 53-4 of your books and find at least 5 complex noun phrases**

#### Answer key

1. His highly realistic pictures of London landmarks astounded the president of the Royal Academy of Art.

2. It was immediately obvious that he had an incredible talent.
3. He absorbs tunes around him and remembers them forever
4. This flight will test his ability to take in visual information and then reproduce it.
5. He takes in everything; there's no edit button in his head. He has this all-embracing eye which will see a detail that many of us think is irrelevant.
6. None of the theories account for what savants can do
7. Every day our brain is flooded with masses of/ a large amount of / a great deal of information. Our brain processes all these fragments so all we are ever aware of is a simplified and edited version of reality.
8. Scientists believe that in the savant's brain this simplifying process doesn't happen. They are often confused by the world around them because they experience the world in an unedited form.
9. Savants have privileged access to some parts of their brain that we don't. What they do is a consequence of their lack of brain development.
10. Someone else was pursuing a similar theory based on very different evidence.
11. Dementia is an acquired loss of function in the brain.

## Appendix 7: Complex noun phrases in academic prose identified by learners

<sup>1</sup> Cognitive Psychology is the branch of science which studies the acquisition and use of knowledge. While it deals with higher level cognitive processes such as how we use language appropriately in different social situations, or how we identify and solve problems, cognitive psychology also deals with unconscious processes. The process by which we are aware of environmental stimuli, and the workings of the memory are two of the most basic, yet least understood facets of cognitive psychology.

<sup>2</sup> Sensation is perhaps the lowest level of cognition, in that it represents the physical interaction of our bodies with the world through the senses. Through sight, sound, touch, smell and taste, our bodies absorb energy or chemicals from the outside world. In addition, the kinaesthetic and vestibular systems inform our brains of the positions of parts of our body and the position of our body in relation to gravity. These last respectively allow us, for example, to touch our nose with our eyes closed, or walk along a wall without falling. (Molloy, 1992) All of these are purely physical events, and a second, higher level of cognition called perception is required to allow our minds to make use of this sensory information.

**Appendix 8: Alternative follow-up activity focusing on structure of complex noun phrases**

**Elements of noun phrases**

*Below are the noun phrases we identified in the previous exercise. To help you with this exercise, I've lined up all the main nouns. Now look at what's on either side and try to answer these questions:*

- i) *categorise the extra information that comes before the noun – can you find any groups?*
- ii) *categorise the extra information that comes after the noun – can you find any groups?*

his highly realistic	<b>pictures</b>	of London landmarks
the	<b>president</b>	of the Royal Academy of Art.
an incredible	<b>talent</b>	
	<b>tunes</b>	around him
his	<b>ability</b>	to take in visual information and then reproduce it.
a	<b>detail</b>	that many of us think is irrelevant.
none of the	<b>theories</b>	
masses of	<b>information</b>	
a simplified and edited	<b>version</b>	of reality.
the	<b>world</b>	around them
some	<b>parts</b>	of their brain that we don't
a similar	<b>theory</b>	based on very different evidence.
an acquired	<b>loss</b>	of function in the brain.

**Possible answers (based on Willis, 2003):**

i) **Before the noun**

**Expressions of Quantity**

<b>None of the</b>	theories
<b>masses of</b>	information
<b>some</b>	parts of their brain that we don't

**Words like a/the/his**

<b>an</b> incredible	talent	
<b>a</b>	detail	that many of us think is irrelevant
<b>a</b> similar	theory	based on very different evidence
<b>a</b> simplified and edited	version	of reality.
<b>an</b> acquired loss of	function	in the brain.
None of <b>the</b>	theories	
<b>the</b>	president	of the Royal Academy of Art
<b>the</b>	world	around them
<b>his</b>	ability	to take in visual information
<b>His</b> highly realistic	pictures	of London landmarks

**Adjectives, including -ed forms**

His <b>highly realistic</b>	pictures	of London landmarks
an <b>incredible</b>	talent	
a <b>similar</b>	theory	based on very different evidence
a <b>simplified</b> and <b>edited</b>	version	of reality.
an <b>acquired</b>	loss	of function in the brain.

**ii) After the noun**

**Phrases with prepositions**

His highly realistic	pictures	<b>of London landmarks</b>
the president		<b>of the Royal Academy of Art</b>
some parts		<b>of their brain</b> that we don't
a simplified and edited	version	<b>of reality.</b>
	tunes	<b>around him</b>
an acquired	loss	<b>of function in the brain.</b>
the world		<b>around them</b>

**Phrases with to-infinitive**

his ability **to take in visual information and then reproduce it**

**Phrases with -ed**

a similar theory **based on very different evidence**

**Defining relative clauses**

a detail **that many of us think is irrelevant**  
some parts of their brain **that we don't**

## Appendix 9: Raising awareness of academic clauses expressing cause and effect

### Academic sentences: common patterns for expressing cause-effect.

Here are some cause-effect sentences from unit 3.

You need to divide each sentence up so that they fit into the table (2 of them are done as examples; there isn't always 'extra info').

Which sentences are different? Why/how are they different?

Cause	'causing' verb or phrase	Effect	Extra info (how, where, when...)
The overprescription of antibiotics	can lead to	the spread of contagious diseases	by increasing the bacterial resistance. <b>(how)</b>
Nelda Wray's idea	has given birth to	a whole new area of investigation	"placebo surgery." <b>(name)</b>

- a. ~~Overprescription of antibiotics can lead to the spread of contagious diseases by increasing the bacterial resistance.~~
- b. ~~Nelda Wray's idea has given birth to a whole new area of investigation, "placebo surgery."~~
- c. Expectations of sickness and the affective states associated with such expectations cause sickness in the expectant.
- d. Ethical considerations have prevented a rigorous investigation of the nocebo effect
- e. The nocebo effect plays a major role in many conditions, especially stress-related problems.
- f. For some patients, just seeing a physician can have an impact on their health.
- g. Breakthroughs in genetic research have made it possible to detect abnormal genes.
- h. Huntington disease sufferers' occasional uncontrollable physical movements result from the gradual loss of brain cells.
- i. A pre-symptomatic test for Huntington disease provides some obvious benefits for those at risk.
- j. Prenatal testing for Huntington disease has introduced new dilemmas.

**Answer key with patterns**

**Patterns with examples:**

<b>Complex noun phrase</b> the overprescription of antibiotics	<b>causing verb/phrase</b> has led to	<b>complex noun phrase</b> the spread of contagious diseases	<b>(extra info)</b> by increasing bacterial resistance.
<b>Complex noun phrase</b> Breakthroughs in genetic research	<b>causing verb/phrase</b> have made it	<b>verb</b> possible/impossible easy / difficult	<b>noun</b> to detect abnormal genes.

<b>Cause</b>	<b>'causing' verb or phrase</b>	<b>Effect</b>	<b>Extra info (how, where, when...)</b>
The overprescription of antibiotics	can lead to contribute to bring about cause result in plays a major role in	the spread of contagious diseases	by increasing the bacterial resistance. <b>(how)</b>
Nelda Wray's idea	has given birth to	a whole new area of investigation	"placebo surgery." <b>(name)</b>
Expectations of sickness and the affective states associated with such expectations	cause	sickness in the expectant.	
Ethical considerations	have prevented	a rigorous investigation of the nocebo effect	
The nocebo effect	plays a major role in	many conditions,	especially stress-related problems.
For some patients, just seeing a physician	can have an impact on	their health.	
Breakthroughs in genetic research	have made it possible to	detect abnormal genes.	
Huntington disease sufferers' occasional uncontrollable physical movements	result from stem from are the result of	the gradual loss of brain cells.	
A pre-symptomatic test for Huntington disease	provides	some obvious benefits for those at risk.	
Prenatal testing for Huntington disease	has introduced	new dilemmas.	

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