

**Investigating the experiences of in-service English
language teachers in the use of language corpora for
teaching purposes: An international action research study**

A doctoral dissertation is submitted to the School of Linguistics,
Speech and Communication Sciences in partial fulfilment of the
requirements for the degree of Doctor in Philosophy,
Trinity College Dublin, the University of Dublin

2024

Cathryn Denise Bennett

Declaration

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Summary

This project uses an action research approach to examine the experiences of a group of in-service English as a Foreign Language (EFL) practitioners as they acquire corpus literacy for classroom purposes. This inquiry began with both a professional and personal motivation to develop my own competence in using corpora for language teaching purposes, given my background as an EFL practitioner, and to help my colleagues to see the benefits of using corpora in the classroom. While studies have focused on using corpora in pre-service teacher training (Zareva, 2016; Naismith, 2016), a large majority of these occur within postgraduate taught programmes (Boulton, 2011; Heather & Helt, 2012; Leńko-Szymańska, 2015; Ebrahimi & Faghih, 2017). However, EFL teachers working in the private sector often have alternative professional qualifications rather than postgraduate degrees in teaching, and many schools do not provide formal continuous professional development opportunities for their staff. I felt it likely that a large group of teachers were being overlooked and missing out on how corpora could impact on their language teaching. For this thesis, an online corpus literacy training framework was co-created and trialled through an action research study with a selection of EFL teachers from across the world.

Action research is an apt method for practitioners to investigate an aspect of their teaching. There are several reasons why teachers, including myself, may be drawn to an action research design. McNiff and Whitehead (2011, p. 29) note this may be due to ontological reasons because it is “value-laden” and “morally committed”, chiming with teachers’ desire to engage in professional development. Similarly, teachers may be epistemologically motivated, given that the focus of action research is based on the teacher’s own practice. The nature of an action research project in this area is the teacher’s own classroom practice, with the focus of the inquiry being ‘I’, necessitating reflection and introspection (McNiff & Whitehead, 2011, p. 33).

The central aim of the project was to investigate the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching, supported by a corpus literacy training framework designed for this study. The overarching research question was:

What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching?

Three sub-questions were posed:

- a. *What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?*
- b. *What drawbacks do practitioners express when using corpora in their lesson planning and teaching?*
- c. *What plans for future use do teachers express regarding the integration of corpora in their own classrooms?*

Covid19 impacted on the current research in several ways. When the pandemic commenced in 2020, the initial plans for this study were to conduct an in-person action research study. However, the action research cycles, and all aspects of data collection had to be carried out online, requiring a redesign of the project. There was also the challenge of the uncertainty within the private language school sector: many teachers were being furloughed until language schools knew how many students would want to study online. Further, I was concerned whether teachers were interested in professional development during such an uncertain time. The scope of the original study was very local: a Dublin-based in-person training programme. However, with the pivot to online, teachers from across the world responded to the invitation to participate and the project turned into an international action research project with nineteen EFL teachers from around the world.

Chapter One presents the three main aspects of the research inquiry. It firstly contextualises the study within the English as a Foreign Language private teaching sector . It then proceeds to describe two gaps identified within the literature: a knowledge gap with the use of corpora in language teaching and learning and a research and training gap in corpus literacy. This chapter presents the study's aim research question and summarises the action research project that formed this inquiry.

Chapter Two outlines the development of language corpora within the field of corpus linguistics and examines the use of corpora in language education for teaching purposes. It discusses barriers to corpus literacy in language education and reviews the key literature on corpus literacy among teachers.

Chapter Three presents the corpus literacy training framework that provided the basis for the action research cycles. It examines relevant studies in the area of corpus literacy research before presenting the conceptual framework adopted for a bespoke corpus literacy training programme. The training programme's design is presented, focusing in particular on its consideration of Needs Analysis, Exploratory Practice and Reflective Practice. The chapter also considers the choice of corpora in the training framework and describes how the training sessions were organised and structured.

Chapter Four outlines the research methodology adopted for this thesis. It presents the study's research assumptions and research questions. It discusses the rationale for selecting an action research design and examines how action research projects are structured. Similar studies are reviewed as well as ethical considerations. This chapter goes on to describe the target population for this inquiry, teacher recruitment, data collection and instruments, and data analysis. Four research instruments were employed before, during and after four action research cycles and the implementation of the training framework: surveys, reflective journals, researcher fieldnotes, and interviews.

Chapter Five presents the four action research (AR) cycles conducted between January 2021 and April 2022. Cycle one was conducted with one co-participant using the training programme's original design. Two important changes were implemented to improve the training programme in the next cycle. Cycle two was conducted with five co-participants who recommended one change. Cycle three included seven co-participants who proposed a further change to the design. Cycle four consisted of six co-participants, with one additional change suggested.

Chapter Six presents the results of the pre- and post-training surveys. The demographic characteristics of respondents are described. This chapter examines respondents' existing use of online resources for language teaching, their familiarity with and use of corpora, prior technology training and access to Continuous Professional Development (CPD) opportunities. For those co-participants who completed the post-training survey, their ongoing use of corpora is described.

Chapter Seven responds to the research assumptions and research questions, focusing in particular on the benefits that EFL practitioners expressed when using corpora in their classroom lesson planning and teaching, the perceived drawbacks that they see, and their plans for future use in terms of learning to use corpora for classroom purposes.

Chapter Eight contains the Discussion and Conclusion to this thesis. It aims to synthesise the findings collected through the AR study, and discusses these under the themes of Needs, Exploration and Reflection. The chapter concludes by outlining some of the limitations of the present inquiry and by suggesting some avenues for future research. The thesis concludes that, whilst in-service EFL teachers use a wide range of online resources in their classroom and are aware of language corpora, teachers generally do not receive training in using corpora to design classroom activities or materials. The study also found that although the co-participants were a highly motivated group keen to use new technology in

their classroom, teaching demands leave little time and energy to invest in professional development including corpus training which answers the research question. The thesis argues that the voices of teachers are crucial in advancing corpus literacy training in this domain.

Acknowledgements

My sincere thanks to my supervisors who guided me through this process: Dr. Lorna Carson, Dr. Elaine Uí Dhonnchadha and Dr. Rory McDaid. I appreciate the time you spent laboriously reading chapters and providing feedback.

I also want to send a special thanks to the teachers who participated in the study and who chose my project to develop themselves professionally during the Covid19 pandemic.

Finally, I would like to acknowledge the family and friends who supported me along this journey by listening to the challenges I encountered, with specific thanks to Angelos Bolas and his never-ending stream of support.

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Abbreviations

AR	Action Research
CALL	Computer Assisted Language Learning
CELT	Certificate of English Language Teaching
CELTA	Cambridge English Language Teaching certificate for Adults
CL	Corpus Literacy
CLTF	Corpus Literacy Training Framework
COBUILD	Collins Birmingham University International Language Database
CPD	Continuous Professional Development
CQL	Corpus Query Language
DELTA	Diploma of English Language Teaching for Adults
DOS	Director of Study
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTO	English Language Teaching Organisation
EP	Exploratory Practice
ESAP	English for Specific Academic Purposes
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
IATEFL	International Association of Teaching English as a Foreign Language
LSP	Language for Specific Purposes
MICASE	The Michigan Corpus of Academic Spoken English
NA	Needs Analysis
PoS	Part-of-Speech
PBL	Project-based Learning
RP	Reflective Practice
TESOL	Teaching English as a Second or Other Language
VLE	Virtual Learning Environment

List of corpora and corpus-informed websites

BASE	British Academic Spoken English corpus
BAWE	British Academic Written English corpus
BNC	British National Corpus
COCA	Corpus of Contemporary American English
ColloCaid	Collocation visualizations
DOAJ	Directory of Open Access Journals
English Profile	The CEFR for English (inc. English Vocabulary Profile & English Grammar Profile)
FLAX	Flexible Language Acquisition, FLAX Library
GloWbE	Corpus of Global Web-based English
HASK	HASK Collocation Databases
JTW	Just-the-word.com
Lextutor	Compleat Lexical Tutor
OANC	The Open American National Corpus
SKeLL	Sketch Engine for Language Learning
Visuwords	Visual Dictionary and Thesaurus
WebCorp Live	Concordance the Web
YouGlish	Use YouTube to improve English pronunciation

Chapter 1: Rationale and Context

1.1 Introduction

The central aim of this project is to investigate the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching, supported by a corpus literacy training framework designed for this study. This inquiry represents one of the very few investigations of the experiences of private in-service EFL practitioners as they engage in a corpus literacy training programme. This chapter outlines the research rationale and context of this project within the EFL private sector.

1.2 English as a Foreign Language private teaching sector

The term ‘English as Foreign Language’ (EFL) describes the teaching of English to learners from countries where English is not spoken as their mother tongue. As such, this acronym is applied to practitioners or teachers trained to teach English to these students. There are several terms often associated with EFL such as English as a Second Language (ESL), English as a Second or Other Language (ESOL), and English as an Additional Language (EAL). Though these terms are different, their context of use is quite similar. Furthermore, some terms are more often used in specific regions; for example, EFL is more common in Ireland, while ESL, ESOL and EAL are more often used in parts of the United States and the United Kingdom. The private EFL teaching sector is estimated to be worth 1.2 billion euro to Irish economy (Donnelly, 2020).

Like other private language teaching sectors, the employment conditions in this field are challenging, including a high number of contact/teaching hours, little or no pay for Continuous Professional Development (CPD), lack of employment benefits such as access to health care or pension, and low job security. Private language teaching across the world is

often unregulated by governments. Researchers, such as Stanley (2016) who found that teachers in Australia were giving up their free time in order to attend CPD events, have investigated these conditions for English language teachers in the private sector showing it is a global issue around the world. Similar working conditions were reported by Wickham (2015) in France, and Bacon (2018), who looked at EFL private language schoolteachers in Dublin and Seoul, South Korea to gauge their levels of burnout. These studies paint a bleak picture of a group of teachers who were nevertheless keenly motivated to engage in professional development.

Research conducted within the private sector with English language teachers has shown poor access to CPD in several countries. For example, Mercer (2020) investigated the wellbeing of teachers working in private language schools in Malta who must complete eight hours of CPD per year to maintain the required teaching license for employment. By conducting two semi-structured interviews with eight language teachers, she found that teachers who were not financially supported to complete CPD hours or were not given time outside of their teaching schedule to take-up CPD opportunities jeopardise the professionalism of the industry. One teacher in particular remarked that they could not work in a language school where CPD was not taken into consideration, “This school mentality where they don’t believe in CPD... I couldn’t go any further with them.” (Mercer, 2020, p. 11).

In another example, Stanley (2016) reported on private language schoolteachers in Australia finding teachers who chose to develop themselves continuously became too expensive for language schools to employ. Specifically, one teacher commented on the process to obtain a contract in a language school, explaining this was based on the amount of time they spent on developing materials and the number of CPD days/courses the teachers had completed in the year. These time-consuming and unpaid activities meant some teachers

remained in precarious teaching conditions because they could not afford to invest time in activities which were not paid (Stanley, 2016, p. 10). In Ireland, Tobin and Bennett (2023, p. 8) investigated Irish work conditions for teachers in private language schools finding that 47 per cent of teachers were not paid for CPD opportunities they participated in such as workshops or conferences. Yet, 50 per cent of respondents in the survey cited they choose to participate in unpaid CPD for their own development. The most common form of CPD in language schools is likely the workshop format. However, Richards and Farrell (2005, p.23) describe workshops as “often hit-or-miss affairs” depending on how prepared or attentive management is to the needs of teachers. Given that the research reviewed in this thesis highlights the need for substantial training with corpora, the ‘one-off’ nature of workshops is unlikely to provide the depth and attention needed for teachers to become corpus literate.

1.3 Corpora in language teaching and learning: The knowledge gap

A corpus (plural term, corpora) is a large collection of naturally occurring language samples, both written and/or spoken. The field of corpus linguistics uses corpora to investigate language patterns, conduct different forms of linguistic research, engage in lexicography, and so on. Collections of language and their subsequent analysis have been in existence for centuries, but the arrival of modern computing technology in the latter half of the twentieth century permitted the compilation and analysis of much bigger collections of items. Use of corpora for English language teaching and learning can be traced, for example, to the influential COBUILD (Collins Birmingham University International Language Database) project, which resulted in a monolingual English dictionary published by Collins in the 1980s. The COBUILD dictionary was based on the 4.5 billion-word Collins Corpus of contemporary English.

Researchers in Language Education and Applied Linguistics have published studies detailing the benefits of corpora in language teaching and learning. Corpora can be used to reinforce language learning (Breyer, 2011; Boulton & Perez-Paredes, 2014), to produce discipline-specific wordlists (Fraser, 2007), to produce concordance lines to teach grammar (Tribble, 1997; Willis, 2011), and to change the traditional classroom roles between the teacher and the student (Johns, 2002; O’Keeffe et al., 2007).

Several studies have identified teachers’ lack of familiarity and use of corpora in their teaching practice (Mukherjee, 2004; Callies, 2019; Karlsen & Monsen, 2020; Kavanagh, 2021b). Corpus literacy studies in Germany (Mukherjee, 2004) and Norway (Karlsen & Monsen, 2020) illuminated a knowledge gap between researchers and practitioners, with few teachers being aware of corpora as a tool for language teaching. Despite the promotion of corpus-informed websites by some academics (Farr & O’Keeffe, 2019; Frankenberg-Garcia, 2012b), and the addition of new commercial corpus materials (Le Foll, 2021; Viana, 2022), corpus use in the classroom seems to be confined to a relatively small number of EFL practitioners.

1.4 Corpus literacy: The training and research gap

Training in corpus literacy is an important issue. O’Keeffe and Farr (2003, p. 391) note that “many teacher educators [...] have not had extensive experience with corpora”. Heather and Helt (2012, p. 417) define corpus literacy as “the ability to use the technology of corpus linguistics to investigate language and enhance the language development of students”. Like any technology, experience and often some form of training is required for teachers to develop the ability to use corpora in their class in order to enhance their students’ language proficiency.

Understanding teachers’ extent of corpus use in the classroom has been an area of much research given the reported benefits of using corpora in language teaching. Mukherjee

(2004)'s seminal work in corpus literacy outlined four main skills, ranked in complexity, and which teachers progress thorough in their journey towards becoming corpus literate. The first skill encompasses the basics of learning what corpora are, and crucially, how corpora are compiled to understand what types of lessons are more easily supported with corpora, usually these are vocabulary and grammar-based lessons (see lexicogrammatical structures in O'Keeffe et al. 2007). The second skill is learning how to search within a corpus such as learning the various corpus tools. The third skill involves learning to interpret the data to deduce patterns of language use. Finally, the fourth and final skill, includes learning how to use the data to design materials and/or activities for language learning.

The importance of corpus literacy is emphasised by Frankenberg-Garcia (2012b, p. 476): "corpus skills that come as second nature to experts are not at all obvious to the untrained". As several studies have reported, performing corpus searches can be challenging to teachers (Farr, 2008; Zareva, 2016; Ebrahimi & Faghih, 2017; Farr & O'Keeffe, 2019).

Research into the integration of corpora into pre-service EFL teacher training programmes such as the Cambridge English Language Teaching certificate for Adults (CELTA) by Naismith (2016) has argued the intensive nature of these programmes do not suit the introduction of corpus-based activities like data-driven learning. Further, concerning the in-service teacher training diploma from Cambridge, the Diploma for English Language Teaching to Adults (DELTA), corpora are only briefly mentioned as a source of reference in the first module (Cambridge English: DELTA Syllabus, 2015). Corpora are not mentioned in the remainder of the DELTA course.

Research by Leńko-Szymańska (2015; 2017) with pre-service teachers in Poland and Frankenberg-Garcia (2012a) with translation students in Portugal have demonstrated the need for training with corpora, specifically in performing successful corpus searches. Researchers

in Ireland (Farr, 2008; Chambers, Farr & O’Riordan, 2011) found that pre-service teachers report wanting more time to practise hands-on, corpus-based activities.

Findings from Karlsen and Monsen (2020) showed that in-service teachers did not use corpora in their classrooms for reasons such as lack of accessible corpora, “lack of time, patience, or familiarity to orient themselves in the corpora landscape” (p. 134), and the corpus interface being difficult for teachers to navigate. This last point was echoed by Kavanagh (2021b) who reported that there was a lack of learner interest and training were barriers (Kavanagh, 2021b, p. 90). Xodabande and Nazari (2022) found that in-service EFL teachers’ opinion of corpora suggested that their pre-service teacher education programme, which included an element of corpus literacy (CL) was not “sufficient” (p. 332), that corpora were not well suited for teaching general English, and that they foresaw using corpora more indirectly with their students.

1.5 Aims and research questions

Bearing in mind (i) the knowledge gap between academics and language practitioners in the field of corpus use for teaching purposes, and (ii) the training and research gap among in-service EFL teachers in terms of corpus training, this project investigates the experiences of a small selection of international EFL practitioners as they increased their use of corpora in their teaching by means of a dedicated corpus literacy training framework designed for this study. Through an action research project conducted online, during which I trained the co-participants in the use of corpora, I aimed to answer the following overarching research question:

What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching during and after a bespoke training programme?

In order to capture a comprehensive response to this question, I posed three sub-questions:

- a. What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?
- b. What drawbacks do practitioners express when using corpora in their lesson planning and teaching?
- c. What plans for the future do teachers express regarding the integration of corpora in their own classrooms?

1.6 Action research project overview

The AR project completed for this thesis was conducted between June 2020 and April 2022 via four action research cycles, each of which lasted for five weeks. Associated data collection activities, presented in Chapter Three, took place before, during and after these AR cycles. The training programme itself took place within four time periods:

- January-February 2021
- March-April 2021
- February-March 2022
- March-April 2022

Each action research cycle consisted of a five-week online training programme, with each training session lasting approximately one hour per week. The terms ‘co-participants’ and ‘teacher-researchers’ are used synonymously in this thesis to refer to teachers who were participants in the AR study.

1.7 Conclusion

This introductory chapter has laid the groundwork for the thesis by describing its main aim and research question. It has outlined the knowledge and research gap that the project addresses and locates the context for this study. It provided an overview of the training

programme that formed the basis of this action research study. The next chapter will provide a literature review of relevant research in this field.

Chapter 2: Language Corpora for Teaching Purposes

2.1 Introduction

This chapter outlines the development of language corpora within the field of corpus linguistics and examines the use of corpora in language education for teaching purposes through a review of relevant literature. It discusses barriers to corpus literacy in language teaching education, and reviews some of the key research on corpus literacy among teachers.

2.2 The development of language corpora

A corpus can be defined as “a principled collection of texts, written or spoken, which is usually stored on a computer for qualitative and quantitative analysis” (O’Keeffe et al., 2007, p. 1), based on naturally occurring, real-life language in use for a variety of purposes.

Corpora can range in size from a few thousand words of text to hundreds of millions of items, sampled from multiple individual texts. Stubbs (2004, p. 106) describes how, since the 1990s, a language corpus usually describes (i) a large text collection, (ii) a collection that is computer-readable and accessible using software, and (iii) designed for linguistic purposes, for instance sociolinguistic analysis of language variation or a sample of specific text-types.

Before the modern computing era, language researchers collected, recorded and transcribed authentic data in the field to be used in their classrooms (Tribble, 2015, p. 40). By the late twentieth century, corpora were used to build dictionaries (including the COBUILD dictionary described earlier), and a data-driven teaching approach became possible. Data-driven learning (DDL) has been defined as “the attempt to cut out the middleman as far as possible and to give the learner direct access to the data” (Johns, 1991, p. 30). An example of this has been printing handouts or displaying concordances lines on overhead projectors for students to identify patterns of language use for language learning, such as looking for the

most commonly used adjective that is located before the word 'linguistic'. In a lesson a teacher could set the learning objectives as learning new adjectives that can be used with 'linguistic' and by using the printed handouts of concordance lines, they can bring students' attention towards real examples with these new adjectives. Shortly after the COBUILD dictionary was published, the British National Corpus became the first accessible online corpus and concordancer freely available to any user with an internet connection. A concordancer is a piece of software that helps the user to perform searches of the language data collected and presents a list of language samples to the user. Towards the end of the millennium, large general language corpora were integrated into grammar textbooks (Biber et al., 1999). As corpora became larger, they grew to become an invaluable tool and form of linguistic evidence in the construction of reference materials. For instance, the Cambridge Learner Corpus and the Cambridge International Corpus inform the language teaching and assessment materials published by Cambridge English (Barker, 2004, 2006). In the early twenty-first century, the internet began to house millions of texts online, providing linguists with the resources to build their own corpora. Several studies advocating the use of corpora in the language classroom were conducted during this period (Bernardini, 2004; Granger, 2003; Boulton, 2009). O'Keeffe, McCarthy and Carter (2007) published the influential book entitled *From Corpus to Classroom: Language Use and Language Teaching*.

Current corpus resources include resource books such as Le Foll (2021), an online, open access resource created with her postgraduate education students covering a range of different topics, language foci and corpora. Viana (2022) published a hardcover corpus resources book for teachers organised in several ways to suit teachers' teaching contexts such as by learner level, by language skill, teaching online or offline, class duration, and the amount of preparation time available. Several corpora and corpus-based websites are used in the proposed activities such as COCA, NOW, GloWbE, BNC, Google book Ngram Viewer,

SKeLL, InterCorp Spanish and English, FLAX, and VocabProfilers. The corpus activities include both general English and Academic English.

Beyond teaching, recent applications for corpora include artificial intelligence, machine learning and translation (Scarton et al., 2018; Lample et al., 2018). Multimodal corpora are also beginning to emerge (Adolphs & Carter, 2013; Rühlemann, 2019). For instance, the Signs of Ireland digital corpus of Irish Sign Language was created from video data collected from 40 male and female Irish Sign Language users of different ages across Ireland (Leeson, Saeed & Byrne-Dunne, 2006).

2.3 Using corpora in language education

Corpora are often defined as ‘principled’, designed and built for a specific purpose (O’Keeffe et al., 2007; McCarthy, 2008). McCarthy (ibid.) highlights the need for teachers to understand how the corpus was compiled before choosing a corpus to be used in class, in particular whether a corpus is composed of written or spoken texts. Corpora are compiled to meet specific aims such as a written corpus of academic texts to teach academic writing and therefore would not contain many spoken text data. Corpus builders seek to collect written or spoken data which is representative of the language items to be studied in their particular corpus.

Studies on the use of spoken corpora in language education show their potential in shedding light on phraseology (Aston, 2015) as well as intonation and stress patterns (Kirk, 2016). Spoken corpora can also help learners to acquire discourse markers (Stenström, 1998; Pulcini & Furiassi, 2004), to understand turn-taking (Tao, 2003) and register (Biber et al., 2004). For example, if teachers wanted to teach a lesson on discourse markers, they could begin by searching for the specific discourse marker they are curious about – or is the focus of their lesson aim -- and identifying the frequency of the discourse markers that are listed as

examples from the learners' textbook. In doing so, they could determine which markers are likely – or more likely are not -- used in daily conversations compared with those presented in their course book. Corpora allow users to compile frequency-based wordlists (Fraser, 2007) which help students to learn the most commonly used vocabulary in a given context for speaking. Teachers can identify more words to include in a specific wordlist in COCA by searching first in the Word tool the specific vocabulary word and then clicking on 'texts' in the upper right-hand corner. Research in word clusters (McCarthy & Carter, 2004), or multi-word units, and collocates (Macis & Schmitt, 2016) or word pairs, provide unique vocabulary and grammatical details of words for learners. These aspects help learners to improve speaking and other language skills.

Corpus linguists note that the use of corpora is not a new technology-enabled teaching methodology, but rather an accessible approach or resource which can suit many methodologies and as such is not confined to one (Bernardini, 2004; Gabrielatos, 2005). The flexibility of using corpora in lesson planning is further aided by the fact that many corpora can be downloaded or compiled onto a computer at no cost and sometimes without requiring an internet connection to perform searches. Online corpora with built-in concordancers like the Corpus of Contemporary American English (COCA) do not require the corpus or concordancer to be downloaded.

Language corpora provide tools and evidence for the development of language proficiency based on naturally occurring, authentic language samples. For example, data-driven learning (DDL) is a common corpus-based activity for the classroom based on concordance lines from written or spoken corpora (Johns, 1991; Boulton, 2009) and one which is often paired with discovery or inductive learning because it asks students to analyse language samples to generate usage rules. "Identify – Classify – Generalise" is how students should approach learning from concordance lines, or language samples according to

Gabrielatos (2005), who visually shows how rules are induced from concordance lines by grouping language patterns and underlines the importance of framing queries as essential corpus literacy training with students and teachers. When teaching with a corpus is discussed within the literature, DDL is the most common example found. DDL exercises can be both ‘corpus-based’ and ‘corpus-informed’ in which the former use raw data from the corpus and the latter with data that has been altered to suit specific purposes such as Cobb’s Compleat Lexical Tutor¹. Within teaching this is known as ‘direct’ and ‘indirect’ use of corpora in class (Römer, 2011). Corpus linguists have claimed learning by this method affects retention rates as “learners are engaged in meaningful activities [...], they learn more information and retain that information longer” (Reppen, 2010 p. 29).

DDL can look like a gap-fill exercise where the sentences are taken from a corpus and the word searched becomes the ‘gap’. There are several benefits associated with teaching in this way, for example students focus closely on word collocations and colligations around the word that is missing. With the teacher pre-selecting the sentences, they can avoid students focusing in on sentences which do not fit the lesson being taught. This is a common method for teaching with a corpus indirectly. While researchers have suggested that DDL is helpful for students at all learner levels (Boulton, 2009) a higher number of studies have been conducted with students at the postgraduate level (see work by Charles, 2015; 2020) and academic English students overall who are highly motivated to understand the nuances of English in their discipline. There are also drawbacks to learning via DDL such as students may feel that learning via concordance lines is too technical or only for “serious students”, and not when learning English for general purposes (Bennett, 2017, p. 78).

¹ The Compleat Lexical Tutor: www.lextutor.ca.

Research points to several important benefits of using corpora for teaching purposes. One advantage of language corpora is that they are built from extensive authentic samples of spoken or written discourse. Using corpora can bolster teachers' confidence in knowing that they are selecting language that occurs in real life and is relevant to learners (Chambers et al., 2011). Corpora also provide an additional reference tool that students may consult to deepen their knowledge of a particular aspect of language being studied in class. For example, a textbook may only have five sample sentences to demonstrate how the past continuous is formed, whilst using a corpus can point students to a variety of contexts where this tense occurs.

Secondly, a corpus provides evidence of language use as opposed to depending on intuition (O'Keeffe et al., 2007) or teacher-created language samples. As Paran (2017, p. 501) argues, "intuitions and beliefs are not reliable when complex issues such as teaching and learning are concerned". Kim (2016, p. 42) compared native speaking teachers' intuition with corpus usage in teaching idioms and found that the use of a corpus was more accurate both in teaching the frequency of idioms and their use, as native English-teaching teachers were not familiar with idioms from other parts of the English-speaking world. However, she found that native speaking teachers were a better support for students than corpora when it came to explaining to students the meaning behind idioms. Corpora are also useful in the field of Language for Specific Purposes (LSP). Research shows learners respond more favourably to materials about their field of study or work due to increased interest and relevance (Basturkmen, 2010). Specialised corpora can provide a wealth of information about a topic that the teacher may not be familiar with but may be expected to teach. Research in learner corpora can also be helpful for teachers to understand common student errors (Dagneaux et al., 1998). Learner corpora are ones compiled of data created by students such as their written assignments and/or transcripts of spoken work completed in class.

Looking specifically at the learning process, scholars highlight how the ‘recursive’ process in corpus searching (in which searching a corpus requires ‘refinement’ of searches, trying different searches and looking at samples) enhances student learning (Santos & Frankenberg-Garcia, 2007; Frankenberg-Garcia, 2012a). The process of analysing concordance lines asks learners to first identify patterns within sentences and requires students to generate theories about language usage that is based on several sentences in the corpus before applying new rules to their own writing (Lin & Lee, 2015).

Students also benefit from corpus consultation in that it can provide a fuller understanding of a word or phrase than traditional referencing materials. Students, and teachers, may use dictionaries rather than corpora more out of habit than need. While many contemporary language reference materials are now corpus-based, they do not contain as much information as a corpus itself. Online dictionaries will list collocations, and sometimes additional information such as register, frequency and example sentence, but often this information is not readily listed when searching a word. In contrast, the ‘Word’ tool in COCA (Davies, 2008-) provides a much greater amount of detail, as shown below in figure 2.1, in terms of topics, collocates, synonyms, and word clusters.

Figure 2.1: The Word tool in COCA

The screenshot shows the 'WORD' tab of the COCA Word tool. The word 'linguistic' (ADJ) is highlighted in green, with a frequency of #7222. Below the word is a bar chart showing its distribution across different sources: BLOG, WEB, TV/M, SPOK, FIC, MAG, NEWS, and ACAD. The definition is provided: '1. consisting of or related to language 2. of or relating to the scientific study of language'. Synonyms include 'language', 'grammatical', 'morphological', 'philological', 'phonological', 'semantic', and 'syntactical'. Collocates are listed under NOUN, VERB, ADJ, and ADV. Related words include 'linguistics', 'linguist', and 'linguistically'. Clusters are also shown at the bottom.

COCA's Word tool also provides concordance lines for students to discover authentic language samples (figure 2.2). The searched word appears in the centre, with the surrounding information being colour-coded to help the student identify adjacent parts of speech.

Figure 2.2: Concordance lines for 'linguistic' in COCA's Word tool

SEARCH	WORD	CONTEXT	OVERVIEW
11 WEB: 2012: writing.upenn.edu	-- first steps toward his ambitious project of producing a "	linguistic atlas of France on the phonograph . To illustrate " la	
12 ACAD: 2005: NAJPsychology	thoughts . Low-context communication is characterized by	linguistic bluntness with members of these cultures valuing " straight	
13 ACAD: 2000: October	to create an experience of stark repetition that crosses	linguistic boundaries as opposed to the situation one finds in Nasci ,	
14 WEB: 2012: snopes.com	it out to be . '420' began its	linguistic career in 1971 as a bit of slang casually used by a	
15 ACAD: 1995: ArtsEduc	meanings and interpreted all other societies with	linguistic categories. [17] # Presentational symbols present no such	
16 ACAD: 2011: CollegeStud	fulfill the following twin criteria : 1) a set of	linguistic characteristics that would facilitate its acquisition ; and 2)	
17 ACAD: 2012: ResearchInMiddle	total unknown words and are less able to use	linguistic clues to decipher unfamiliar vocabulary than monolingual	
18 WEB: 2012: onthehuman.org	of the emergence of altruism/cooperation as manifested in	linguistic communication ? This same refrain is echoed by Derek Bickerton	
19 ACAD: 2018: Refuge	align more with Turkish citizens of their own	linguistic communities or class than with other displaced	
20 WEB: 2012: healthliteracy.com	, " indicating they are part of a	linguistic community ASL (American Sign Language) , the primary language	
21 ACAD: 2019: American Indian Quar...	other colonial pressures . Compounding the	linguistic complexities are	
22 ACAD: 2006: Education	different types and degrees of contact with other	linguistic contact itself took the form of events with varying degrees of	
23 ACAD: 2011: CollegeStud	extent to which English is learnt and used in the	linguistic context in the globalised era . Most importantly , it would	
24 ACAD: 2013: JSpeechLangHearingRe...	cognitive benefits (e.g. , executive control	linguistic costs (e.g. , smaller language-specific vocabulary ;	
25 SPOK: 2003: NPR_TalkNation	've come to value , and it creates a very	linguistic culture than one than existed until just about 35 years ago .	
26 FIC: 2010: Bk:SimpleGifts	are the leaders of their people . The	linguistic database identifies the word horn as referring to a person and	
27 TV: 2019: Tales of the City	general idea , actually popular , but i believe in	linguistic determinism You can just tag the median period onto a masculine	

However, not all researchers agree on the benefits of corpora for language teaching purposes. Widdowson (2000) highlights the difficulty of applying corpus data to other contexts, noting that they are only part of an utterance and therefore necessarily taken out of context. He recognizes a corpus' ability to describe language but notes that "problems arise when partial description [of corpus data] is directly applied to determine language prescription for pedagogic use" (Widdowson, 2000, p. 7). In other words, what is spoken in one context cannot be applied to new situations without knowing the original context exactly. Further, he questions who bears the responsibility of re-contextualising concordance lines for inexperienced learners if teachers place undue importance on corpus data (ibid.).

Other researchers (Cook, 1998; Dellar, 2003) have voiced the notion that teachers may become over reliant on corpora. Teachers who seek answers in corpora may eventually become disempowered by this process, and thus lose their ability to make informed language decisions without checking a corpus (Dellar, 2003). While Cook (1998) emphasizes that corpora focus on language production rather than reception, he remarks that frequency can conflate with importance, warning that "frequency and desirability are not the same" (p. 61). Dellar (2003) states that frequency within corpus data can be misleading depending on the size and representation of the corpus to which corpus linguists can agree.

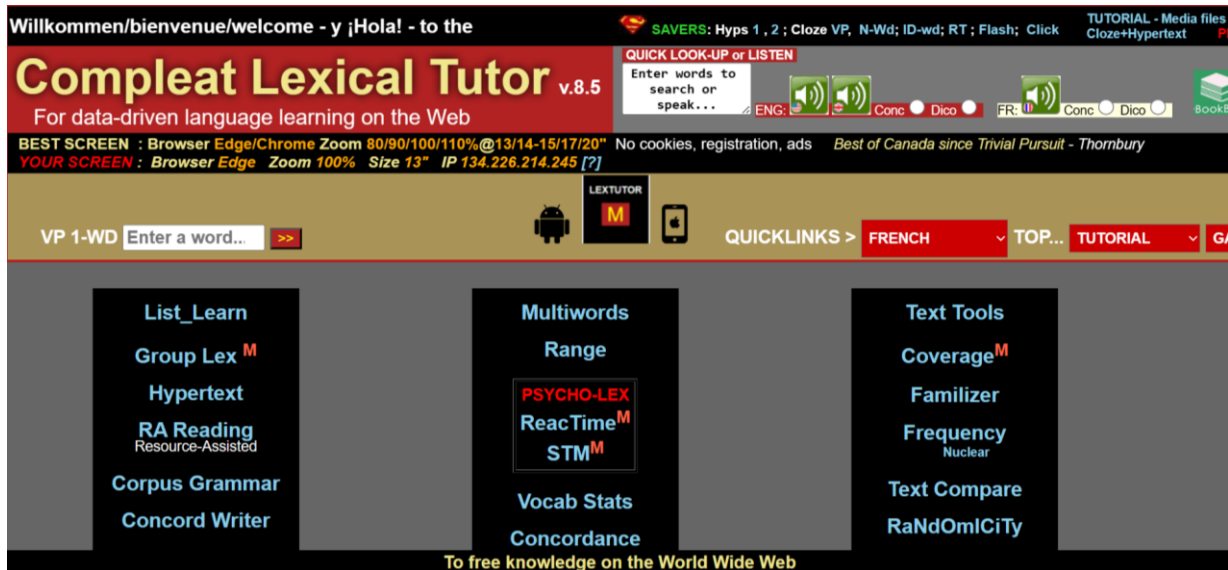
2.4 Barriers to corpus literacy in language education

Despite the relevance of corpora to language teaching, learning and assessment, researchers such as Mukherjee (2004) have reported corpora exposure by secondary school teachers to be little to none, apart from indirect experience through corpus-based dictionaries and grammar textbooks, while Römer (2011) examined successful uptake of indirect use of corpora by teachers for lesson planning or checking vocabulary to be taught. However, direct use of a corpus in class with learners remains low (Tribble, 2015, p. 43).

Several recent studies in fact report teachers' preference for using corpora indirectly. Karlsen and Monsen (2020) found that Norwegian secondary school teachers who were familiar with corpora chose not to teach with them directly in class, describing corpora as "too extensive as a process [...] and students are not in a place language-wise where they would have any benefit from it" (p. 131). Xodabande and Nazari (2022) reported that in-service private language teachers preferred to use corpora in their lesson planning or as an autonomous activity outside of class, rather than teaching directly with a corpus.

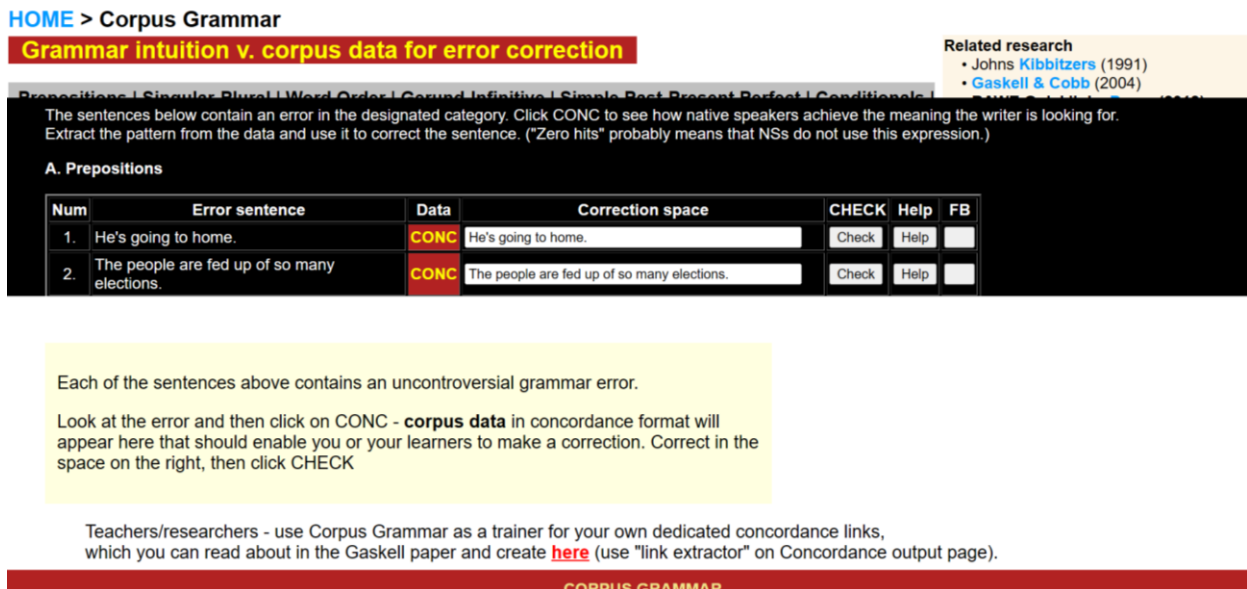
Researchers suggest several reasons regarding this lack of awareness and use, including a lack of learner training (Karlsen & Monsen, 2020; Kavanagh, 2021b), an impression that corpora are too advanced for their students (Poole, 2020), or that the corpus interface is off-putting (Kavanagh, 2021b; Bennett, 2017). Several studies point to the challenge of using technology or the difficulty of performing corpus searches (Farr, 2008; Zareva, 2016; Ebrahimi & Faghih, 2017; Farr & O'Keeffe, 2019). For example, the Compleat Lexical Tutor has a wealth of corpus information available to users, but an unattractive dashboard with a long list of links to corpus activities which may be overwhelming to users (see figure 2.3).

Figure 2.3: Lextutor main dashboard



If a teacher were to choose ‘Corpus Grammar’ to use in the classroom, the layout makes viewing the activity somewhat difficult (figure 2.4).

Figure 2.4: ‘Corpus Grammar’ layout



2.5 Research on corpus literacy among teachers

Ma et al. (2022b) designed a survey to gauge pre- and in-service English teachers’ corpus

literacy. The teachers were based in sectors ranging from primary to third level in Hong Kong. The survey addressed five corpus literacy skills:

- 1) Understanding corpora
- 2) Understanding the limitations of corpora in language teaching
- 3) How to read or analyse corpus data
- 4) How to select data to design classroom materials
- 5) How to perform searches in a corpus

Ma et al. (2022b) clarify that the order of corpus literacy (CL) skills logically places learning how to read concordance lines before designing activities with corpus data, however their research aimed to identify which CL skills are essential for inclusion into corpus literacy training programmes. CL training was provided by a CALL expert in corpus technology over programmes consisting of two-hour weekly workshops that were held over approximately four weeks and included video demonstrations with COCA, hand-on practice using corpus websites such as Lextutor and with teachers designing a corpus-based lesson in week three. They found that teachers who perceived their corpus literacy skills as strong were more likely to use corpora in their classroom, yet more time was still desired by teachers to practise searching and analysing corpora for language teaching. Given the desire for additional practice time, teachers surveyed by the researchers envisioned using corpora in more indirect ways in their classroom.

In her study of student teachers in Ireland who completed corpus training, Farr (2008) found that although participants responded positively to learning how to use corpora, there was a question of the “time to benefit return” with some teachers noting their challenges with using corpora’s “technical software” (p. 40).

In their book, *Language Curriculum Design*, Nation and Macalister (2010) discuss the planning involved in designing an in-service CPD course for teachers. They note three key aspects being transparent aims, new content and an interactive presentation that fosters participant involvement. To encourage participation, they suggest involving teachers in the learning of new techniques and giving them the opportunity to evaluate them. For example, ‘experience and evaluate’ means teachers take the place of learners in the course and that in reflecting on this gives them the confidence to replicate its use when needed (Nation & Macalister, 2010). This can take the form of the trainer changing the focus of the session, such as from demonstrating a corpus tool or having a discussion of how corpora can be utilised in class. They note that while understanding a new technique is key, it is also critical that teachers are given hands-on time in working with the new technique or approach. Nation & Macalister (2010) also recommend in CPD courses that teachers present an activity via hands-on practice which has been mentioned in pre-service corpus literacy trainings (Leńko-Szymańska, 2015; Zareva, 2016; Ebrahimi & Faghih, 2017; Ma et al., 2022a). Any challenges experienced in the materials development can be addressed at this point providing invaluable feedback for future sessions.

Ebrahimi and Faghih (2017) developed a number of materials for an online corpus training course based on the readings of different corpora available, with the pedagogic uses for each week followed by a discussion prompted by the trainer on a discussion board (p. 123). Although students responded positively to corpus training, the authors noted students relied heavily on the trainers during the course. Ebrahimi and Faghih (ibid.) required weekly reflections by participants focusing on strengths and weaknesses of lessons and asked teachers to reflect on lessons they taught following corpus training as well as during training sessions.

Viana (2023) reflected on the success of teaching corpus linguistics online as a part of a postgraduate teacher education programme in the UK that had to move online during the Covid19 pandemic. Although he reported that the course's learning outcomes were achieved in the new online format of the module, he noted several challenges in conducting corpus literacy training online. For example, students were less motivated to learn how to analyse language online given how much other online work they were doing during the pandemic, suggesting that the former novelty of going to a computer lab was lost (p. 257). Further, studying in an online format meant students could not consult their peers as they could in a physical space – students preferred to ask questions privately, resulting in more time needed to respond to questions individually by the lecturer.

Ma, Tang and Lin (2021) separated corpus literacy skills into two categories: (i) corpus literary, or training on how to use corpus tools, offered to student teachers face to face and (ii) corpus-based language pedagogy, provided online and focused on developing materials with corpora. Findings showed that teachers self-reported improvement in both categories, based on an analysis of lesson plans and interviews, supporting the separation of these distinct areas in further corpus literacy training.

Poole (2020) introduced corpora into an undergraduate writing course at a public university in the United States. Over a sixteen-week term, three novice corpus teachers taught four-to-six corpus activities in their academic writing classrooms using prepared corpus materials by the researcher in advance. Three questionnaires were administered to teachers to establish their corpus literacy prior to teaching with corpora, their experiences while teaching with corpora, and at the end of the term to determine whether their opinions had changed over time. Corpus literacy training included a “60-minute project overview session and facilitated one 75-minute corpus training module for students enrolled in their courses” (p.

1625). The three teachers reported positive attitudes when teaching with corpora, stating that they would teach with corpus activities in their classroom in the future. However, none of the teachers believed that their students were capable of performing corpus searches independently. Teachers also stated that use of corpora was too challenging for their learners' proficiency levels in English and suggested that a higher proficiency level would be required to truly benefit from corpus use. Teachers also described the additional time required outside of class, the time needed to teach corpus activities in class, and the time given to corpora in the curriculum they needed to teach (p. 1631). Although these teachers did not have to spend time designing the activities, they nevertheless experienced issues with regards to time, with corpus activities being taught as supplementary activities towards the end of the lessons, and students often requiring more time to complete these additional language exercises.

Zareva (2016) introduced corpus literacy via a discussion of supplied readings on the Virtual Learning Environment (VLE) relating to corpora and pedagogy in order to familiarise her students with corpus use. Students in her study included both pre- and in-service teachers at an American university. She specified that within the "first 10 weeks of classes" around forty-five minutes of class were spent on a discussion of readings, checking in with students on their final project and assisting them to understand "the interfaces of the two corpora" (COCA and MICASE) (p. 73). In addition to the final assessed projects, the assessment included for students to complete a report of ten to twelve pages in length (*ibid.*). Teachers reported struggling with understanding what a corpus could or could not do when designing activities and recommended more time should be devoted to technical aspects such as "navigating the corpus, using wildcards", performing searches and "getting to know the corpus interface" as well as simply more practice with "hands-on" activities (*ibid.*, p. 76).

Xodabande and Nazari (2022) investigated in-service private language teachers' knowledge and use of corpora among six Iranian teachers who participated in a 10-week online corpus linguistics course designed by the authors. The course covered software such as Lancsbox, AntConc, corpora including COCA, and corpus websites such as the English Grammar Profile. Each class began with a short introduction to the corpus followed by practical activities when teachers were expected to use corpora directly (p. 326). To gauge teachers' corpus literacy development, teachers' EAP classes were observed for their use of corpora/corpus websites and teachers were then interviewed to understand their familiarity with corpora prior to the start of the course. During the course, teachers completed reflective journals about their corpus use in their classes. One week after the course concluded, teachers were interviewed, and their classes were observed once again. To learn whether teachers continued to use corpora, participants were interviewed, and their classes observed again after four months. Findings showed an increase in teachers' use of corpora in post-training class observations which researchers attributed in part to their ongoing support for using corpora in personal communications during the course (Xodabande & Nazari, 2022). Teachers cited issues with their school as an obstacle towards the use of corpora: their supervisor preferred that they taught lessons from their textbook rather than use corpora.

Ma, Yuan, Cheung and Yang (2022a) conducted a case study of two experienced university teachers to understand how they integrated corpora into their classrooms. Their study involved collecting data from teachers' lesson materials and conducting class observations as well as pre- and post-teaching interviews. Several factors were identified as critical in teachers' corpus literacy development: "(i) knowledge of language subject; (ii) knowledge of corpus technology; (iii) pedagogical knowledge; (iv) contextual knowledge; (v) learning and practice" (p. 18). It is worth noting that of the 50 teachers who participated in the corpus literacy training, only 15 submitted corpus-based lessons for peer feedback and

only two teachers who participated in the study agreed to teach their corpus-based lessons in classroom. These two teachers were highly experienced, and both had taught at university level for at least 10 years. Similar to the present study, teachers were provided sample corpus-based materials to help them design their own materials. Tim had used corpora extensively in his masters and doctoral research as a functional linguist, though he had not taught with corpora in class. Despite this, he experienced challenges in the lack of freely accessible corpora and teaching students how to use corpora online (p. 13). May had no prior corpus familiarity but was very interested in learning how to support her teaching with research and update her university's curricula. May stated in her post-teaching interviews that she mainly struggled with deciding which corpus tools to use when designing corpus activities to meet the learning objectives and learner engagement with corpora (p. 18). Ma et al. report that teachers' successful integration of corpora into their classroom was based on one teacher being very familiar with using corpora, and the other teacher being very confident in pedagogy.

2.6 Conclusion

This chapter has drawn on relevant literature to describe the development of language corpora and their application in language teaching and learning. It has reviewed the benefits of corpus use in the language classroom and explored different barriers to corpus literacy as presented by scholars. The final section of the chapter reviewed a selection of empirical studies of corpus literacy. The next chapter will present the corpus literacy training framework used in the current study.

Chapter 3: Corpus Literacy Training Framework

3.1 Introduction

This chapter presents the conceptual framework developed for the project's corpus training framework. The first part of the chapter presents the design of the three pillars of the framework and their purpose in assisting training programme participants to become corpus literate, looking in turn at needs analysis, exploratory practice and teacher reflection. The second part of the chapter is concerned with presenting the components of the framework and its implementation.

3.2 Corpus literacy research

The corpus literacy training framework designed for this AR project drew inspiration from several studies, including a pre-service teacher training programme at a German university (Breyer, 2009), an in-service teacher training programme at a university in Saudi Arabia (Abdel-Latif, 2020), and a pre-service teacher training certificate programme at a language school in Canada (Naismith, 2016). The table below provides an overview of each corpus training programme's structure and content.

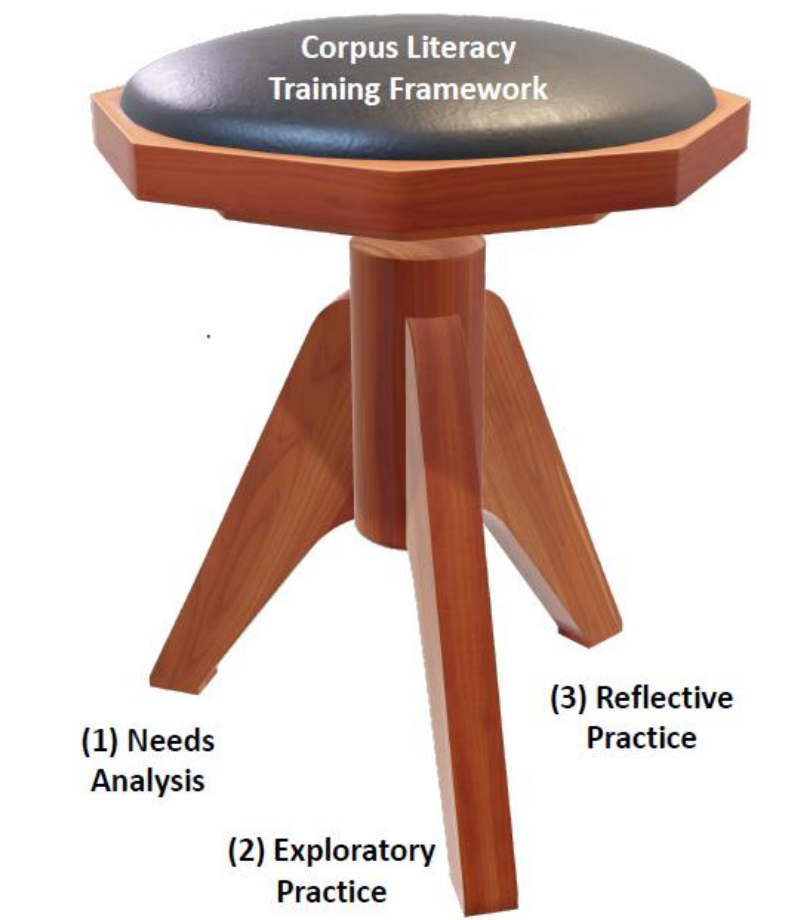
Table 3.1: Sample of corpus literacy previous trainings

Author	Pre/In-service	Programme	Country	Duration	Training	Assessment / Corpus tools used
Breyer (2009)	Pre	Undergrad	Germany	11 weeks, 2 hour weekly sessions 22 hours total	Presentation of materials and hands on exercises followed by discussions of brainstorming, collecting ideas and reflecting on experiences as a learner/teacher	Assessment of smaller projects including reflective essay on a training unit, reviewing concordancing software and producing a language exercise with concordance lines for learners. ICAME CD-Rom; AntConc; ConcApp; Wordsmith Tools; Concordancer 3.2
Naismith (2016)	Pre	CELTA	Canada	4 weeks 75 minutes total	One 75-minute input session (2 weeks after start) Focused on lexis in multi-word units to provide ideas and tools to deepen language awareness with corpora (followed and linked to first written language analysis assignment of finding collocates).	Small Action Research projects with corpora Frequency trackers (Ngram Viewer), Simplified corpus interfaces (Just-the-Word)
Abdel-Latif (2020)	In-service	PhD student teachers	Saudi Arabia	15 academic weeks (3 of which were the corpus literacy part) 9 hours total	After each class, Students reflected on questions provided by the teacher. Then 7 activities of approximately 10-minutes were completed by students.	2,000 word essay on one of 5 corpus teaching topics (1 was vocabulary, 1 was grammar)

3.3 Conceptual framework for corpus literacy training

A corpus literacy training framework (CLTF) was developed prior to the start of the project's action research cycles. The purpose and design principles behind its development can be located in this study's overarching aim, to co-create and trial a corpus literacy training programme with EFL practitioners across the world. The CLTF comprises three pillars, drawing on theoretical and empirical research paradigms in the areas of (i) Needs Analysis, (ii) Exploratory Practice and (iii) Reflective Practice. The following subsections examine each of these pillars in turn. The CLTF was conceived as a three-legged stool, with each of its three legs or pillars contributing to the training's aims and activities in equal measure (see Figure 3.1 below).

Figure 3.1: Model of the Corpus Literacy Training Framework



3.3.1 Pillar 1: Needs Analysis

Needs Analysis (NA) forms the first pillar, drawing attention to the importance of individual needs of the learner and to ensure deeper engagement during the course. The concept of needs analysis began with Michael West who considered “an analysis of needs” in 1921 to understand why his students were motivated to learn English in India (Dudley-Evans, 1997, p. 68). Since then, published work on needs analysis has expanded and formed a burgeoning subfield in the area of second language pedagogy (Clarke, 1991; Seedhouse, 1995; Cowling, 2007; Long, 2005). At its core, NA draws attention to the individual needs of the learner. As Long (2005, p. 19) states, “General English courses almost always teach too much vocabulary, registers and styles some learners do not need and too little, omitting lexis and genres, they need”.

Needs Analysis typically assumes a learner-centred teaching approach and highlights the unique set of needs that learners bring to the language classroom. It can be defined as “a pre-course design process in which information is gathered to help the teacher or course developer decide what the course should focus on, what content in terms of language or skills to include and what teaching and learning methods to employ” (Basturkmen, 2010, p. 26). She outlines that needs analysis involves an understanding of:

- the target situation, and an analysis of the interactions required therein;
- an analysis of the current situation, the capabilities of the learners at the time of the course and any preferences towards learning they may have;
- any teaching constraints of the course (ibid., p. 17).

The current and target situation analyses involve ascertaining learners’ current proficiency and considering what is required for them to progress to the next proficiency

level or to consolidate their existing skills. Teaching constraints include what limitations are placed on teachers, such as a fixed textbook and/or syllabus, lack of access to computers and/or internet connectivity.

The focus on NA grew within the field of TESOL from the 1970s onwards. Cowling (2007, p. 427) notes that before that point, NA was often conducted informally, with language teachers drawing on their intuition. As Communicative Language Teaching began to spread as a teaching approach in ELT classrooms in the 1980s with its focus on learners practicing language in realistic scenarios (Richards, 2006), understanding learners as each having a unique set of needs became more paramount. Teachers focused more on the specific needs of the learners to help them communicate with speakers outside of the classroom and in different contexts. This growth in interest occurred at the same time as the development of the field of Language for Specific Purposes (LSP). NA is often linked with studies in English for Specific Purposes (ESP) as language teachers often conduct their own learner needs analysis to meet the specific needs of their learners studying English, for example English for Aviation.

Learner needs can be collected in multiple ways. Table 3.2 shows various methods of collecting NA, drawing on Basturkmen (2010, p. 26), Long (2005, p. 30) and Howard (1997, p. 73).

Table 3.2: Overview of methods for collecting learner needs

<i>Types of methods used to collect language learner needs</i>		
Language audits	Non-expert intuitions	Pre-course placement/diagnostic tests
Interviews	Expert practitioner intuitions	Entry tests on arrival in course
Classroom observations	Survey/Questionnaires	Performance tests
Analysis of language use in target situation	Ethnographic methods	Diaries, journals, logs
Case studies	Previous research	Final evaluation and feedback
Role plays, simulations	Various forms of analyses (Content, discourse, register/rhetorical, computer-aided corpus, genre)	Task based, criterion reference, performance tests

Common methods of collecting learner needs include classroom observations, questionnaires and interviews. However, Hyland (2008, p. 113) cautions, “Needs analysis is like any other classroom practice in that it involves decisions based on the teachers’ interests, values and beliefs about teaching, learning and language” and is therefore not “an entirely objective process”, which means teachers must be careful to not place their own interpretation of learner’s needs. A means of avoiding this subjectivity can be to combine several different methods of NA. For example, the teacher may use their intuition to create a list of needs based on observed weaknesses in classroom activities, and then provide a quick questionnaire asking students if the needs they have suggested match the students’ responses. Other caveats in collecting learner needs should also be highlighted. For example, Long (2005, p. 19-20) criticizes that interviews have often been conducted by teachers with limited information or lack of training in research methods (including, for instance, on how to create a reliable and valid questionnaire).

It is important to take teachers' beliefs into consideration in the area of considering the idea of needs. Richards (1996) highlights that experienced teachers have different inner principles, or maxims, they bring with them into the classroom and which impact how they teach and develop lessons. "The working principles or maxims which teachers develop reflect their personal and individual understanding of the 'best' or 'right' way to teach and provide the source for much of the teacher's interactive decisions throughout a lesson" (Richards, 1996, p. 291). Borg (2011, pp. 370-71) cites teacher beliefs are "propositions individuals consider to be true, and which:

- are often tacit
- have a strong evaluative and affective component
- provide a basis for action
- are resistant to change.

Within the CLTF, three types of methods were used to collect information regarding learner needs for building activities with corpora:

- Questionnaires
- Interviews
- Expert practitioner intuition (researcher and co-participants)

This combination of methods was employed in order to avoid subjectivity and to capture different perspectives on needs for corpus material design. Although the method of collecting learner needs via expert practitioner intuition is not as common as interviews and questionnaires, this was a particularly important method to employ in an AR project, recognizing the expertise of the co-participants. Sample questions were provided for co-participants to ask to their own learners (see figure 3.2), designed for use in a learner

questionnaire or learner interviews. See appendix F for an overview of co-participants' learners' needs that were collected during the action research inquiry.

Figure 3.2: Example of sample NA questions provided to co-participants

Sample Needs Analysis questionnaire/interview questions

Over the next month, I'm going to be learning how to use a new technology to teach grammar in our classroom. So that I can prepare lessons that meet your grammatical needs, could you take a few minutes to answer the questions below?

1. What specific parts of grammar or vocabulary do you struggle with most?

2. What grammar or vocabulary would you like to practice more?

3. Please write an example sentence of the grammar you find difficult.

Within NA, researchers have sought to distinguish 'objective' and 'subjective' needs of learners (Berwick, 1989; Juan, 2014). Objective needs focus on aspects of the learner that the teacher may be able to distinguish easily, and which are facts such as the learners' native language, their proficiency in the CEFR, and approximately how many years they have studied the language (Berwick, 1989). Whereas subjective needs are less visible factors like their preferences towards certain linguistic activities, their personality and their confidence in using the language. In designing activities, teachers may remember students' objective needs more readily as they consider how difficult to design the lesson to meet the level of the student. However, effective materials should also take students' subjective needs into consideration. For example, a shy student may not perform well in a role play activity as opposed to a gap-fill exercise which tests the same language taught.

It is important to note here that the approach to NA used in the CLTF focusses on

teachers' reporting of learners' needs (real or imagined), setting out to identify difficult or 'tricky' points of grammar and/or vocabulary. Teachers were informed that the aim of the course was to respond to these needs with corpora and were asked to bring the results of their needs analysis to the second session. Three different methods were suggested for teachers to select (or combine) as shown in figure 3.3: expert practitioner's intuition, questionnaires and interviews.

Figure 3.3: Methods for teachers to collect learner needs as presented in the first training session

3 WAYS FOR CONDUCTING YOUR NEEDS ANALYSIS		
Expert Practitioner intuition	Questionnaires	Interviews
X If you've been teaching many years	X A set of written questions given to students	X Asking students a set of questions about the grammatical aspects they struggle with
X If you know your students well because you've been in the same school for a long time	X Try to collect a variety of (grammatical) needs from students	

A model NA questionnaire was provided in the appendix of the handbook for teachers to use if desired.

A training handbook was developed and sent to teachers one week before the programme began (see Appendix D for the prototype). The handbook (60 pp.) contained information on:

- Dates, structure and organisation of the training sessions
- Creating COCA and Sketch Engine accounts; introduction to tools available in each platform

- Defining corpora and concordancing, tokens and tags
- Guidance on selecting a corpus
- Corpus-based activities and corpora for lesson planning/assessment

As it was designed to be a useful manual for teachers to refer to during our sessions as well as in their own time, the handbook broke the above down into smaller units and provided step-by-step instructions, examples and screenshots to equip teachers with enough information to make the most out of each session. The handbook also provided suggestions of further reading, corpus websites, and corpus courses for future development.

The handbook presented a rationale of choosing between these methods of collecting needs for co-participants (see Appendix F) as shown below in figure 3.4:

Figure 3.4: Rationale for learner needs collection method for co-participants

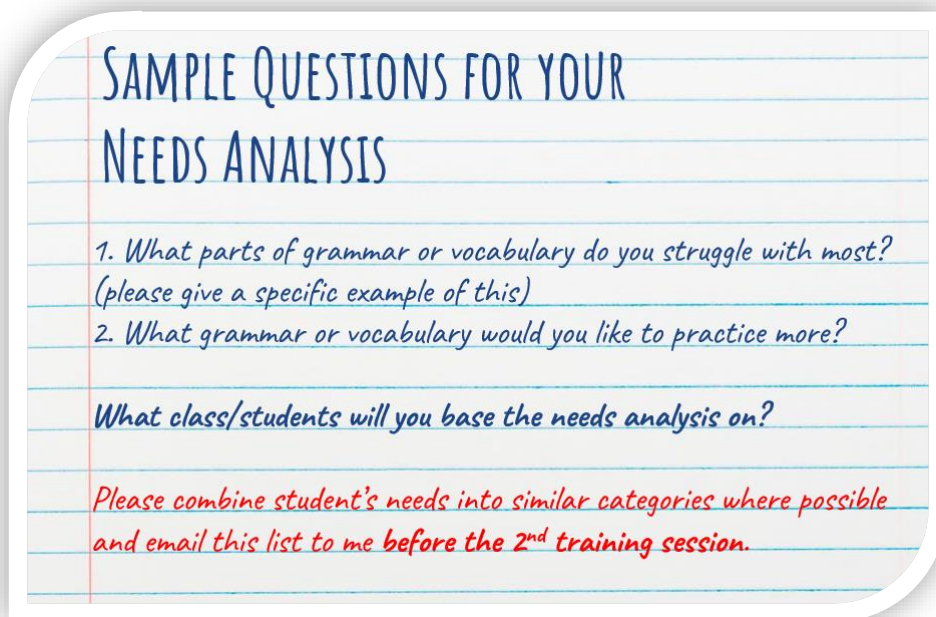
Expert practitioner’s intuition course aims to train experienced teachers, it accommodates teachers with an extensive number of years teaching. If you know the grammatical needs of your students because you are quite familiar with their levels and the grammar necessary within the CEFR, then you are welcome to make a list of your student needs for this corpus training course. However, it is still recommended that you combine your intuitive needs analysis with either questionnaires or interviews to confirm them. Previous studies which have used this form of needs analysis are found in the further reading section.

Questionnaires: If you are newer to teaching or have not yet conducted a needs analysis, the aim of the first training session is to explain what and how a needs analysis can be conducted. Several studies have used written questionnaires to identify student needs and can be found in the further reading section. The first training session will provide a list of questions that you can bring into your classroom. It is advisable to choose only one class to conduct your needs analysis, however hopefully other classes you teach will have overlapping needs!

Interviews: Another way to collect students’ needs is to conduct short interviews with students. The questions provided in the first training session can be used to collect students’ needs. It may possibly take more class time to conduct interviews, when compared with a written questionnaire, however the choice is yours. If you would like to read studies of needs analysis interviews, I’d be happy to provide these. Previous studies which have used this form of needs analysis are listed in the further reading section.

Within the first training session PowerPoint, co-participants were provided possible questions to obtain learner needs from their students (figure 3.5).

Figure 3.5: Excerpt from slide deck regarding learner needs (drawn from AR cycle 4)



These needs could be drawn from the real-life needs of their own students or suggested by the teachers themselves from their class textbook as objective needs.

3.3.2 Pillar 2: Exploratory Practice

Exploratory Practice (EP) is the second pillar of the framework. A form of practitioner research, EP sits alongside other practices which grew out of the work of Dewey (1938, 1944). EP focuses on “taking action for understanding” (Allwright 2001, p. 105).

EP is often used as a form of professional development for teachers and students. EP was selected for inclusion in the training framework for three main reasons: first, it emphasises inclusive research and understanding in the classroom which involves the learners; second, it places importance on understanding ‘puzzles’ rather than looking for

problems in the classroom; third, it provides a form of CPD where teachers improve their practice via small, everyday classroom activities and does not require immense time from their busy teaching schedules (Hanks, 2019; Allwright, 2003). Allwright (2003, pp. 128-30) summarises the main principles of EP as follows:

- 1) Put 'quality of life' first.
- 2) Work primarily to understand language classroom life.
- 3) Involve everybody.
- 4) Work to bring people together.
- 5) Work also for mutual development.
- 6) Integrate the work for understanding into classroom practice
- 7) Make the work a continuous enterprise

Based on Allwright and Hanks (2009), Hiratsuka (2016) grouped EP's principles into three central ideas to help practitioners implement EP into their classrooms: the 'what', the 'who', and the 'how'. The 'what' asks teachers to focus on investigating something in their classroom that would benefit them and their students, a puzzle or something of interest to the class, firstly through identifying the issue and then working to understand it before thinking about solving problems. For instance, one puzzle prompted by learners that became an EP project was: "why can't I remember new vocabulary?" (Hanks, 2017, p. 14); a question suggested by teachers that became the focus of EP was "why the separation between Modern Foreign Languages and English as a Foreign Language?" (Hanks, 2019, p. 15). Puzzles begin by asking 'why' questions to understand the phenomenon under scrutiny.

Turning to the 'who' issues, EP sets out to involve *everybody* as practitioners (teachers and students, for example) to bring everyone together in a shared enterprise,

and to work cooperatively towards a mutual purpose (Hiratsuka, 2016). EP thus involves learners as well as instructors in the process of understanding what is happening in the classroom. While learners are perhaps the most expected actor in classroom research, EP also includes other interested parties such as teacher educators, other teachers, school principals and so on. The third grouping addresses the ‘how’ issues through making EP an ongoing endeavour and ensuring that it is integrated into everyday classroom practices thus minimising the burden/extra workload (ibid.). Once the ‘what’ has been determined, everyone works together to understand it within the range of usual classroom activities.

Hiratsuka (2016) conducted a study with co-teachers in a Japanese high school to investigate how they conducted EP in practice and found improved communication and collegiality between the co-teaching team. Teachers found it to be a rewarding experience and learned a great deal from one another and about their classroom practice. Some team teachers intended to continue using EP in the following academic year and the Japanese teachers wished to inform other colleagues and their Western counterparts seeking to develop their teaching more through puzzles and reflection.

Within pre and in-service language teacher education, Moraes Bezerra and Miller (2015) worked with two undergraduate teaching assistants (TAs) in an English module to develop and create classroom activities. One TA’s puzzle was: “why [do] the majority of the students, including those that usually do not seem to be engaged, feel more willing to participate [in] the discussions?” (ibid., p. 24). To investigate this, they designed a reading activity with the professor by choosing texts on a topic that they considered students would have opinions about, including a reading comprehension activity and a discussion for students to share their own personal narratives on the topic (ibid., pp. 23-4). In their reflective journal, the TAs recorded the success of the activity, and noted that,

“the grammar points, which were part of the linguistics content tackled in class, turned out to be meaningful” for students (ibid., p. 24).

The principles of EP were embodied in the CLTF through encouraging teachers to be curious with corpora, to trial new corpus tools and to develop corpus activities based on their learners’ needs. Rather than asking teachers to identify a problem in their teaching to ‘fix’, the CLTF set out to share how learner needs could be used as a starting point to design short corpus activities, in order to “integrate the work for understanding into classroom practice” (Allwright, 2003, pp. 128-130). The framework was also concerned to “put quality of life first” (ibid.), recognizing that teachers in the private EFL sector work hard and may not have enough time to give to extensive training methods. Sessions were designed to be short, targeted and useful within a manageable timeframe. Optional activities were included in the handbook for teachers to use in class each week according to their own interests and contexts (“make the work a continuous enterprise”, ibid.). The results of these activities could be captured in the reflective activities which formed part of the training framework’s design. This will be the subject of the next section in this chapter.

3.3.3 Pillar 3: Reflective Practice

Reflective Practice (RP) is third pillar in the CLTF. In terms of teaching, RP is about looking back on something that happens in the classroom and considering why and how it could be different in the future. Dewey (1933) argued that all educators need to question their routines as these hinder their intellectual growth. He defined reflective thought as the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (Dewey, 1933, p. 16). He believed that reflective thinking “emancipates us [...] to direct our activities with foresight [...] to act” with purpose (ibid., p. 17). Dewey (1933) outlines attributes

commonly found in reflective practitioners as “open-mindedness, responsibility, wholeheartedness and directness” (cited in Farrell, 2012, p. 15).

Schön (1992) further developed the notion of reflective inquiry by describing critical actions which transpire in the minds of practitioners who reflect. He calls these ‘knowing-in-action’ and ‘reflecting-in-action’ (p. 123). Knowing-in-action refers to “intuition” as the result of repeated actions performed in the profession and which are not consciously thought about (ibid, p. 124). However, if something occurs which causes the practitioner’s routine to be interrupted, practitioners may need to make an instantaneous change causing temporary confusion. It is in these moments that he and others (e.g., Farrell, 2012), believe practitioners can experience “back talk” or a “conversation with the situation” which he calls ‘reflecting-in-action’ (Schön, 1992, p. 125). Reflecting-in-action gives practitioners the opportunity to consider whether their reaction to the interruption of their routine was appropriate or whether a better reaction could have occurred.

RP is one of the few forms of CPD which teachers can do on their own without need of equipment or substantial training. For this reason, reflection has become an essential part of pre-service teacher training certificate courses in which student-teachers are asked to think about what happened in the lesson they taught and what they would do differently. Typical reflective prompts and questions asked of CELTA trainees include (CELTA, 2022):

- Your first thoughts immediately after the lesson
- Do you think you achieved the primary and secondary objectives for the lesson?
Why (not)?
- Do you believe you achieved the action points you intended for the lesson? Why (not)?
- In future lessons, what ought you concentrate on?

Research suggests that reflective teachers are better able to make in-the-moment adjustments when teaching including being better monitors, making decisions in the moment of teaching, and react more quickly to learner needs which may change without notice (Yost et al., 2000; McMeniman et al., 2003).

Reflection is critical in teacher training programmes (Farr, 2008; Breyer, 2009; Leńko-Szymańska, 2015; Farr & Farrell, 2017). Though Farrell acknowledges that “there is still almost no consensus as to what RP is and which RPs actually promote teacher development” (2012, p. 8), he has asserted that for reflection to be more valuable to teachers, it should be based on concrete examples taken from the teacher’s actual teaching.

There are several methods for recording reflections from teachers. One of the most popular methods involves keeping a journal or a diary. McDonough (1994) remarks that diaries, or journals, are a common training tool which enable trainees to “deal with either teaching practice or the training course itself, or both” (p. 58). Farrell describes this as a form of ‘evidence-based’ reflection that allows teachers “to articulate to themselves (and others) what they do, how they do it, why they do it, and what the impact of one’s teaching is on student learning.” (Farrell, 2012, p. 14). Borg (2003) notes that reflections which are structured can help to learn about teacher’s beliefs, thinking processes and how decisions are made, while Mann (2005, p. 109) finds remembering moments from the classroom “is a powerful development tool”. Elliott (1991) defines a teaching diary as “observations, feelings, reactions, interpretations, reflections, hunches, hypotheses, explanations” (cited in McDonough, 1994, p. 58).

McDonough (1994) used teacher diaries to collect data from her colleagues teaching on an English for Academic Purposes (EAP) course. She identified themes

within the diaries about “individual behaviour/class dynamic, teachers’ feelings about student behaviours, a change in focus over the duration of the programme, learning styles and strategies” (McDonough, 1994, pp. 59-60). Teachers also reflected on methodology and their “own role” in the classroom (p. 62). In other words, teachers think about the efficacy of their teaching. McDonough found that this method to be “a real insider instrument” which helped to document everyday working experience that “might otherwise be lost” (pp. 63-4) and noted that reflective journals could help teachers to identify questions for practitioner research. Jarvis (1992, p. 134) found that reflective diaries helped teachers to establish “a meaning for new ideas which was rooted in their own practice”, whilst also acknowledging that not all teachers may not experience the same benefits (p. 141). Gunstone et al. (1988) acknowledge when journals are used in teacher training, it can help teachers focus on enhancing their skills with “specific, task-related competencies” and build “self-confidence” (cited in Jarvis, 1992, p. 134). Journals can also help trainees to manage the “amount of new or different information” they receive in noting down thoughts to revise or reread at a later stage (Jarvis, 1992, p. 134).

Journals were chosen as the framework’s reflective tool because they mirror the format that pre-service teachers are initially exposed to in pre-service teacher training certificate programmes (such as CELT and CELTA), they require less commitment from others such as requesting colleagues to observe and take notes on a corpus activity taught. Journals also capture teachers’ unique experiences of learning how to deploy corpora in the classroom. The first page of the reflective journal is shown in figure 3.6.

Figure 3.6: Learner needs in reflective journal

Training Sessions week 1: Collecting learner needs		
Learner need	Skill focus (e.g., writing/speaking)	Description of activity (e.g., Using linking words such as nevertheless/nonetheless, however, etc.)
Learner need 1		
Learner need 2		
Learner need 3		
Learner need 4		

Notes:

What (CEFR) level(s) are your students?

What types of activities do you think they enjoy most? (games, discussion/speaking activities, self-study, partner/group work)

Following each training session and teaching with a corpus activity in class, teachers were asked to reflect on the experience via a short two-page reflective journal activity. The reflective entry was emailed back to the trainer and their content incorporated into the next training session. The first page of the reflective journal (in later cycles) included exploratory questions regarding their teaching context/beliefs and collecting learner needs including:

- What are the pros and cons of using a textbook for lesson planning?
- What are the pros and cons of conducting a needs analysis?
- Is it helpful asking your students what they want to learn in class?
- Does your teaching stray from your textbook?

- Have you asked students what they wanted to learn before preparing a lesson? Is this something you were comfortable with? Why, or why not?

Following the collection of learner needs in the first training session, co-participants were also asked for responses to the following questions (first page of the journal, figure 3.7):

- How long did it take to plan the activity?
- Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this? Was it easy/difficult to use the tool from the training session?
- Did you consider/try using a different corpus tool to design the activity?
- Did you teach an activity suggested by the trainer or design a new activity using a corpus?

Figure 3.7 shows a complete journal entry to be completed by teachers after planning and teaching with a corpus in class.

Figure 3.7: Reflective journal

Reflective Journal		
Training Sessions		
Learner need from Needs Analysis (i.e., prepositions)	Corpus & Tool used to meet learner need (i.e., List tool in COCA)	Designed material/activity (i.e., I used the list tool to design a gap fill activity similar to the training session.)
<p>Notes:</p> <p>How long did it take me to plan the activity?</p> <p>Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?</p> <p>Was it easy/difficult for me to use the tool from the training session?</p> <p>Did I try using a different corpus tool to design the activity?</p> <p>Did I teach an activity Cathryn suggested or design a new activity using COCA?</p> <p>Reflections (how does using corpora compare to planning with traditional resources?):</p>		

In My Classroom	
Student questions	
Student comments	
<p>Notes: Describe how you taught the corpus activity in class?</p> <p>Example:</p> <p>I opened COCA on my computer, and I shared my screen.</p> <p>I searched for the word 'linguistics' using the List tool.</p> <p>Then I clicked on the bar to show example sentences with that word.</p> <p>Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.</p> <p>Success(es) of the lesson</p> <p>Challenge(s) of the lesson</p> <p>Reflections (how does using corpora compare to teaching with traditional resources?):</p>	

The second page provided prompts designed to collect student questions/comments, and to record reflections on the successes and challenges of the activity. A sample prompt provided a model of how to describe teaching a corpus activity in class, for example:

- I opened COCA on my computer and I shared my screen.
- I searched for the word 'linguistics' using the List tool.
- Then I clicked on the bar to show example sentences with that word.
- Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

The short journal entry was selected as the most appropriate means of including reflective thought in a manageable format. Prompts were designed to be open-ended and

to follow Farrell's suggestion that reflections should be based on real-life examples drawn from participants' own teaching practices (2012, p. 8). This focus meant that the reflective activities (descriptions of activities, prior experiences, thoughts, feelings) were grounded in evidence, could act as a springboard for fostering a reflective approach within the training sessions themselves, and perhaps suggest new ideas along the way.

3.4 Design of the Corpus Literacy Training Framework

The following sections will look at the component parts of the CLTF, including choice of corpora and the accompanying handbook, before going on to describe its implementation.

3.4.1 Choice of corpora

The choice of the corpus has an impact on corpus literacy and teacher likelihood to employ corpora in the classroom. One barrier to teaching with a language corpus is due to the low number of publicly available corpora as well as their accessibility (Vyatkina, 2020). Within Ireland, whilst the main corpus of Irish-English, the International Corpus of English (ICE)-Ireland² is available to the public, it lacks the convenience of other online corpora. For novice corpus users seeking to use a corpus of Irish English, an internet search will provide the ICE-Ireland corpus for download. However, the user must first email the contact person to obtain the license number to open the ICE-Ireland corpus files. These same steps would apply if the user would also like to download versions of the files where parts of speech are labelled. While the ICE-Ireland website provides information and an email contact to gain access to the corpus, it fails to mention the need for specialist software. There is no reference to downloading, or needing, a

² International Corpus of English <http://ice-corpora.net/ice/>

concordancer on the main ICE webpage. The novice corpus user may be able to request access to the files, but then is provided no information in how to use them. For corpora to be taken up by more teachers, it must be convenient for them to do so, with a link to an accessible concordancing software such as AntConc on the main page. The novice corpus user may wonder whether using a corpus is worth these initial, complicated steps.

It should be noted that within the GloWbE corpus, there is an Irish-English sub-corpus, though all of the English-corpora.org³ suite require registration prior to use and the amount of access to the corpus depends on the type of user at registration. Basic user access allows 20 searches per day (Davies, 2008), but after every few searches, the user is asked to wait and is prompted to pay for premium access or a paid license. Corpus researchers who have their name and photo on a university website, can be given ‘researcher’ access, though a training video suggests that access is given very rarely. Along these lines, some corpora are available only to university staff and students, such as the case with the Limerick Corpus of Irish English (L-CIE). Corpora may be built by university researchers for specific purposes and are only available to researchers within that university.

For teachers and learners to learn to use corpora, the choice of which corpora to use in the CLTF was therefore very important. The two key factors were whether the corpus was publicly accessible and available without cost. Another factor was whether the tools available in the web interface would be beneficial. Given that corpora are originally built for language researchers, not all corpus tools may be appropriate for language teaching purposes. For example, a tool in #Lancsbox allows for statistical reports of corpus queries. This is not a tool that would be useful for classroom teachers. Even taking into account these considerations, there are still other corpora available

³ Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA)*. Available online at: <https://www.english-corpora.org/coca/>.

online to select from. Looking at the composition, age and size of the corpus data narrowed the choice.

Many corpora are compiled with both spoken and written texts, though some corpora can contain only written or only spoken data. For instance, the British National Corpus (BNC) is 90 per cent written and 10 per cent spoken (transcribed speech). This 10 per cent contains still 10 million words, making it a one of the largest publicly available spoken corpora. COCA contains one billion words divided into eight genres: Blog, Web, TV/Movies, Spoken, Fiction, Magazine, Newspaper and Academic.

Another aspect to consider when choosing a corpus is the age of the data. Some activities may be more successful when using up-to-date examples (e.g. teaching contemporary slang). We can compare the following corpora and examine the age of their data:

- British National Corpus, 1980s-1990s (Davies, 2008-)
- Corpus of Global Web-based English (GLoWbE), 2012-2013 (Ibid)
 - Contains an Irish English sub-corpus: LEXMCI, 2008 (accessible through Sketch Engine)
- British Academic Written English Corpus (BAWE)/ British Academic Spoken English Corpus (BASE), 2005 (accessible through Sketch Engine and Coventry University) (Kilgarriff et al., 2014)
- COCA is updated with data added as recently as 2021. Its genres allow teachers a variety of data to plan and teach different lessons from academic English to informal language (slang)

Thirdly, the size of the corpus can be important when selecting a corpus for teaching purposes. Generally speaking, the larger the corpus, the more language samples the user

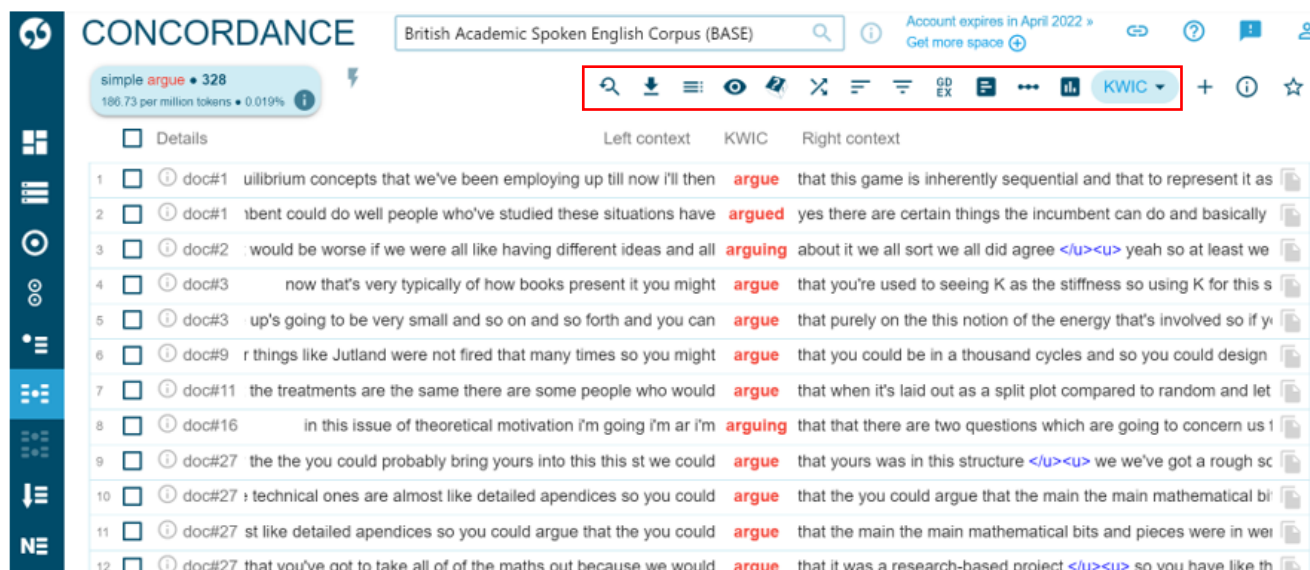
can see to understand flexibility in language use and to identify rules of grammar. The smaller the corpus, the fewer language samples, the more challenging it may be able to generalize language use or grammatical rules. A small corpus does have some advantages though for specific learning situations (e.g., teaching Legal English).

I examined several freely available corpora and elected to primarily use Sketch Engine and COCA as a basis for the training programme. Sketch Engine is an interface for some 700 corpora (Kilgarriff et al., 2014); teachers who use the free trial function are able to access approximately 20-30 corpora, including:

- British Academic Written English Corpus (BAWE)
- British Academic Spoken English Corpus (BASE)
- TED Talks Transcripts
- The Open American National Corpus (OANC)
- English Preposition Corpus
- Directory of Open Access Journals (DOAJ)
- The New Corpus for Ireland

Sketch Engine was also selected because had I found a training course in the UK for teachers to learn to use corpora in Sketch Engine and it seemed likely to be popular within Ireland as many teachers are aware of teaching trends happening in the UK. Sketch Engine contained corpora that I thought could suit different types of teaching contexts for example corpora for teaching Academic English, American English and more niche subjects like medical English, Art and Design and teaching prepositions. It also allowed teachers to enrol in a free trial for one month and this was long enough for teachers to design four corpus activities with me in the training programme.

Figure 3.8: Tools within Sketch Engine



The red box in figure 3.8 shows various features of the concordance tool. The first (from left) allows the teacher to quickly change the word being searched, the second allows them to download sample sentences, the fifth allows the teacher to randomly shuffle the sentences in case they are preparing for a test and need different sentences. The ninth tool provides short, simple sentences that illustrate a word like in a dictionary and the last allows them to change from keyword view to sentence view. Other tools highlighting frequency and collocations are available in this bar for teachers when their literacy skills develop.

COCA is a part of the 17 corpora available at Englishcorpora.org, formerly corpora made available by Mark Davies at Brigham Young University. There are several tools in COCA which can be useful to teachers including List, Chart, Word, Browse, Collocates, Compare and KWIC. As shown earlier in figures 2.1 and 2.2, the Word tool in particular provides teachers with a wealth of information that was traditionally contained in several different sources. When choosing COCA, I saw great potential for

teachers to save themselves time by using the Word tool to show their students definitions, register, pronunciation of the word, related words, topics which contain that word and similar ones, clusters and so forth. It was also very important to me that the corpus data that teachers would use was as recent as possible. When the training sessions began in 2021, COCA had been updated the year prior. Finally, the corpus had to be free to use for teachers, otherwise it would not become a sustainable tool for their teaching practice.

Being a corpus literate teacher has several benefits. Teachers who learn to use corpora can answer students' questions about vocabulary and grammar with more confidence. For example, if a student were to ask a teacher a question about how common the use of a particular word is, they could search this using the List tool in COCA or the Concordance tool in Sketch Engine. If a student were to ask about which words they needed to know to prepare for a medical exam, the teacher could provide a wordlist list using the Wordlist tool from the Medical Web English corpus in Sketch Engine. If a student were to ask about the differences between the words 'deep' and 'profound', the teacher could use the Compare tool in COCA and show them which words are often used with 'deep' and which are used with 'profound' to help the student understand the differences between these words more easily.

3.4.2 Training programme structure

The training programme comprised five weekly ninety-minute sessions conducted via Zoom. Each of the five sessions was divided into two parts:

- Part 1 involved a corpus demonstration using different corpus tools.
- Part 2 allowed for teachers to practise building either a new activity or to replicate the activities that had just seen modelled by me.

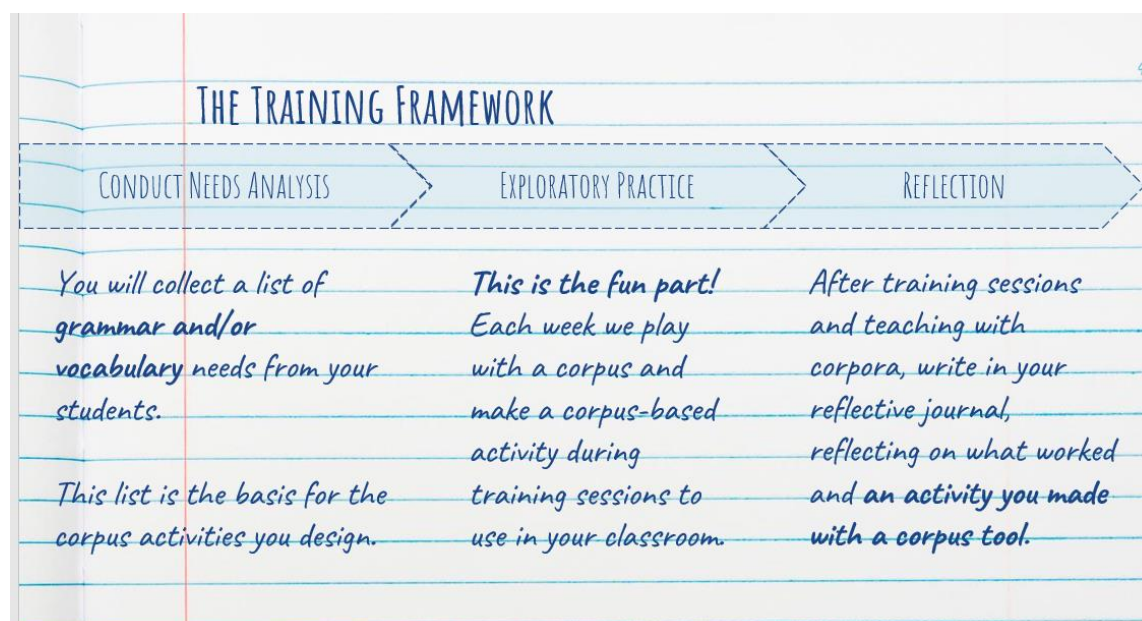
Teachers could opt out of Part 2 and complete these activities in their own time.⁴ Table 3.3 provides an overview of the information provided in each of the training sessions.

Table 3.3: Overview of training programme cycle

Session 1	Corpus Literacy	<ul style="list-style-type: none"> • How to select a corpus • An overview of the training framework • Introduction to Needs Analysis • Introduction to the Reflective Journals
Session 2	Based on 1 st set of learner needs	<ul style="list-style-type: none"> • Learner needs, based on grammar/vocabulary items • Presentation of corpus tools • Demonstration of how to build optional activities
Session 3	Based on 2 nd set of learner needs	
Session 4	Based on 3 rd set of learner needs	
Session 5	Based on 4 th set of learner needs	

Session 1 aimed to lay the foundation of the training programme for teachers. It gave a general overview of the framework with references to the handbook, collecting learner needs, and how and when to complete the reflective journals. It also addressed factors teachers should consider when selecting a corpus for use in their classrooms. I used a deck of slides to present the aims of the session to teachers (example below, figure 3.9).

Figure 3.9: Extract from slide presentation for session 1 in the CLTF



⁴ In three of the four AR cycles, teachers elected to design their corpus materials in their own free time and record this in their reflective journals, to be shared with the trainer prior to the next session.

Sessions 2-5 followed the same format, commencing with a review of the learner needs reported by the teachers, followed by a demonstration and design activities. Each session commenced with some ‘corpus literacy’ basics which aim to guide teachers regarding what to look for when choosing and using a new corpus or corpus website in their classroom, before moving on to specific corpus activities based on the needs identified by co-participants. Each session was broken down further into blocks which dealt with:

- Greetings & catch-up; learner needs; presentation of corpus tool & activity
- Live corpus demonstrations
- Activity-building time
- Troubleshooting and wrap up

Table 3.4 below provides further details:

Table 3.4: Structure of each training session

Part 1	10 minutes	Greetings and brief chat about their week/last corpus activity taught Chosen learner need (from needs analysis) Corpus tool/website for activity building
	35 minutes	Live corpus demonstration with corpora/corpus tools Trainer provides tips from published research with corpora for materials development Participants ask questions about corpora/corpus tools
Part 2	35 minutes	Materials development with the trainer EFL practitioner discussion (group or individually) of activities that could be built for class EFL practitioners develop new materials (with or without guidance)
	10 minutes	Troubleshoot new activities with other EFL Practitioners Wrap up session

Figures 3.10, 3.11, 3.12 and 3.13 provide examples of how learner needs were addressed, and which corpus tool was recommended by the trainer in the training session (figure 3.10), the search performed and its results (figure 3.11) and the optional activities to be taught by the teacher-participant in the classroom (figure 3.12).

Figure 3.10: Teaching prepositions (learner need)



Figure 3.11: Search query and results (part 1)

Which prepositions to focus on?
(Wordlist tool in Sketch Engine, English Preposition corpus)

WORDLIST English Preposition Corpus

preposition (181 items | 352,558 total frequency)

Lemma	Frequency	Lemma	Frequency	Lemma	Frequency	Lemma	Frequency
1 of	92,029	Concordance		27 along	1,467	49 among	990
2 in	50,665	Concordance with macro		28 during	1,425	41 upon	983
3 for	20,640	N-grams		29 around	1,404	42 behind	983
4 with	18,269	Word Sketch		30 since	1,380	43 near	979
5 on	18,026	Thesaurus		31 towards	1,296	44 whether	976
6 as	15,015			32 out	1,284	45 although	955
7 by	14,535	29 between	2,633	33 up	1,276	46 so	860
8 that	14,213	21 under	2,329	34 while	1,257	47 outside	759
9 from	12,137	22 against	2,278	35 without	1,253	48 except	751

Clicking here will take you to see collocates with the preposition.

Figure 3.12: Search query and results (part 2)

WORD SKETCH English Preposition Corpus

of as preposition 92,029

Clicking here shows only that column

pcomp	words governing preposition "of"	semantic classes governing preposition "of"	words complementing preposition "of"	semantic classes complementing preposition "of"
To see sentences	number a number of	noun.person ...	people of people	noun.person ...
state Secretary of State	clump a clump of	noun.act ...	water of water	noun.group ...
them of them	million millions of	noun.communication ...	you of you	noun.substance ...
act	billion billions of dollars	noun.quantity ...	child of children	noun.communication ...
which of which	century centuries of	noun.artifact ...	mine of mine	noun.act ...
life of life	thousand thousands of	noun.group ...	woman of women	noun.artifact ...
course		noun.attribute ...		noun.food ...
		adj.all ...		noun.cognition ...
		noun.event ...		noun.state ...

Figure 3.13: Optimal activities

ACTIVITIES FOR PREPOSITIONS



A2

Download sentences from Sketch Engine to make a gap fill. For a mini-quiz or practice activity.

B1

Choose prepositions that students from that language background typically struggle with. Print/tape these to the classroom wall.

Pairs select 3 sentences using that preposition from a corpus, write 5 of their own.

B2

Ask students to investigate the lesser known prepositions such as whether, whilst, among, toward and use the visualisation/thesaurus function to look at their language usage.



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In figures 3.10-3.13, teachers were shown how to use the Wordlist and Word Sketch tools in Sketch Engine to teach prepositions. Once the teacher-participant provided a list of their learners' needs, I created an activity that the teacher could teach tailored to their students' level. I then designed the slide deck to with the corpus activities for the teachers and screenshots (and live demonstrations) of how the activity was built. Providing a screen shot with information about what the teacher would see when they clicked on a tool and equally important, where to click, helped the teacher to develop their own corpus literacy skills outside of the training sessions as well. The A2 activities are an indirect activity wherein the teacher could select the sentences they wanted in advance. However, the activities I suggested for B1 and B2 level students were direct, in that they asked students to use the corpora themselves to investigate prepositions they find challenging. In this way, students would be more engaged in the lesson and the teacher would see that corpora could save them lesson preparation time and increase job satisfaction.

3.5 Conclusion

This chapter has presented the corpus literacy training framework and drew on research findings from the three paradigms of needs analysis, exploratory practice and reflective practice. The first part of the chapter examined the rationale for these practices. The second part of the chapter examined the mechanism for their implementation through the training sessions, as well as addressing choice of corpora and the handbook that accompanied the CLTF. The following chapter presents the research methodology designed for this action research inquiry.

Chapter 4: Research Methods

4.1 Introduction

This chapter presents the research methodology adopted for the project. It provides an overview of the research design, the rationale for choosing action research (AR), the design and implementation of a set of data collection instruments, and the data analysis performed to investigate the research assumptions and questions. The chapter commences with a presentation of these assumptions and research questions, before then examining why and how AR was deemed to be an appropriate means of investigating these. I then go on to explore how AR is structured, and address the three phases of exploration, intervention and reflection. The chapter presents the project's recruitment and sampling techniques and the ethical implications of conducting an online AR project. It closes with an account of the thematic analysis used to open up the dataset collected during the four AR cycles conducted through a teacher training programme.

4.2 Overview of research design

This section introduces in turn the two research assumptions which prompted the present research and the set of research questions which shaped the project's data collection activities. It summarises the AR project which was conducted via an online corpus training programme with co-participants whose voices are heard for the first time in the next chapter.

4.2.1 Research assumptions

The overall aim of this thesis is to investigate the experiences of EFL practitioners as they increased their use of corpora in their teaching through participating in a bespoke

online corpus training framework (presented in detail in the next chapter). At the start of this thesis journey, drawing on my own experience in the field as an EFL practitioner, I approached the research project with two preliminary assumptions in mind:

Assumption 1: In-service EFL practitioners do not use corpora in their classroom because they are not familiar with corpora.

Assumption 2: In-service EFL practitioners do not use corpora in their classroom because they have not received training in how to do so.

I will expand upon each of these assumptions in turn. Turning first to assumption 1 (*in-service EFL practitioners do not use corpora in their classroom because they are not familiar with corpora*), my own prior experience as an EFL teacher suggested that several factors may limit practitioners' familiarity with corpora. For example, EFL teachers may be timetabled for up to 30 contact hours per week in a language school or indeed work these hours across several schools. Due to this high number of contact teaching hours, they often only have a limited amount of time and energy to invest in other elective activities, such as learning about teaching technologies. Also, the topic of corpora and the field of corpus linguistics may be completely opaque to some teachers, or understood to be technical areas not relevant to classroom teaching. For many in-service teachers, corpora and corpus linguistics is a new area.

Turning now to assumption 2 (*in-service EFL practitioners do not use corpora in their classroom because they have not received training in doing so*), from the Irish perspective which informed my thinking at the outset of the project, in-service EFL practitioners are often overlooked when it comes to accessing opportunities for CPD. Although there is legislation regarding the delivery of private English language education in Ireland, there is no legally mandated CPD related to teacher development

(QQI, 2017). Additionally, professional development opportunities in private language schools are generally not paid for by teachers' employers. These two factors make it unlikely for teachers – who already have a high teaching load – to attend and pay for additional training outside of their working hours.

4.2.2 Research questions

These assumptions and the factors which fed into their formulation led me to articulate one overarching research question containing three sub-questions:

- What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching during and after a bespoke training programme?
 - a. What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?
 - b. What drawbacks do practitioners express when using corpora in their lesson planning and teaching?
 - c. What plans for the future do teachers express regarding the integration of corpora in their own classrooms?

4.3 Action Research in education

Defined by Greenwood and Levin as the systematic analysis and collection of data towards “the generation of interpretations directly tested in the field of action” (1998, p. 122), the AR paradigm has been recommended for teachers wishing to investigate teaching methods. This may include replacing a traditional method with a discovery one, improving teaching skills, developing new methods of learning, heightening self-awareness, or creating a test bed for new ideas and practices (Cohen et al., 2018, p. 441).

AR is typically used in two main areas: first, as a means of some form of ongoing professional development (Richards & Farrell, 2005; Burns, 2009); and second, in helping to ‘bridge the gap’ between academic researchers and classroom teachers (Brindley, 1990; Edge, 2001) by connecting theories to their practice (McNiff & Whitehead, 2006) – in other words, including addressing the knowledge and research gaps I have described earlier in the field of corpus linguistics. AR proceeds by means of a series of cycles, undertaken by the action researcher (typically a practitioner) alongside co-participants, with a shared aim in mind.

Figure 4.1: Cyclical AR model from Kemmis and McTaggart (1988)

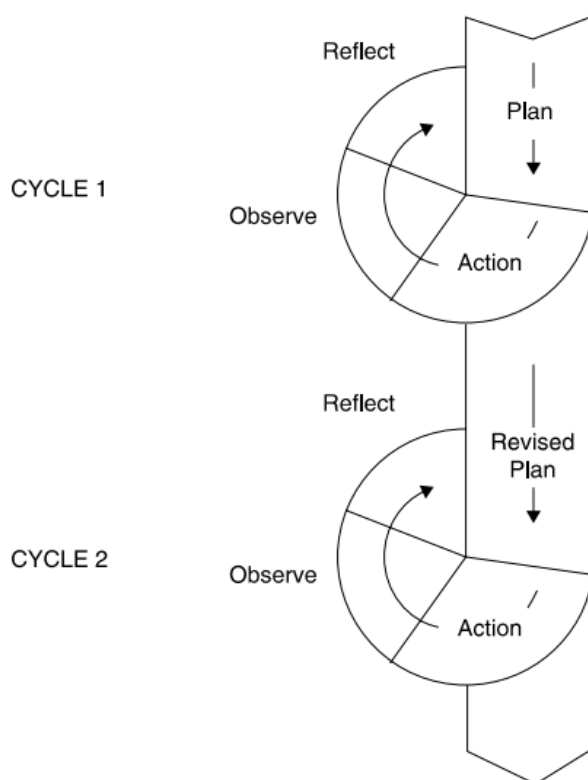


Figure 4.1 shows the traditional AR cycle as described in the work of Kemmis and McTaggart (1988) taken from Burns (2010). The cycle begins with a plan, followed by a change in action on the practitioner’s part, they then an observation of their students’ reactions to the new action and conclude with some reflection of what additional changes

may be needed, which begins the new cycle of planning, action, observation, and reflection. Several cycles are completed until the practitioner is happy with the results to their initial query or problem.

While AR can be a collaborative endeavour, Burns (2009) acknowledges few AR projects are the work of several teachers or educators. Traditionally, AR does not involve learners as they are often being observed in the classroom as a part of the research project, however Participatory Action Research (Kemmis et al., 2014) which seeks to give voice to marginalized groups, or students, has been advocated in recent times. Reported barriers towards EFL practitioners conducting AR include the lack of mentors to guide them in the process, low expectations to conduct AR within the teaching community and little time on top of their teaching obligations (Borg, 2006; McKernan, 1993). More recently, Medgyes (2017) highlights the gap between teachers in the classroom and the theories espoused by academics outside it – this knowledge gap is described in Chapter One of the thesis with reference to language corpora.

In terms of research design, this project can be categorised as an educational research project, in other words it deals with research about aspects of teacher education. Educational research is important as it has the capacity to effect change in education policies. Austin (2016, p. 26) describes the benefits of educational research for teaching practice and for policy development through:

- “Helping teachers find solutions to particular problems arising in the classroom
- Enhancing professional learning and skill development
- Connecting teachers to sources of information and professional support networks
- Developing teacher agency and demonstrating how changes and improvements can be teacher-led”.

Educational research involves various types of practitioner research, including AR. AR is often described as research which investigates genuine questions from practising professionals: to summarise, the overarching aim of AR is to improve practice (Lomax, 2006; Koshy et al., 2010).

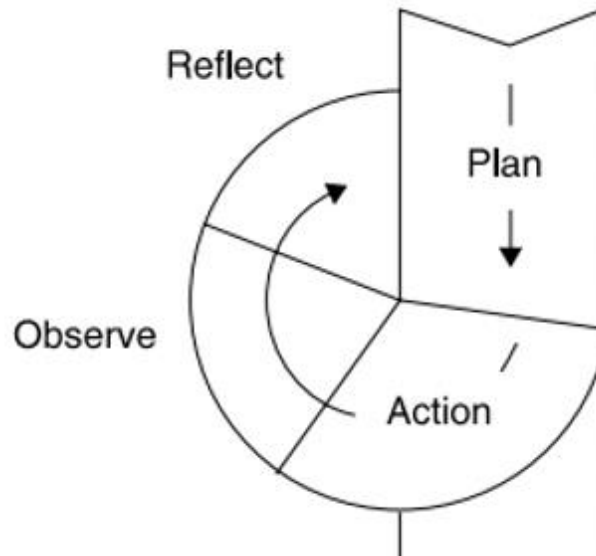
Lomax (ibid., p. 49) points to the “deceptively simple characterisation” of AR as “an intervention in practice to bring about improvement”. Koshy et al. (ibid., p. 1) describe it as research which is “community-based” and an example of “co-operative enquiry”. Within the scope of educational research, AR is primarily conducted by a teacher-practitioner who has a problem or issue that they choose to investigate, although it is important to note that AR is a research design that is extensively used by practitioners in other areas including healthcare, business, management, and so forth.

Action research can be broken down into several types, including practical AR and participatory AR as mentioned earlier (Springer, 2010). Practical action research involves research by teachers who set out to improve an aspect of the classroom experience for their students.

An AR project is implemented through a series of small changes, described as cycles, with the teacher reflecting back on their original problem or issue at the end of each cycle. Typically, an AR project will involve three cycles, but this depends on the issues at hand and the choices made by the teacher/researcher (see figure 4.1). AR can be conducted in a physical classroom or in virtual classrooms. Indeed, recently, entire AR projects have been conducted online (Gedžūne & Gedžūne, 2013; Aljahromi & Hidri, 2023). Online AR has the potential to have a wider impact by giving voices to participants in areas that were difficult to contact in traditional AR methods. Findings of online AR can also tell the world about people whose voices are traditionally unheard (Embury, 2015). Whether in a physical classroom or online, an AR project typically

consists of these same four stages⁵: plan, act, observe, reflect (Kemmis & McTaggart, 1988):

Figure 4.2: Stages of AR (Kemmis & McTaggart, 1988)



- **Plan:** the teacher-researcher identifies an issue, problem or curiosity which occurred in the classroom to investigate. A plan is created for an action that impacts that curiosity or problem.
- **Act:** the teacher-researcher implements their plan in their classroom. This may take the form of collecting information about what is being investigated, such as a student survey, or could be trialling a new teaching technique they have heard or read about.

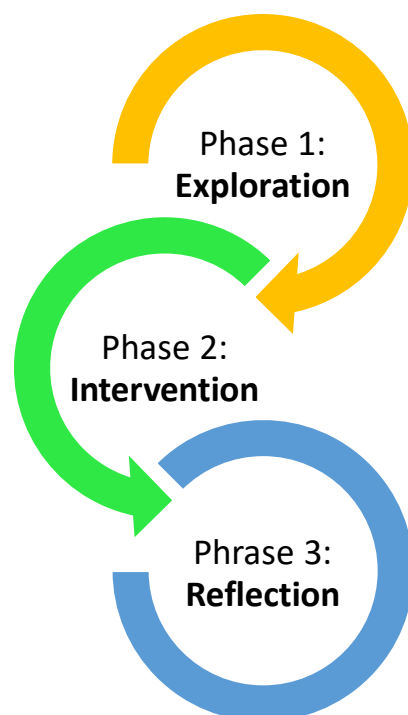
⁵ While other variations of these AR stages exist for instance, Springer (2010) suggests teachers first reflect to identify the problem, plan what they will do to impact this problem, take action, and then reflect on this action), the aims remain the same: to improve practice.

- **Observe:** the teacher-researcher observes what has happened in their classroom following the new action. They may choose to take notes about their observations at this time.
- **Reflect:** the teacher-researcher considers the consequences of the action they have taken. They should decide whether another action is needed or if they are satisfied with the new change they have made regarding the identified issue, problem or curiosity.

4.3.1 Phases of Action Research

Kemmis and McTaggart (1988) characterise AR cycles according to three main phases, illustrated below in Figure 4.3. After identifying the problem or curiosity they want to investigate, a teacher-researcher begins a series of cycles where they (i) plan an intervention, (ii) put this plan into action, and (iii) observe the effect and reflect on whether further action is needed (ibid.).

Figure 4.3: Research design phases



The first phase of the AR design, the exploration phase, encompasses the ‘planning’ stage. During this phase the teacher-researcher explores possible ways to learn more about the problem or curiosity they want to investigate from their teaching practice. This is an important time to consider different options and weigh their feasibility within the classroom and teacher’s resources. This phase ends when a plan is decided on by the teacher to improve an aspect in their context.

The second phase, the intervention phase, contains the ‘act’ stage. In this phase, the teacher actions the plan they designed in the previous phase. During this phase the teacher-researcher should be open to how they feel teaching the new change. As this is the time when the teacher is trialling something new, they should remember to pay close attention to opening themselves up to new teaching experiences outside of their normal teaching habits. This is a time when their own teaching beliefs and ideals may be challenged.

The third phase, the reflection phase, includes the ‘observe’ and ‘reflection’ stages. Critically important in this phase is the teacher-researcher’s observation of their students’ reactions to the new change. This helps them to determine whether the change was effective in helping the identified problem or curiosity or whether something more needs to be done. The reflection phase helps the teacher-researcher to evaluate the efficacy of the previous phase and draw conclusions for further adjustments, if necessary.

4.3.2 Action Research in similar contexts

In this section, several AR projects which bear relevance to the present AR inquiry are presented. Whilst there is a large field of scholarly work on in-person AR studies, there

is little published research in using AR in online studies, and thus far no studies linking AR and in-service teacher education or AR and private language teaching.

Bendtsen, Eklund, Forsman and Pörn (2019) conducted an AR project among pre-service teacher education for class teachers (grades 1-6) and subject teachers (higher grades 7-9) in a public-school education context. The aim of their study was to demonstrate to student teachers and subject teachers how to conduct AR projects which would encourage an “inquiry stance” in their teaching career and how to use AR to bridge the widely reported gap between theory and practice (p.1). Through a thematic analysis of semi-structured interviews with nine class teachers and 20 subject teachers, they report positive experiences in conducting AR projects by student teachers and subject teachers. However, subject teachers, who had some prior teaching experience, reported particular benefits such as understanding better how AR theory links to teaching practice and foresaw using AR in their future practice (ibid., p. 717).

Olin, Almqvist and Hamza (2021) conducted an AR study in Sweden which aimed to examine the relationship between teachers and researchers in producing a textbook for pre-service teacher education to overcome “didactical dilemmas” (p. 2). The authors collected written data consisting of observations, notes from all parties involved and individual reflections over the course of a two-year collaboration. Data were analysed using Ricoeur (2005)’s concept of recognition to demonstrate how collaboration can lead to the development and creation of new knowledge. Teams of four (three teachers and one researcher) were each responsible for a chapter which began with a language dilemma experienced by the teachers and expert researchers providing advice. Teachers described how this collaboration gave them critical new knowledge for future dilemmas, while researchers reported that the collaboration enabled them to

genuinely understand teachers' experiences in the classroom and how they could be developed by research (Olin et al., 2021, p. 13).

Aljahromi and Hidri (2023) used AR to investigate how best to boost students' interactivity with online discussion boards. Based in Bahrain, their AR study in an online EFL learning context involved a pre-cycle with an online test for assessing communication apprehension, online focus group interviews, and retroactive focus group interviews. Cycle 1 included observation of students' interactions with online reflective discussion boards. In cycle 2 the researchers employed a critical reflection framework which asked students to post on other students' comments via a rubric which supported critical reflection discussions. Having found the intervention to be effective, their post-cycle retested students' communicative apprehension, students were re-interviewed, and students' artefacts/posts were examined. Findings of this study suggested that online EFL students found the critical reflection rubric helpful when participating in critical discussions online, and they found the online environment to be more comfortable for communication than in their face-to-face modules (ibid, p. 11).

4.3.3 Rationale for selecting Action Research

The main reason that AR was selected as a research method for this particular project was due to its means of engaging in a robust research activity which engenders trust among its participants. As discussed above, AR is typically conducted by teacher practitioners, with the result that teachers are more willing to place their trust in this method of research as opposed to other methods which view the teachers as research subjects rather than co-participants. AR also helps to bridge research communication between teachers and researchers; in educational research, AR is typically described in language that teachers are familiar with. As AR is seen as an answer to the 'theory-

practice gap' mentioned earlier, it is commonly used by in-service teachers and pre-service teachers in the final year practicum (Bendtsen, Eklund, Forsman & Pörn, 2019). While most AR projects are conducted for teachers to examine their own practice, some may take a wider scope such as the teaching conditions in their school district (Ioannidou-Koutselini & Patsalidou, 2015). Results of these types of AR projects usually seek to inform school authorities to improve the teaching environment for future teachers. The problems represented in AR projects are more relatable, with teachers investigating issues that other teachers are likely to encounter in their own classroom such as ways to engage students and/or a new technique tried by another teacher with their experiences clearly explained. Also, AR cycles provide clear steps for other teachers to follow if they want to try out the suggestions in their classroom. The 'messy nature' of AR projects shows teachers that others are trying their best to improve their practice and that things can go wrong in different circumstances. These factors help teachers to trust the AR process.

Whilst teachers may choose to conduct an AR project because it appeals to their sense of professional development by becoming a better teacher for their students (Austin, 2016; McNiff & Whitehead, 2011), teacher's attitudes towards teaching and their role in the classroom can greatly impact how AR is conducted and carried out. AR which involves teachers must consider the unique personalities, perspectives and values to be successful (Hitchcock & Hughes, 1989). Equally critical is the researcher's role in the AR study with teachers as co-participants and to acknowledge these attributes as they arise in the project.

AR also has its weaknesses like other methodologies. For example, the highly context-specific focus of AR often means it loses its potential for being applied in other teaching contexts. AR, like practitioner research, has been characterised as being less

academically rigorous than other research methods, given that teachers often lack training in core concepts of positivist research designs such as research validity, reliability and replicability. Finally, the reflective nature in AR may be challenging for some teachers who may find it difficult to critique their own practice. However, the nature of AR's research cycles lends it both credibility and transferability. The repetition of the cycles and the involvement of participants guarantees dependability and confirmability (Koch, 2015).

4.3.4 Conducting ethical Action Research

Ethical considerations within AR projects can be a challenging due to the level of involvement of the teacher-researcher (Zeni, 1998), and so it is particularly important that special attention be given to the difference in power between teachers and students or co-participants. It is possible that students may report false information to make their teacher feel better about the research (Dörnyei, 2007), or of greater concern, that a student could feel compelled to participate because they perceive a link between their class marks and their teacher's AR project. Moreover, in an online context, there is a lack consensus regarding how best to research online ethically given the diverging number of perspectives and continuous changes in online communities in recent years (Newman et al., 2020; Roberts et al., 2021; Howlett, 2022). These factors make it important for researchers to consider the ethical implications of the design and implementation of an AR study.

To maintain ethical standards within AR, researchers can take several key steps that are common to other research methods, such as assuring students that there will be no consequences in choosing not to participate in the research and providing participants with enough time to read and become fully informed about the project. Providing a

participant information leaflet informs the potential co-participants of the purpose of the study, its potential benefits and risks as well as how the study will be conducted. It also includes information about how their personal data will be kept, the length of time, and who will have access to it. In AR projects, it is especially important to attend to any perceived power relations in the group, to shared understandings, personal bonds and professional connections, and to topics of sensitivity, embarrassment or shame (Zeni, 2006). As Zeni (*ibid.*, p. 14) writes, “we must consider the impact of our research on the people whose lives we document”.

This project received formal research ethics approval from the School of Linguistics, Speech and Communication Sciences in April 2020. Full details are provided in Appendix A. As the study involved a small selection of teachers who were volunteering their participation based on their informed consent, who could freely withdraw at any time and who were not asked for any sensitive data, this inquiry can be understood to be one of low risk in terms of ethics. Like the participants in the study, I too am an EFL practitioner. Despite being the provider of the training framework, there were no perceived power relations present and the teacher-participants functioned as co-creators of the training framework through their suggestions and feedback. There were no personal or professional connections between the participants and myself: we had never worked or collaborated together prior to the implementation of the training framework. The inquiry only involved teachers, no students including minors were involved in the study. Whilst real-life student language needs were used as a basis for training activities, these were reported needs that the teachers brought to the training sessions.

4.4 Target population

Turning now to the design of this AR project, as mentioned earlier in the Introduction to the thesis the initial target population for the study was a group of in-service EFL practitioners invited from private language schools in Dublin. Due to the pandemic, the project had to pivot online as English language schools in the city shut down entirely for almost two years. The sample population was therefore broadened in 2020 to include in-service EFL teachers inside and outside of Ireland who were teaching English language classes online. Features of this diverse population of EFL teachers include:

- Wide variety of ages, educational backgrounds and nationalities
- Both native and non-speakers of English
- High staff demand and turnover, low job security
- Flexible work hours and choice of destinations across the world
- New online opportunities post-pandemic
- High number of contact hours
- Pre-service training in the form of a CELTA/Certificate for English Language Teaching (CELT)
- Often a lack of formal qualifications in teaching as a subject area, and lack of CPD opportunities post-training

4.4.1 Recruiting teachers

AR often utilises non-probability sampling which suits smaller qualitative research designs and research where the researcher is a part of the field itself and has access to potential participants (Wellington, 2015, p. 117), as was the case in this project.

Purposive sampling implies the participants are selected with a specific aim in mind for investigating the research question. I used purposive sampling to recruit co-participants

in two ways. First, I sent an email to Directors of Study at 84 English language schools based in the Republic of Ireland, in order to reach EFL practitioners via an initial survey (figure 4.4). Teachers were invited to complete an online survey that investigated their use of corpora. At the end of the survey, respondents were invited to provide their email address if interested in participating in the follow-up training programme that was the subject of this AR project.

Figure 4.4: Email to Directors of Study at Irish-based private language schools

June 1st 2020
Re: Questionnaire distribution to EFL Teachers

Dear Sir or Madam,

My name is Cathryn Bennett and I am a first year PhD researcher at Trinity College Dublin in the School of Speech, Linguistics and Communication Sciences. I have recently received approval from our Ethics Committee to begin collecting data regarding my research into understanding the current level of professional development of English Language Teachers in Ireland.

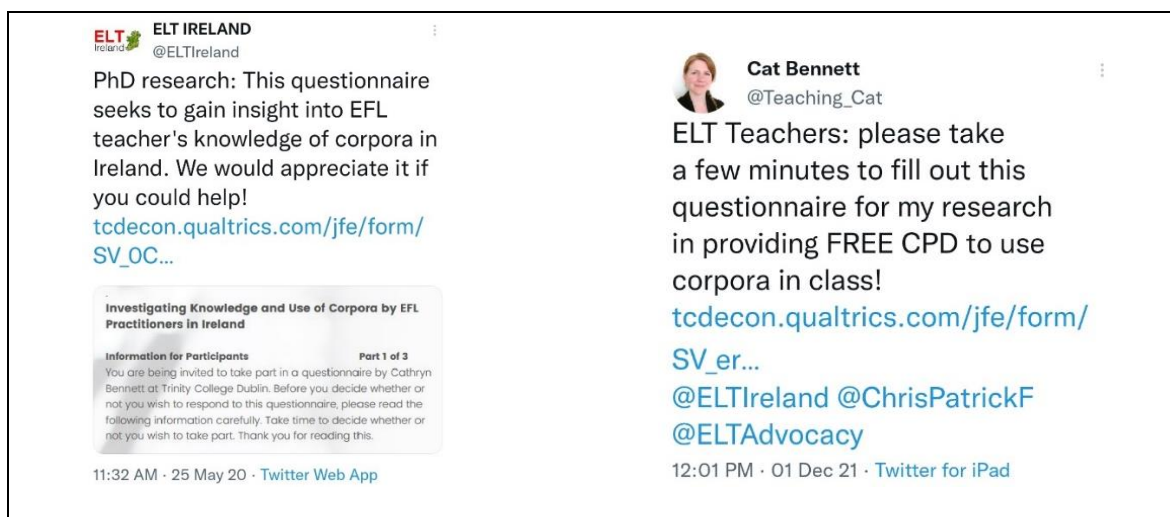
The first step in this process requires the help of the Director of Studies of your language school to distribute the questionnaire I have designed to understand the existing knowledge base of EFL teachers here. As an ACELS accredited school, I know you care about the development of your teaching staff. **I hope you will forward this email request on to your Director. The link to the questionnaire has been added at the end of this email for directors to forward on to their teaching staff** for convenience.

Should you like more information regarding my research project, I am more than happy to send you the information leaflet.

Thank you for taking time to read this request.

Second, I created an online invitation that was shared twice with permission on the social media channels and events mailing lists of ELT Ireland and the Unite Teachers' union, as well as my own personal Twitter account. These tweets are shown in figure 4.5.

Figure 4.5: Distribution of the pre-survey over social media



Data were collected online due to Covid19 pandemic, and the training programme was also delivered in an online setting. This brought several advantages to the study such as I was able to provide training to teachers who may not have had corpus literacy training available to them in their local context. The pandemic provided many the opportunity to upskill in their profession via online learning. Equally, moving the study online also had drawbacks such as a degree of loss in peer-engagement and collaboration if the study had been conducted as originally planned in a face-to-face setting. Viana (2023) reported that in online corpus literacy training with postgraduate students, students were more likely to email the trainer with queries than to ask their peers as is customary in classroom settings.

In recruiting teachers from different countries, the study benefited from the voices of EFL practitioners in a diverse range of teaching contexts which enabled the CLTF to grow and develop for future teachers. Further, in focussing on teachers in the private ELT sectors around the world, the study draws attention to the challenging work conditions for teachers working in this sector and their lack of access to CPD. Conversely, context-specific personalisation of the framework was not possible given the

shift of the focus off Dublin. However, I tried to counterbalance this with tailored corpus activities for teacher-participants.

4.4.2 Teacher participants

Following these invitations, issued in June 2020 and November 2021, a number of teachers completed the initial survey and expressed interest in the training programme. From the June 2020 survey administration, 40 teachers gave their contact details requesting information about the corpus training programme. I then emailed all teachers with an information pack about the project and to establish whether they were active teachers during the training sessions. This information pack included:

- Participant information leaflet
- Informed consent form
- Training schedule and a poll to establish availability for AR cycles

Once they returned their signed informed consent form, I then sent out the reflective journal template and the training handbook. These teachers were invited to participate in AR cycles 1 and 2.

From the November 2021 survey administration, 41 teachers provided their contact details requesting information about the corpus training programme. I then emailed this second cohort of teachers with an information pack about the project and again established whether they were active teachers during the training sessions. These teachers were invited to participate in AR cycles 3 and 4.

As mentioned earlier, it is important to note here that in my initial conceptualization, this project's original sampling strategy was designed to target teachers working at accredited English language schools across Ireland. However, and most likely in light of the pandemic, the online survey reached a much wider audience

than I had anticipated. For example, regarding survey respondents, one in five teachers surveyed (n=62) in 2020 were teaching outside Ireland, and one in two teachers surveyed in 2021 (n=48) were similarly working outside Ireland. It was also very difficult to recruit Irish teachers who were available in the timeframe offered. Many teachers had been furloughed or were only teaching sporadically. Prior to the pandemic, the initial design of the project was to provide in-person corpus training with a limited number of participants. The pivot to online training meant that the AR cycles were delivered entirely online. Nineteen teachers participated in the AR inquiry, drawn from 13 countries:

1. Australia (1 teacher)
2. Bulgaria (1 teacher)
3. France (1 teacher)
4. Greece (2 teachers)
5. Ireland (6 teachers)
6. Italy (1 teacher)
7. Lebanon (1 teacher)
8. Saudi Arabia (1 teacher)
9. Scotland (1 teacher)
10. Spain (1 teacher)
11. Sri Lanka (1 teacher)
12. Switzerland (1 teacher)
13. Ukraine (1 teacher)

Figure 4.6: Co-participants' teaching locations [image credit: MapChart]



Table 4.1 provides an overview of co-participants' backgrounds. Names have been pseudonymised.

Table 4.1: Co-participants' teaching backgrounds

Participant name	Location	Highest teaching qualification	Highest academic qualification	Years of teaching experience	Number of teaching hours per week
Ailbhe	Ireland	CELTA	PG	10+	11-20
Aleka	Switzerland	CELTA	UG	0-3	11-20
Aubrey	Italy	DELTA	PG	10+	11-20
Bronagh	Ireland	CELTA	UG	10+	21-30
Conley	Ireland	DELTA	PG	10+	11-20
Dalila	Ireland	CELT	UG	8-10	21-30
Eleni	Scotland	CELTA	UG	10+	6-10
Katyusha	Bulgaria	CELTA	PhD	10+	6-10
Korina	Greece	CELTA	PG	10+	11-20
Luka	Sri Lanka	DELTA	UG	8-10	21-30
Maggie	Spain	CELTA	UG	10+	1-5
Makenzie	France	CELTA	UG	10+	11-20
Nana	Lebanon	CELTA	PhD	10+	21-30
Neve	Ireland	MA TESOL	PG	4-7	11-20
Oran	Ireland	MA TESOL	MA TESOL	8-10	30+
Sahar	Saudi Arabia	DELTA	PhD	4-7	6-10
Trina	Australia	Other	PG	4-7	1-5
Vikoriia	Ukraine	MA Teacher Training	PG	10+	11-20
Zenovia	Greece	-	PG	10+	21-30

As shown in table 4.1, the majority of co-participants were living in Europe, had completed a pre-service teaching certification programme, and had been teaching for several years. Several had completed post-graduate studies and were teaching between 11-20 hours per week.

Teacher-participants' corpus literacy prior to the CLTF is shown in table 4.2.

Table 4.2: Teacher-participants' corpus literacy prior to the CLTF

Participant name	Familiarity with corpora?	Used corpus website for language teaching?	Designed classroom materials with a corpus before?	Had training to design corpus materials?
Ailbhe	Yes	No	-	-
Aleka	Yes	No	-	-
Aubrey	Yes	Yes	Yes	No
Bronagh	Yes	Yes	Yes	No
Conley	Yes	No	-	-
Dalila	Yes	No	-	-
Eleni	Yes	No	-	-
Katyusha	Yes	Yes	Yes	Yes
Korina	Yes	No	-	-
Luka	Yes	Yes	Yes	No
Maggie	Yes	Yes	No	No
Makenzie	Yes	No	-	-
Nana	Yes	No	-	-
Neve	Yes	Yes	Yes	No
Oran	Yes	No	-	-
Sahar	Yes	No	-	-
Trina	Yes	No	-	-
Vikoriia	Yes	Yes	No	No
Zenovia	No	No	-	-

As shown in table 4.2, most teacher-participants are aware of what corpora are, however most had not used a corpus website in their classroom. Certain questions were omitted if the teacher indicated that they had not used corpora previously. Therefore, dashes (-) are used to indicate that the respondent did not answer this question.

4.5 Data collection

4.5.1 Timeline

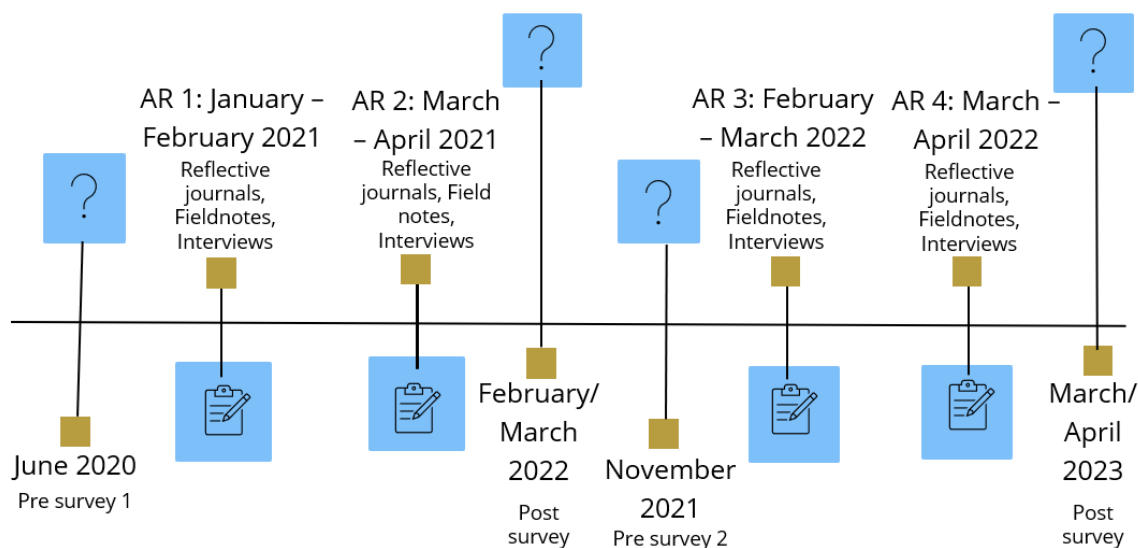
The corpus training programme and associated data collection activities were completed between June 2020 and April 2022 via four AR cycles, each of which lasted for five weeks. The training programme itself took place within four AR cycles, during:

- January-February 2021
- March-April 2021
- February-March 2022
- March-April 2022

Each cycle consisted of a five-week online training programme, with each training session lasting approximately one hour per week. After training sessions, participants were asked to reflect on learning how to use corpora and teaching with corpora via entries in an electronic reflective journal. A week following the final training session, participants were interviewed by an independent researcher to learn how the programme could be improved. One year after the training sessions concluded, participants reported their use of corpora in an online post-training survey emailed to them. A timeline of data collection is provided in figure 4.7.

Figure 4.7: Timeline of data collection

Timeline of data collection



4.5.2 Data collection instruments

Four data collection instruments were designed for use in this AR project, alongside the corpus literacy training programme activities, namely (i) surveys, (ii) reflective teacher journals, (iii) researcher fieldnotes and (iv) teacher interviews. The design and administration of each of these tools is outlined respectively below.

4.5.2.1 Survey

Collecting data by survey can provide researchers with a valid and reliable instrument which captures a breadth of data (Dörnyei, 2007). There are several benefits for collecting data with surveys such as they are relatively easy to construct with little prior training and they allow the researcher to collect more data than other data instruments such as interviews. Critically important attributes of ‘a good survey’ include questions aimed at uncovering information required to answer the research question. Effective surveys are often short, to maintain focus of the respondent, and tend to feature closed questions in addition to a small number of open questions. Several researchers have

cautioned against lengthy questionnaires as this impacts the number of questionnaires completed (Dörnyei, 2007; Mills & Butroyd, 2014).

A survey containing a set of questions regarding teachers' familiarity with and experiences of using corpora was designed. The survey presented with a set of mostly closed questions which sought to ascertain the extent of corpus literacy. This survey was administered both prior to and after teachers' participation in the AR project as shown in figure 4.7, and as follows:

(a) **Pre-survey**, asking questions about familiarity with and knowledge of corpora in general (administered twice June 2020 & November 2021). The initial purpose of the pre-survey was to establish the level of corpus literacy across teachers in the Republic of Ireland. The eventual outcome of the survey exceeded this initial aim and was international in its reach.

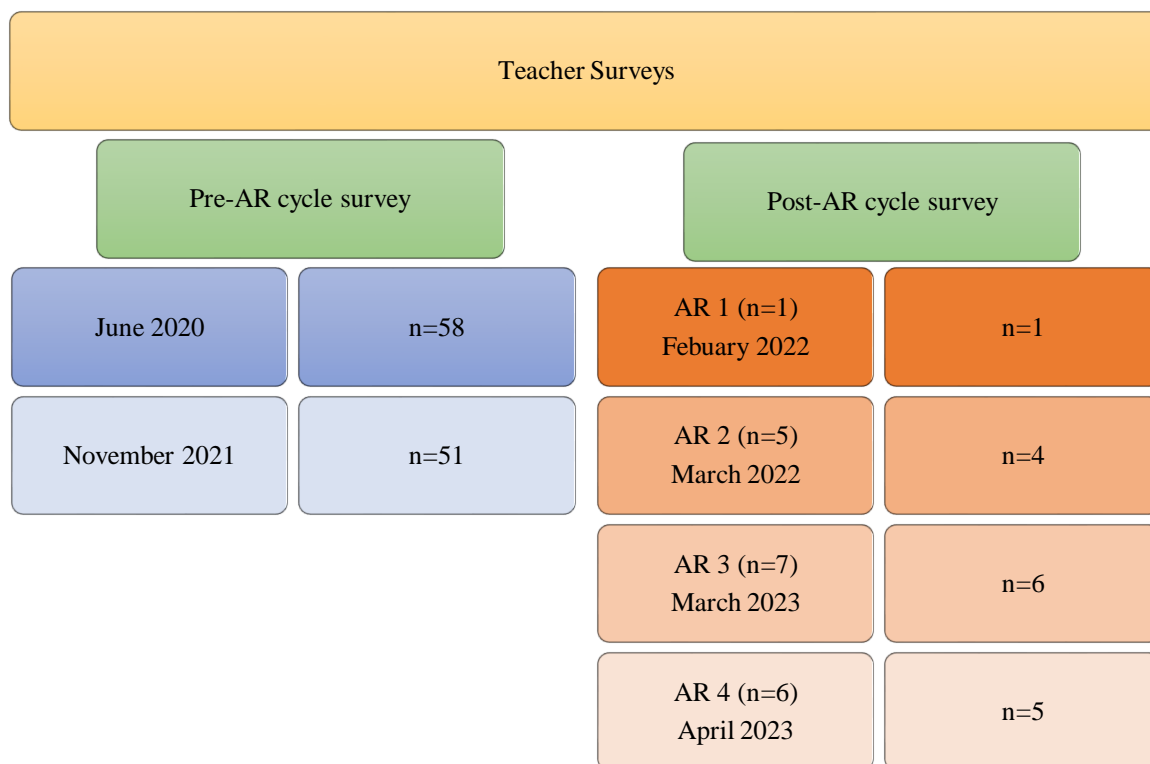
(b) **Post-survey**, asking co-participants about what was most effective within the training sessions in terms of supporting their corpus use as well as asking about what activities were effective outside of the training sessions, i.e., keeping a reflective journal, performing corpus searches and so on. The post-survey was administered one year after the training sessions concluded. The purpose of the post-survey is to determine if co-participants in the training sessions had learned to use corpora and their extent of use after a period of time. Sixteen post-surveys were collected.

The pre-surveys were administered approximately six months before AR cycles started. Co-participants from AR cycles one and two were recruited from the pre-survey distributed in June 2020. Co-participants who participated in AR cycles three and four were recruited from the pre-survey distributed in November 2021. The aim of the pre-survey was to gain a broad understanding of pre-existing knowledge and experience of using corpora. The aim of the post-survey was to gauge whether teachers were still using

what they had been taught in the course. Some small changes to the pre-survey were made between June 2020 and November 2021 relating to the pandemic and work conditions.

The pre-survey was designed in three parts: (1) teaching background, (2) familiarity and experiences of using corpora (3) CPD in their language school. There were 25 items in total, 21 closed questions and 4 open questions. Questions in part one included: their age, number of years teaching, highest academic and teaching qualification and the number of hours they taught per week. Questions in part two asked if teachers were familiar with the term 'corpus' and a definition was provided, what corpus websites they used with some examples given, how they had initially learned to use a corpus, any prior training in corpus materials design and so forth. Part three asked teachers whether their school had professional development opportunities, if they were interested in learning to use technology more and their availability if they wished to be contacted about the training sessions. Figure 4.8 provides a visualisation of the pre- and post-survey distribution and participants recruited.

Figure 4.8: Survey distribution and participants recruited



Within the post-survey columns in figure 4.8, the first column details the number of participants, and the second column depicts the number of surveys completed. As a reminder, AR cycle 1 occurred during January-February 2021; AR cycle 2 took place from March-April 2021; AR cycle 3 was conducted February-March 2022; AR cycle 4 occurred in March-April, 2022.

4.5.2.2 Reflective journals

The second instrument designed to capture data in this project was a reflective journal for teachers to use during the training programme. Reflective journals are sometimes a notebook, or electronic document, where teachers can record their thoughts, feelings, and/or beliefs related to what occurred in their classroom. Depending on the aims of the research, reflective journals are a flexible tool that can be unstructured with little or no prompts telling the teacher what to reflect on, or very structured, providing specific prompts for reflection. Reflective journals provided several benefits in the project. For

example, journals provide a degree of impartiality in data collection as participants may feel more comfortable to be open with their thoughts when the researcher is not present (Rose, 2019). Farrell (2012) has asserted that for reflection to be more valuable to teachers, it should be based on concrete examples taken from the teacher's actual teaching. Other reported benefits for using journals in teacher training include Gunstone et al. (1988) who argue they can boost teacher's self-esteem. Jarvis (1992, p. 134) echoes that journals can help trainees to manage the "amount of new or different information" they receive in noting down thoughts to revise or reread at a later stage. Richards (2001, p. 301) states they "keep an ongoing record of their impressions and experiences of a course [including] problems encountered, critical incidents, time allocation, and other issues". Allwright (2003) argues "journaling can be [...] a useful way to give an experienced teacher a new investigative focus" (in Mann, 2005, p. 110). On the other hand, the content of journals can be "raw" but "very data-rich" which can require more time for analysis (McDonough, 1994, p. 64). These studies attest journals can retain critical information for the reflection process when evaluating one's teaching or course in incorporating corpus activities into the classroom. Journals were therefore selected as an instrument for data collection as a form of 'evidence-based' reflection allowing teachers to delve into deeper questions of what transpired in and after the training session, what they did in class, and their students' reactions.

At the start of the project in Spring 2021, the reflective journals were very loosely structured, to allow co-participants to provide any reflections they were thinking of at the time of writing. The only prompts provided asked of the lessons' successes, challenges, student questions and/or comments, and their own notes when planning and teaching with a corpus as shown below in figure 4.9.

Figure 4.9: Reflective journal entry template presented in slide deck

THE REFLECTIVE (ELECTRONIC) JOURNAL 4

Training Sessions

Learner need from Needs Analysis	COCA tool/ Corpus (informed) Website	Designed material/activity

Notes (success(es)/challenge(s)):

Reflections:

In My Classroom

Student questions	
Student comments	

Notes:

Success(es) of the lesson

Challenge(s) of the lesson

Reflections:

• Completed *weekly* after training sessions and teaching with corpora

Following the second AR cycle in March 2021, these prompts became more specific to collect data focused on investigating the research questions. Prompts included asking co-participants to consider how they felt about integrating corpora into their classroom (as discussed in section 3.3.3). For example, ‘How long did it take to plan an activity? Was it easy or difficult to use the tool from the training session? Did you teach an activity suggested by the trainer or design a new activity using a corpus?’ Additionally, the second page of the journal became more detailed asking participants to describe what they did in their classroom with the corpus as well as the success and challenges. In total, seven reflective journals were fully completed by co-participants. See appendix C for a copy of electronic journal template provided to teacher-participants.

4.5.2.3 Researcher fieldnotes

An instrument traditionally found in ethnographic research, researcher fieldnotes are the recorded thoughts of the researcher. What is recorded is often determined by the

researcher for the aim of the research being conducted which may include dates, participants, reflections and notes. An advantage of keeping fieldnotes can be to remember details that may be forgotten and, within the realm of AR, can be a mechanism for reflection. Wallace (1998) suggests that fieldnotes which focus on reflections could contain a quick self-evaluation of how the lesson went and focus on a specific part of the lesson such as an issue, something that worked well, how an individual or group worked and/or a funny moment or remark made.

I recorded my observations and reflections during the intervention phase. Fieldnotes were organised by date, AR cycle, training session number, entry number and included general reflections. Often these reflections centred on the challenges of training multiple groups to use corpora, questions or problems which arose in the training sessions that could not be answered in the moment, and issues with data collection, i.e., the lack of reflective journal entries received. Twenty-five entries were recorded as field notes.

4.5.2.4 Interviews

Interviews were selected as a data collection instrument as this method gives a voice to participants to share what they feel and think as important (Berg, 2007).

Interviews provide an opportunity to gain a deeper perspective into participants' experiences and thoughts on the topic being investigated. Similar to reflective journals, interviews can be unstructured, semi-structured or fully structured, where the exact same set of questions are asked. A semi-structured approach was used in this inquiry.

Depending on the research design, an independent interviewer may conduct the interviews: this model was followed in the current study. Using an independent interviewer can help obtain responses from interviewees which do not aim to please the

researcher and can mitigate any issues related to power relations. Three independent doctoral researchers were invited to assist from Irish universities. Co-participants were emailed interview questions in advance of the interview. The semi-structured interviews followed suggestions by Rolland et al. (2019), in that the interview began with questions about the logistics of the training sessions, followed by a set of thematic questions which followed the theories of the CLTF as shown in appendix K, and concluding with an invitation for suggestions. In AR cycles one and two, in Spring 2021 interview prompts included ‘what was your initial impression of COCA? Did you have enough support in developing your own corpus-informed materials during the training sessions? Did you re-watch any of the recorded training sessions?’ For AR cycles three and four, in Spring 2022, interview prompts became more focused as the framework adapted to reflect prior co-participants’ suggestions. Updated interview prompts included, ‘Which corpus websites do you foresee using more in future classes (Sketch Engine or COCA) and why?’ ‘Were having the recorded training sessions essential in learning to use a corpus?’ ‘How long did it take to make an activity on average?’ ‘At this point, are you likely to continue using corpora in your classes? Why?’ Sixteen teacher interviews were conducted in total, conducted by three independent interviewers.

4.6 Data analysis

This project collected both quantitative (survey) and qualitative data (journals, fieldnotes, interviews). The use of multiple sources of data enables the researcher to investigate the topic more deeply. Survey data were analysed using descriptive statistics, these results are presented in Chapter 6.

4.6.1 Overview of qualitative dataset

Three types of qualitative data were collected to investigate the research questions.

(1) Researcher fieldnotes collected during the four AR cycles

- 25 fieldnote entries, between 200-600 words per entry. These were typed up by the researcher immediately after most training sessions into a single Word file. Earlier AR cycles contained more fieldwork entries than later AR cycles, as training was just beginning, and every session provided new feedback. As I became more confident as a trainer and more training sessions were given, I recorded field notes on any sessions that stood out as different from others. Fieldnotes were stored and labelled by line number within the file (see Appendix L).

(2) Reflective journals completed by co-participants who were invited to submit two entries per week over four weeks

- 16 co-participants completed reflective journals: 7 complete sets of 8 entries in total, 9 partial sets of entries
- Co-participants returned their reflective journal entries approximately weekly, by email, in Word documents. These were stored and labelled by Name_RJ_Date, e.g., Luka_RJ_03/03/2022⁶.

(3) Semi-structured interviews completed one week after each AR cycle; conducted by three external interviewers; 16 interviews conducted with an average time duration of 30 minutes. These were conducted over Zoom and

⁶ Reflective journals were removed due to length constraints.

transcribed by the researcher; 16 individual transcripts were stored in Word.

These were stored and labelled by Name_Int_Date, e.g., Luka_Int_24/03/2022

(see Appendix K).

Table 4.3 summarises the size of the qualitative dataset collected through these three data collection tools.

Table 4.3: Qualitative datasets collected by size and participant

Data collection tool	No/size	Participants	Notes
Researcher fieldnotes	25 entries (9,575 words)	Researcher	
Reflective journals	84 entries (27,381 words)	Co-participants x 16	7 complete journals (5 weekly entries; 9 incomplete journals (3 x weeks, 6 x 1 week)
Semi-structured interviews	16 interviews (33,859 words)	Co-participants x 16	Duration 15 – 39 mins

4.6.2 Coding and theme development

Qualitative data were analysed thematically according to Braun and Clarke’s (2022) six phases of thematic analysis, using NVivo software. Braun and Clarke (2022) suggest that the first and foundational step is that the researcher should become familiar with the dataset that they will code and analyse into themes. The next step is to engage in a thorough process reading the data to identify commonalities and label, i.e. code, the data. This involves the creation and assignation of codes to the dataset. Third, the researcher is advised to scrutinise these closely in order to generate and assign themes. The fourth stage involves a further close reading of the data to determine how these themes or patterns are developed. Fifth, the researcher works on honing these themes and adjusting their names if necessary. Finally, the established themes are written up. Reflexive

thematic analysis reminds the researcher to reflect on their data and their own role within the project (Braun & Clarke, 2022, p. 5).

Codes can be established in two ways, data-driven and theory-driven. In an inductive, data-driven analysis, the researcher looks within the data to establish new codes. In a deductive, theory-driven code development, the researcher works from pre-established codes that they apply to the data they have collected.

The current project combined a hybrid approach using both inductive and deductive coding. The more exploratory, data-driven approach was used to code the teachers' reflective journals whilst a theory-driven approach was employed to the semi-structured interviews. These decisions were based on the nature of prompts: the journals had fewer prompts and the data lent itself to an open-ended data-driven coding process, while the nature of semi-structured interview questions, which followed a script (whilst allowing for changes in topic) yielded data that was apt for a theory-driven coding process.

Initial data analysis was conducted by each AR cycle, beginning with data-driven coding of the reflective journals. Once all the reflective journals were coded, I moved to coding the post-training interviews of that cycle. After completing AR cycle one, I began coding the reflective journals of co-participants in the second AR cycle. I added to pre-existing codes or created new ones when necessary. Then I moved to coding the post-training interviews and repeated this pattern until all AR cycles' reflective journals and post-training interviews were coded (see Appendix I).

Coding was conducted manually and then subsequently in NVivo using Braun and Clarke's (2022) protocol for reflexive thematic analysis. The first round of manual coding involved a read-through of all the printed files, underlining, and colour-coding recurring aspects. I then moved to conduct a second round of coding in NVivo, assigning

draft codes to the dataset’s contents, after a break of several weeks. A values-based coding approach was used, approaching the data from the worldview of the participants (co-participants and researcher). This approach to coding attempts to capture the experiences, beliefs, attitudes and opinions of the participants. Values coding is a very useful coding method in projects which aim to capture the subjective experiences of a group of people (Saldaña, 2021). This approach to coding can occur in a deductive or inductive manner, or in a hybrid method as used in this study. The full codebook, including child codes, is available in Appendix I.

After each AR cycle, codes were either confirmed, and/or new codes were added. During data analysis, child codes were combined under overarching parent codes. These four rounds of coding resulted in approximately 70 child codes, which were grouped into seven parent codes. Figure 4.10 outlines the final seven parent codes based on qualitative data from fieldnotes, the reflective journals and post-training interviews.

Figure 4.10: Parent codes

Name	Files	References
Corpus literacy behaviours	21	40
Corpus teaching	28	142
First impression of using various corpora	14	18
Ideas for future training sessions	0	0
Teacher beliefs regarding teachers and teaching	14	34
Training evaluation	0	0
Training objectives	14	32

The parent codes can be summarised as follows:

- **Corpus literacy behaviours**

- Refers to the actions and feelings that teachers experienced when using a corpus for lesson planning and teaching.
- Includes four child codes
- **Corpus teaching**
 - Refers to descriptions about planning and teaching with corpora
 - Includes 17 child codes
- **First impressions of using various corpora**
 - Refers to teachers' first impression of seeing and using corpora in the training sessions and using corpora in and outside of class
 - Includes five child codes
- **Ideas for future training sessions**
 - Refers to the suggestions that teachers made to improve the training framework for future cycles
 - Includes four child codes
- **Teacher beliefs**
 - Refers to teachers' perceptions of how teachers teach in their classrooms when using corpora
 - Includes four child codes
- **Training evaluation**
 - Refers to the experience and reactions of co-participants to the training sessions
 - Includes 18 child codes

- **Training objectives**

- Refers to how teachers viewed corpora in terms of their lesson planning and their subjective/objective training needs
- Includes six child codes

Table 4.4 provides an example of how four child codes were grouped into the parent code described as *Teacher Beliefs*

Table 4.4: Child codes for teacher beliefs

Parent Code: Teacher Beliefs	
Child codes	Data excerpts
<i>Being in control / leading the lesson</i>	Well, since this is my first time, I felt that it took some time to prepare and think of how I better introduce it in a helpful way for the students. I planned a short activity (worksheet with some reflection questions) but gave it 30 minutes of class time because I was not quite confident about how it went. Hopefully, I will have more control over how things go in the coming classes. Sahar, AR 3, RJ, L22-26
<i>Needing the answer for the students</i>	I should always check every single word before getting them to do it, as the samples are not specific to what they are looking for and they might have a thousand questions about that specific structure they have just found. I also need to be prepared for random grammar questions ranging from beginner-advanced levels. Dalila, AR 1, RJ, L56-59
<i>Teaching with lexical patterns</i>	As a teacher, I subscribe to the usage-based acquisition view that mastery of a structure is built up through repeated exposure to patterns. I don't think this amount of repetition could have been successfully achieved with most traditional resources or practice activities such as gap fills/grammar practice. Conley, AR 4, RJ, L210-213
<i>Wanting to know how to use all the tools</i>	I think this corpus is pretty challenging if you want to use all the functions and of course, you may not use all the functions, but then you feel that you have not been given, everything, like you're not a full-fledged user and being a teacher, you may not like this feeling. So, if I'm using something I should be confident that I understand everything, but maybe this could be tiring or maybe monotonous but I think it could be rewarding in the long term. Katyusha, AR 2, INT 2, L161-166

Figures 4.11 and 4.12 show two examples of how child codes were grouped and parent codes were established within the dataset, moving from (i) a close reading of the dataset, (ii) articulation of codes, and (iii) their eventual grouping into parent codes. These figures use the parent codes of *Corpus Literacy Behaviours* and *Ideas for the Future* as examples.

Figure 4.11: Example of parent code development, *Corpus Literacy Behaviours*

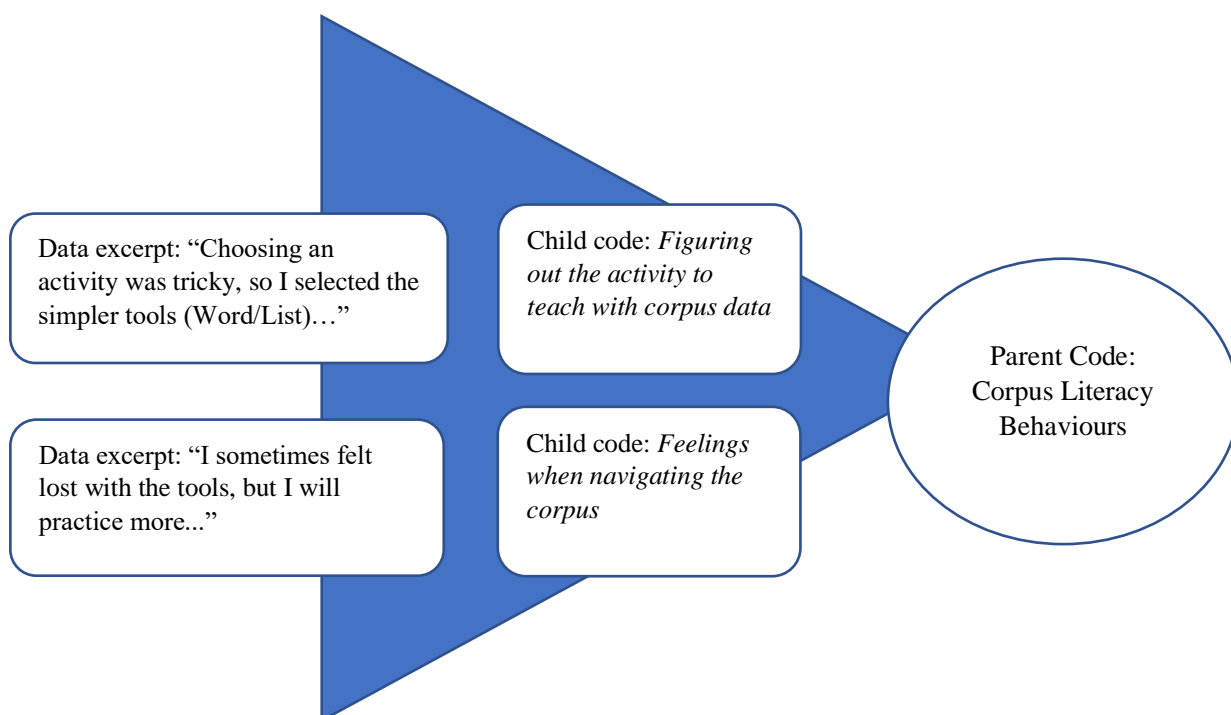
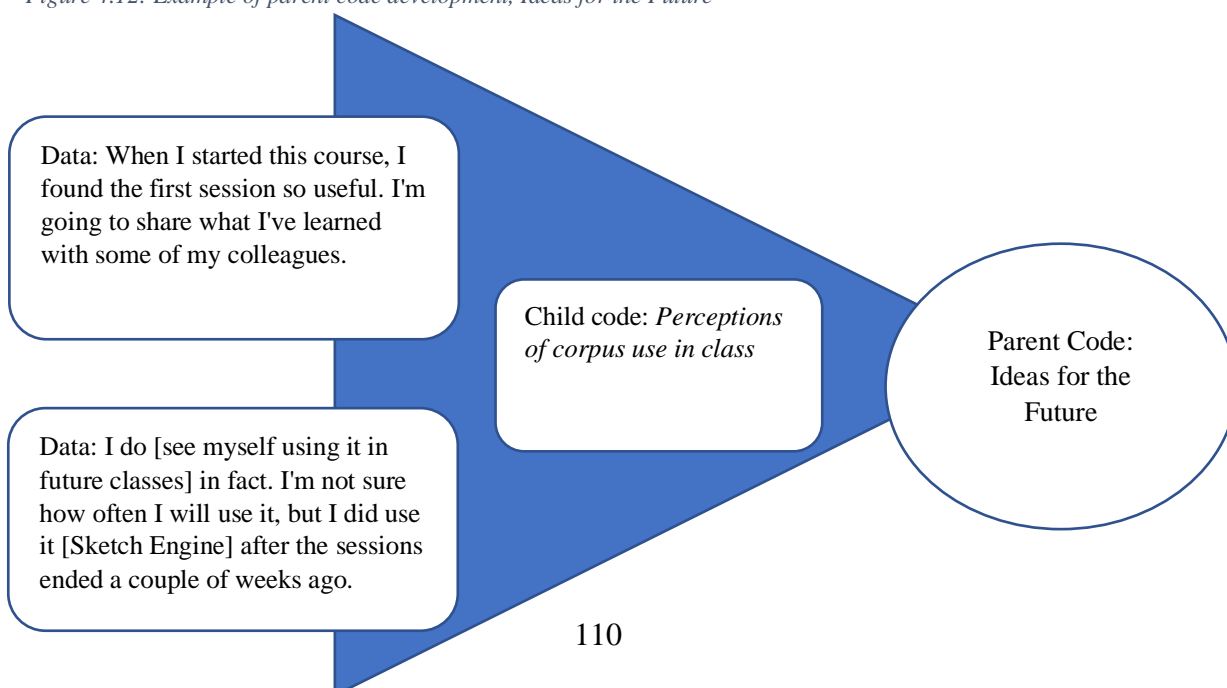


Figure 4.12: Example of parent code development, *Ideas for the Future*



4.7 Conclusion

This chapter has outlined the research assumptions and questions for the present research which follows an AR design. The AR approach was presented in detail including the rationale for this choice of method and a review of some relevant similar studies. The chapter then described the target participants for the inquiry, how co-participants were recruited, ethical concerns, the instruments utilised in data collection, and data analysis. The following chapter (Five) will present the four AR cycles, whilst Chapter Six presents the survey data collected before, during and after the research cycles. The order of these two chapters is presented in order to allow the voices of the teacher participants and researcher to be heard prior to the presentation of survey results.

Chapter 5: Action Research Cycles

5.1 Introduction

This chapter describes the four AR cycles which took place online between January 2021 and April 2022. Each of these cycles was composed of a five-week training programme, each with a one-hour weekly session. The aim of this chapter is to provide a rich account of the experiences of co-participants as well as my own experiences as trainer. The account that follows is drawn from the teachers' reflective journals, post-training interviews, and researcher field notes. Participants have each been assigned a pseudonym in order to protect their identities.

5.2 Action research cycle 1, January – February 2021

5.2.1 Action research cycle 1: Explore

The main co-participant in this first cycle was a non-native English language teacher from Brazil, Dalila. She taught in a private language school in Dublin. Dalila was familiar with the COCA corpus for teaching purposes but she had not used it in her classroom before the training programme began. In this AR cycle, she was trained in using COCA to design corpus activities for grammar teaching. Her learners were at a B2/C1 level. She taught her classes online as this cycle occurred during the first lockdown waves of the Covid19 pandemic. Another teacher from Belfast attended the first of five training sessions in this cycle before dropping from the study.

The training sessions occurred once a week over Microsoft Teams. The first slide deck that was presented in the first exploratory session included three corpus literacy factors to take into consideration before designing classroom activities. The second slide deck focused on introducing the Corpus Literacy Training Framework (CLTF), teachers'

responsibilities for participating such as when and how to collect needs from their learners and concluded with a brief introduction to several tools in COCA. Prior to the next training session (session two), I created the slide deck that would introduce the corpus tool(s) and activities for that session.

5.2.2 Action research cycle 1: Act

In the second training session, I began by asking the teacher, Dalila, about her week, and showed the presentation slides of which corpus tool would be introduced and how to build the corpus activity was demonstrated. She reported her needs analysis as: dependent prepositions, conditionals, phrasal verbs and use of passive voice. In this session, I showed her an activity to teach dependent prepositions using the Word tool and List tool in COCA. We discussed creating a worksheet with verbs in a center column and prepositions on either side that they would need to connect together in pairs. In the second part of the training session, I asked her to share her screen and guided her in how to conduct the search(es) to build the optional activity. This time was also used to encourage her to develop a new activity if desired. Finally, she was reminded to complete the ‘planning’ part of the reflection journal after the training session and the ‘teaching’ part after having taught the activity in class and to send this to me each week when finished. In the first training session, Dalila reflected on how to choose a corpus tool.

Choosing an activity which fits the syllabus was tricky as I hadn't gone through lesson planning beforehand, so I decided to select the simpler tools (Word/List) in order to ease my way on COCA.

Dalila, RJ⁷, L7-8

⁷ Reflective journal transcripts are not shared in the appendix due to length constraints of the thesis.

By week three, she reflected on what she had learned already when searching in COCA to build an activity.

I found out it can be difficult to find samples if the verb is of high frequency, so the challenge was to narrow down my options.

Dalila, RJ, L103-104

Dalila considered the initial steps of learning to use a corpus and bringing it into her classroom. She chose ‘simpler tools’ in the corpus for two reasons: first, she felt it would ‘ease’ the students into their first exposure to corpora, and second, because she had not planned her lesson for the following week, she thought that simpler tools would be an easier fit in a lesson plan. She described a common issue in developing corpus literacy: how to perform specific searches to yield a narrow field of results. In this example, we see that searching high frequency verbs in the corpus requires additional information to focus the results, such as selecting a specific genre or using a different corpus tool. She noted the challenges she experienced when teaching with COCA in class.

Some of the students could not choose the context, which made it a bit wide (but that was because they forgot where to click). On a side note, one of the students commented that it takes more time to navigate the website and say ‘no’ to the licenses than researching itself, and it is not that student friendly.

Dalila, RJ, L123-125

I sometimes felt lost with the tools, but I will practice more as now I can do more searches without being stopped by COCA’s “license monster”.

Dalila, RJ, L105-106

Dalila reflected that her students struggled in class with using the Englishcorpora.org website. She outlined that her students had forgotten how to narrow her corpus searches and the number of times she was requested to purchase a license to use the corpus gave them the overall impression that the website was not ‘student-friendly’. In fact, the reminder to register with the website Dalila, herself, referred to as “COCA’s ‘license

monster’’ because the frequency of registration prompts impacted her ability to conduct searches for lesson planning. In the end, she decided to pay for a premium account so that she could practice more searches. She also considered how teaching with COCA had impacted on the lesson. Most of these reflections centred on whether she felt the lessons’ objectives had been met with COCA.

The overall aim of the lesson was achieved successfully – students were able to understand the different levels of formality expressed in sample sentences and were able to confidently choose the correct verbs using the dictionary.

Dalila, RJ, L157-159

The goal was achieved (they did learn about dependent prepositions!)

Dalila, RJ, L26

As creating lesson aims or objectives is a core component of lesson planning, it is often an ingrained habit for in-service teachers who are regularly observed in their language schools to be able to point to the achievement of learning outcomes. The success of the lesson here is whether she felt the students have demonstrated that they understood and/or could use the language point that was being taught. Dalila noted the lesson was a success as the students were able to read concordance lines/sample sentences and that the lesson objective was achieved with the students using the grammatical language point correctly in the activity she designed.

In the final session, I wanted to gauge how confident Dalila would be in designing a corpus activity by herself, so I provided a slide deck which contained the steps to build possible corpus activities, but which did not provide any suggestions of how to teach these. Rather, during part 2 of the session, I provided some hints and suggestions. Dalila mentioned this in her reflective journal:

This session was different, as the idea is for the teacher to create possible activities with the tools presented. My specific challenge with this session was to choose the appropriate tool to be used in my new context: both my

classes were merged together, which meant I would have students who are familiar with COCA with students who have never heard of it before. As Cathryn had been notified of my problem, she helped me find possible solutions during the session.

Dalila, RJ, L138-142

Dalila chose one of these suggestions and built her own activity outside of the training session.

5.2.3 Action research cycle 1: Reflect

One week after training sessions were concluded, Dalila was interviewed about her experiences planning and teaching with COCA. She spoke of the challenges she found in using COCA. For example:

COCA is a bit slow and students get impatient. And with them getting impatient every week, I think they might start to wonder 'are we doing this again? Why can't we just use the book?' So that's one [issue]. Second, the fact that the results are unpredictable can be a bit counterproductive for students. Because you ask them one example of something very specific [in the corpus] and they can come up with many others that I'm like, 'OK, but that's not what I'm looking for.'
....

Dalila, INT, L233-238

The students found COCA not that much of a student friendly website. It's too academic, we all know it is anyways. Yeah, and I made sure to tell them that 'Guys, this is not for students, this is for academics, this is for research, but we can use it in a classroom and not all teachers even know how to use them in the classroom.' And then they felt really good about it like, 'wow, we're learning something that many teachers don't even know how to use. Yes, and let's take advantage of it.' So, I wanted them to have the impression that they can learn language with different materials rather than their coursebook. And I've managed to do that, so I think that's a sign it was successful overall.

Dalila, INT, L132-137

Here, Dalila was concerned that students would not see the benefits of using corpus data for language learning if they are not trained in how to identify the correct grammatical

structures in the corpus and when corpus searches are 'slow'. This may be due to other users searching the corpus simultaneously, or a slow internet connection. She also described how her students viewed corpora as 'too academic' for them, but she then convinced them to give the activity a chance – especially as it is a tool that many teachers do not know how to use. This exclusivity seemed to hook them in and helped them overcome the perception that it was too difficult for them.

Dalila was also asked about how she felt about the length and number of sessions in the training programme and whether it should be changed in some way for the next cycles:

I think we may have done five to six sessions. I think it was really nice because I was able to get the whole structure, so I had one session only with an introduction and every session was organized into a topic [language point] and tool. I think that worked really nicely.

Dalila, INT, L2-4

I think it [a training session of an hour and a half] would be too short considering the amount of information that we need to understand in order to choose or create an activity [if there were many teachers in the session]. If the goal were to create the activity during this session, realistically, I don't think it's enough [time]. However, if sessions are only to deliver an explanation or introduce it, that's appropriate. But if we have to build an activity during this time, I don't think that's enough because of the whole prep time that teachers usually have and trying to deal with the new tools. So there are a few challenges there.

Dalila, INT, L12-17

Dalila noted that the number of sessions and length of each session was ideal for her. She liked that the focus of each session was built around a topic, or in this case a grammatical language point and corpus tool for building an activity. Dalila remarked that the length of the training session would depend on the number of teachers in the training group. She hypothesised that for the training session to include both the corpus tool demonstration

and activity building time, it could be challenging with an increase in the number of teachers. She suggested that the training sessions could include only the demonstration part of the training, allowing teachers more time to build the activities in their own time. This change was implemented in the next action research cycle, although for a different reason. Dalila also described the need for teacher training and the confidence that teachers need to feel before using corpus tools in class:

There is also the fact that whatever we ask students to do, we have to make sure that we have done it first, so we know what comes up and all of the searches that I got my students to do, I had done them previously.

Dalila, INT, 24-26

I realize that in order for a teacher to use corpora depending on the search they do with the students, they need to be really confident about what they're doing and about the language itself....What matters is your expertise when it comes to knowing a language deeply, because if you don't know and you're working with corpora, that's going to be a real challenge and really overwhelming to the students.

Dalila, INT, L166-171

Dalila mentioned two issues with the version of the training programme that was trialled in the first cycle. The first point was related to the fact that it focused only on grammar points as language needs, which she found quite challenging to integrate into her project-based syllabus (PBL).

Pretty important, is the fact that I can also not just add COCA in the middle of the lesson out of nowhere. So for instance, as I teach PBL, project based learning, we don't have that PPP sort of format to the class.... So if we ask students, 'OK what do you wanna learn?' It means that we're going to target this piece of language specifically, and we might not have the materials to do it, so we have to come up with the materials. I tried to do both [covering the syllabus and their needs analysis to use with corpora], like an octopus. Of course, I managed, but I think that's something that needs taken into consideration for the future.

Dalila, INT, L29-41

I also commented on this issue in my field notes:

This training session went well. The teacher is so enthusiastic and asks questions in the activity building time. Her teaching context is unique however, being that she teaches in a Project Based Learning context which means she doesn't teach grammar explicitly. This is difficult with the current study requesting teachers collect grammatical needs from students to build activities with corpora. Research reports that corpora are well suited for vocabulary so opening up these needs to include both is a future direction.

FN AR1, Entry 3, L30-34

The other problem she commented on were the issues she had with using COCA:

COCA doesn't always work as it should. Sometimes it asks you to wait, or sometimes you'll get the same search over and over again and don't have the same results.

Dalila, INT, L26-28

Sometimes either you're not clear enough or COCA is not in the mood to help you."

Dalila, INT, L111

The most stressful ones were the ones that in order for you to get the sentence is, you need to open the context. Why was it stressful? Because the website takes too long, so it's not an easy search. So it took them awhile to open it. So they had to go back and then they lost everything, so they had to do another search, so it was stressful. Not because it's complicated, but because it takes too long. So I tried it to do activities that did not require them to read the whole sentence in order to understand the meaning of the target language within this sentence.

Dalila, INT, L117-122

One of the students commented that it takes more time to navigate the website and say 'no' to the licenses than researching itself, and it is not that student-friendly.

Dalila, RJ, L124-

125

Dalila also suggested two minor changes to the training sessions such as including more live demonstrations with COCA and moving the training sessions from Microsoft Teams to Zoom.

I think that if I could see Cathryn doing the searches live, instead of using the screenshots on the slides of how she did it, I think that it could have been more helpful. Showing us live and then say, 'OK, now it's your turn.' Instead of having the screenshots, after each slide she could do it live, like 'now let's do it together. I want to see you do it step by step.' She did it quite a few times, but I think that the more she does it, the better.

Dalila, INT, 224-228

The other thing is that having the training sessions over Microsoft Teams is horrible. Most teachers use zoom on a regular basis, so I don't see why we didn't use it for the training sessions.

Dalila, INT, L214-216

Regarding my own reflections, I learned a great deal during this first session: Dalila was enthusiastic about learning to use COCA and she often said she felt inspired to learn to use corpora because I was excited to show her how useful it could be in her classroom. During the five weeks, as she was introduced to more tools in COCA, she responded positively to what it offered and how it helped her meet her lesson objectives. However, there were some 'growing pains' she experienced teaching with COCA such as when her students were frustrated with the waiting time to see results or the reminders to register or purchase premium access. Her feedback about the training framework in her post-training interview was enlightening as I could see how much adjusting she had to manoeuvre to continue to work corpora into her PBL syllabus which does not teach grammar explicitly. This helped me realise that if the training programme were to help teachers in a diverse range of teaching contexts, it needed to not only allow for vocabulary needs from learners but also could help teachers by using the language points from their textbook to help integrate corpora into teachers' classrooms.

There were times when I felt 'imposter syndrome' in being a corpus trainer especially when I had only learned to use COCA from watching YouTube videos like

most EFL teachers. There were times when I would search for something, and COCA wouldn't perform the search. I didn't know why, as there wasn't an error message. Most days it would work fine, but when it didn't work and I was demonstrating a corpus tool to Dalila, I found myself saying something along the lines of, "I don't know why this search isn't working. It worked fine yesterday, let's try it again." When it worked the second or third time, we let it go because it worked, but I saw that she also noted this situation in her reflective journal and in her post-training interview. I know that COCA can help teachers, but teachers also need the assurance that the tool they are using in front of their students will work. The perception of teaching and teachers comes into play here as she describes the notion that teachers must have all the answers. This is something to pay attention to in the later cycles with the next group of teachers.

Changes made to the next cycle based on these suggestions, feedback and reflections included:

- Moving the training sessions to Zoom
- Presenting corpus tool demonstrations first, then the steps via slide deck
- Expanding the type of learner needs collected to include vocabulary as well as grammatical items
- Provide activities for the fifth and last training session

Her suggestion to expand the type of needs to be collected from learners in order to include vocabulary was a worthwhile enhancement. Originally, I thought that focusing on needs related to grammatical competence would help teachers to link the use of corpora to resolving students' questions about grammar, questions inevitably come up in a lesson and something that not all teachers feel comfortable answering. However, this ignores how valuable corpora can be in supporting vocabulary learning in the classroom.

I also removed the expectation that teachers would build an activity without explicit suggestions in the fifth and last training session. The experience in working with Dalila in this first cycle led me to think that four weeks is not sufficient for teachers to build confidence in designing an activity independently, especially if they have no prior familiarity with corpora.

5.3 Action research cycle 2: March – April 2021

5.3.1 Action research cycle 2: Explore

The second AR cycle involved six EFL teachers, although one co-participant had to drop out of the programme after three weeks due to Covid19. Aleka, Korina, Katyusha, Maggie, and Zenovia took part in the full cycle. Four of the co-participants in this cycle had prior familiarity of corpora (Aleka, Korina, Katyusha and Maggie), but only two had taught with a corpus in class (Katyusha and Korina). Four teachers (Aleka, Katyusha, Korina and Zenovia) were non-native English-speaking EFL teachers and three were teaching private lessons online (Aleka, Katyuska and Zenovia). All teachers were living in the European Union, and most teachers were experienced EFL teachers with at least several years of experience. This second AR cycle took place one month after the first cycle, with four changes implemented to the design of the CLTF. As there was not any one time slot that suited all teachers in this cycle, I provided two weekly sessions with two teachers on Wednesday afternoons and the other three teachers on Thursday mornings. I recorded each session and sent the recordings to the other group.

5.3.2 Action research cycle 2: Act

In this cycle, in addition to the changes described above, I opted to include corpus-informed websites as an alternative means for incorporating corpora into the classroom such as Hask, WebCorp Live, FLAX and Collocaid. While two training sessions were offered by the trainer weekly, teachers were requested to attend only one session per week, with time to engage in independent practice prior to the next session. Teachers in this cycle shown a preference towards planning activities which used corpus data indirectly:

I made indirect use of COCA. I used the KWIC and COLLOCATES tools to find verbs that collocate with the word "moisturizer." Then I chose the most frequent collocates and presented them in sentences provided by KWIC.

Aleka, RJ, L12-14

This is going to be my first lesson with a "student proper" (who is not a teacher herself). That's why I'm planning to start with an indirect corpus-induced activity and then show some of the tools. If the student seems interested, I'll introduce her more to COCA directly. She is a researcher by current occupation and by her attitude to life in general, hope she'll see the COCA practical potential.

Katyusha, RJ, L95-98

Aleka gave a specific example of how she used tools in COCA to build a collocates activity using sentences from the corpus. She was teaching a pre-intermediate private student language connected with her job in retail sales. Katyusha suggested that "proper" students, which she defined as students who are not English teachers themselves, would benefit from an activity that uses corpus data. However, she also was open to the idea of introducing COCA directly if the student responds well to the indirect activity. Katyusha saw the value of COCA when compared with traditional dictionaries for learning the nuances between similar words in English.

My students are accustomed to the tool now and it did not take long to understand how they were supposed to explore. They found the answers quickly, correctly and that offered them a sense of accomplishment, meaning there is a chance they might use it in the future spontaneously without my encouragement.

Korina, RJ, L149-150

In comparison, Korina noticed that by the end of the training programme, her students became accustomed to using COCA in her lessons leading her to suspect they may continue to use it autonomously in the future.

Teachers found that using COCA could help them to plan in ways they did not realise they needed:

It then struck me that we've been struggling with the difference between the verbs "accuse" and "blame", both in meaning and structures. The difference in meaning is, on the one hand, quite tangible, but the more you delve into the actual usage of both, the more subtle it becomes. So, it occurred to me that COCA has the pool of examples huge enough to get an eyeful of usage samples and to figure out the differences by trying to get "the feeling of it", to help develop some intuition.

Katyusha, RJ, L10-14

After the demo, I can see that this is much more powerful and will give more useful information, though as the other teacher mentioned, maybe this will be for building an activity, extracting data and then using that in the class without making students do the searches themselves. I will give both a try as I am not sure how my class will find it.

Maggie, RJ, L10-15

Katyusha considered the differences between two verbs in English and how she could use sample sentences in COCA to make this difference clear to her student in the activity she would plan. She capitalised on one of corpora's most cited benefits: using large amounts of authentic data for the student to study autonomously. By contrast, Maggie anticipated she would likely be using data from corpora more indirectly to plan new activities for class, but "will give both a try" to see what her students prefer.

5.3.3 Action research cycle 2: Reflect

Following the training sessions, teachers were interviewed about their experiences planning and teaching with COCA and to provide suggestions about how the training framework could be improved. The optional independent activities provided were viewed as valuable:

Maybe I didn't use much of the support for my own activities, but what Cathryn has been offering was absolutely meaningful and I could use some of the activities as they gave me some insights into what I could do on my own. So that was, of course, very supportive, but even though I didn't ask for any specific help, they were inspiring, and it opened my eyes in many ways.

Katyusha, INT, L27-30

In the training sessions, she'd propose different activities, and also for different levels, so I think that was very good. She took into account if students that are a lower level, you can do this activity and maybe a higher level this activity, so she prepared a lot for each training session. Not just one activity, but different options that we can choose.

Maggie, INT, L141-147

In her post-training interview, Katyusha described how she first learned to use corpora in her postgraduate studies in translation. Maggie described how having ready-made corpus activities allowed them to see several possible tasks for a range of different language levels and learner needs.

In these interviews, teachers were also asked about their experiences of teaching corpus activities in class:

I found some example sentences and incorporated those [into the lesson]. I think they like Breaking Bad [the tv show] because they enjoy watching TV shows or movies, and things like that so they're more into spoken language. So mostly I based my searches on finding examples from shows that they've watched or shows that they've heard of to motivate them. I think it was really interesting for them.

Maggie, INT, L79-82

I used some text [sentences] from COCA to find passive voice examples and to use some active sentences in order to transform them in passive voice. For the activity on natural disasters, I used COCA and some text, and I told the students, 'Please go there, see and read whatever you like, and try and write a news report about a natural disaster that happened either in Greece or somewhere else in the world.'

Zenovia, INT, L38-41

Using authentic sentences is an often-cited benefit of teaching with corpora. The data in COCA's List and KWIC tools are labelled by origin, and it is also possible to narrow the search query to sample sentences from the Movies/TV genre and select sentences from specific TV shows. This would be nearly impossible to do if teachers were making up their own sample sentences, something Maggie reported doing previously in her post-training interview. Zenovia asked her young learner student to consult COCA with a query about passive sentence structures. The student was asked to select sentences and convert them into active sentences as a controlled practice activity. These sentences were also then used as a basis for writing activity involving a news report about a natural disaster, which Zenovia assessed as her most successful corpus activity taught.

Overall, teachers reported that their experiences of corpus use in the classroom had a positive impact on their teaching:

Because of corpora, I think it brought my teaching closer to reality. Yes, as I said before, like I think even enriches the teaching.

Aleka, INT, L79-80

It was, of course, interesting and also it gave me another [more] confidence, the way to use the language.

Zenovia, INT, L66-67

Aleka compared her teaching to before and after learning to use corpora, noting that she felt her teaching was "closer to reality" and that her teaching had become "enriched".

She said there were so many language resources available via COCA that she could plan

her lesson using it only as a resource, without the need for multiple books and websites that she used previously to plan lessons.

Teachers in cycle two gave suggestions for improvements to the CLTF. Their proposed minor changes included adding another corpus to the training programme. Teachers also described challenges with the introduction of corpora to their students and a need for more student-friendly websites/learner training materials:

Because I make all the lessons practically from scratch and sometimes I'm at a loss..., so it can be inspiring probably. It would be really great if there a way to introduce our students to a corpus naturally. I don't know, some kind of activity.

Katyusha, INT, L115-117

When you first look at COCA you're like 'What is that? How do we use it?' especially because they're [students] not familiar with this kind of thing. So, something that would be easier to work with, how to use those types of websites and in class, so that they can use to, and we can do more like direct activities.

Maggie, INT, L162-165

Two teachers suggested changes to the format of the training sessions:

Like maybe even two sessions before getting into some activities. This might make sense to master in some way the tools and to do some tasks like, 'how do you find this information?' And maybe some kind of homework, so when you feel more comfortable with this, it can give you a better understanding of what you can do, and it can help you create your activities and everything. I'm ... thinking if I didn't have prior experience with COCA, maybe I wouldn't be so comfortable with it.

Katyusha, INT, L147-153

The stuff that I would change is a little bit with the structure, so it should be more clear [when] we started because I think I felt frustrated with it regarding what do I have to do? so yeah,...

Aleka, INT, L107-109

The issue of problems with using COCA also came up in cycle two.

So for me personally, I like everything to be planned in advance and organized and going smoothly and so when I have some indirect activities that's the case. When I have direct activities and I'm sharing my screen to show something and then it doesn't work, this was a bit discouraging. And this happens from time to time with COCA. Maybe this is something that also prevents [teachers] from using it directly, especially with students proper yeah. ... this is something that personally I did not feel very comfortable with this.

Katyusha, INT, L156-164

Turning to my own reflections on this second AR cycle, I felt teachers had to take a leap of faith for them to see that corpora could help cut down on lesson preparation time and could be a valuable tool in their classroom. I understood why they were hesitant to introduce COCA directly to their students, preferring to mediate the activities. The three changes suggested by this group of teachers included:

- Adding another corpus to the programme
- Increasing the number of sessions/changing the focus of the first two sessions
- Introducing more 'student-friendly' corpus websites

Some of these changes could easily be integrated into the training sessions. For the inclusion of other corpora, I opted to include the corpus interface, Sketch Engine. The reason for this being that the Concordance tool within Sketch Engine has several practical features for teachers including 'GDEX' in the Concordance tool, which stands for Good Dictionary Examples. This feature searches within the corpus to identify and provide to the teacher sentences that are shorter and more clearly explain the word being searched. Second, Sketch Engine provides several file types when downloading examples to be used for teaching purposes such as gap-fill exercises. The teacher can click on the sentences they want and if the file type of their choice before downloading. At the same time that I was training this group of teachers, I had paid for University of

Sheffield's Corpus Course for Teachers to learn to use Sketch Engine, which helped to mitigate the 'imposter syndrome' I had been experiencing as a trainer.

However, some suggestions were more challenging to implement such as increasing the number of training sessions, changing the focus of the first two sessions, and introducing more 'student-friendly' corpus-based/corpus-informed websites. Adding more sessions seemed unfeasible given the challenges of teachers' schedules. The idea of changing the focus of the first two sessions would result in the first session becoming longer. As this was already the longest session with the most input, I opted not to implement this suggestion idea in the third cycle. Introducing more 'student-friendly' websites was a good idea, but this cycle had already included more content than the previous one, and I was cautious not to overload teachers with more websites, especially given the learning curve for those who were working with corpora for the first time. Additionally, I was unsure about which websites to introduce, so I set this suggestion aside as something to look into before the next training cycle.

5.4 Action research cycle 3: February – March 2022

5.4.1 Action research cycle 3: Explore

AR cycle three saw the largest recruitment of co-participants. Eleven teachers enrolled initially. Four dropped out due to time commitments and scheduling issues. This cycle involved seven co-participants in total: Aubrey, Sahar, Eleni, Luka, Victoriia, Makenzie and Nana. The group of teachers in this third cycle included more non-native English teachers than native English-speaking teachers. Teachers in this group were based in several countries around the globe, including Saudi Arabia, Sri Lanka and Ukraine. Most teachers in this third cycle were very experienced teachers who had taught for at least ten years. All teachers reported familiarity with corpora, though only three had taught with a corpus in their classroom (Luka, Aubrey and Vikoriia). Teachers in this cycle came from

a variety of teaching contexts with some teaching at universities, some based in public schools, and others in private language schools.

Due to the number of co-participants, training sessions were held twice a week again in this cycle, with most teachers electing to attend on Thursday mornings and others attending on Saturday afternoons.

A suggestion from the previous group included learning to use another corpus, so I opted in this cycle to include Sketch Engine which contains several useful tools within its interface that could help teachers in lesson planning and language teaching.

5.4.2 Action research cycle 3: Act

Within cycle three, teachers demonstrated how COCA could facilitate their teaching by allowing them to lead lesson planning with a corpus activity:

I created a simple instructional guide video for students to help them use COCA to find alternatives for the words they usually use.

Sahar, RJ, L92-93

S[tudent]s were confused about what the different tools did – I let them do searches just to start with Word and List to show that the site is easy to use.

Aubrey, RJ, L122-123

Sahar was inspired by the recordings provided in the training and decided to record her own instructional video of how to use COCA for her students to complete searches independently in and outside of class time. Aubrey encouraged her students to use two corpus tools to perform their own searches in class with teacher input. Though she believed these tools to be easier ones for students to learn, these actions demonstrated confidence in stepping back as the teacher and encouraging students to investigate the target language independently within COCA.

Teachers described their students' reactions towards COCA in their reflective journals:

[The] Student enjoyed the lesson and could easily see how useful the information was. He also found functions easy to identify and spotted patterns in the examples.

Makenzie, RJ, L41-42

The students expressed their interest in the use of corpora and, surprisingly, one of them registered in Sketch Engine during the lesson! What was also encouraging is that my aim for the students to use the language productively was acknowledged by a student who commented that she liked the fact that the lesson was "practice - oriented".

Eleni, RJ, L60-63

Makenzie noted that her young learner student had adjusted to seeing concordances lines and identifying patterns in them. Eleni was pleased that her students noticed how learning to use corpora could improve their language practice. Teachers in cycle three also compared how planning with COCA differed from planning with traditional resources.

What makes it different is that we can find many examples in one place. This is important in language classes because students need to look at examples to know how to use the new words/phrases. Also, it helps teachers who apply communicative language teaching in their classes because it allows the teacher to have a student-centred classroom rather than a teacher centred one.

Nana, RJ, L167-170

As I've said before, the corpus gives a lot of examples. This was helpful for this exercise because some of the linkers that we were looking at (e.g., though) can have different positions in the sentence and in the coursebook there weren't enough examples.

Aubrey, RJ, L146-148

5.4.3 Action research cycle 3: Reflect

The teachers reflected on how COCA could fit into their teaching context and described how they were continuing to integrate corpora into their classroom.

Because I already know my students are focusing on improving their speaking skills whether in the business world 'cause that's what their fields are all in, so meetings, interviews, being able to go to the office, ... They wanna learn how to connect their ideas together, so using transitions and also a little bit of grammar would help ... I will be able to narrow down my search in the corpus. I'm not searching for everything in the corpus, I'm just looking for these specific things that I would like to be able to use to form an activity for my class.

Nana, INT, L53-60

I think some teachers would use the corpora as the basis for the lesson, [but] that doesn't really fit with my style of teaching because my lesson plans are very open. I know where I want to go, but I don't necessarily know how I'm going to get there. So corpora for me it's more looking at exercises and doing experiments [searches] with the kids and the people that I work with. Using it as a tool in the classroom, rather than something that I would necessarily use to develop activities with, from, and for. I wouldn't have a whole lesson using it because I think that wouldn't fit with the way that I teach, because I very much like my classes to be driven by the students. ...

Makenzie, INT, L57-63

Nana described preparing lessons for her Business English students which she taught in higher education, while Makenzie taught young learners in public school. Though their contexts were quite different, both integrated corpora into their classrooms to support their teaching purposes. Interestingly, Makenzie was aware that her teaching style and context were “freer” than most teachers at university and that she viewed corpora as a “tool for the classroom” but not one that she would always develop activities with. She referred to using corpora as another language teaching tool that she would add to her library. Aubrey compared trying to use COCA before and after joining the training

sessions specifically mentioning the colour coding found in concordance lines of KWIC searches to be much clearer after the training.

Within cycle three, teachers cited the problem of few opportunities for hands-on practice building corpus activities. This was also something that I recorded in my field notes.

Cathryn came up with all these ideas about how to deal with [adding corpus activities into our lessons] but...I kind of feel a bit spoon fed. Like, 'OK, here is step one.' A better way would be both of us making the activity together, but then I can see why she didn't do that. I'm really unfamiliar with corpora, so that's why she had to do it herself.

Luka, INT, L21-24

This training session was interesting. Although this training session teachers also elected not to stay for the extra 30 minutes after each training session for practice. I suggested to teachers to stay online so I could give advice as they practice building activities with the corpus, however only one of the seven teachers, Aubrey, stayed so I was able to watch her search COCA and use different corpus tools, and type in different searches. Vikoriia stayed after the first training session to learn how to perform simple searches with BAWE for her students, so teachers are aware they could have more practice time if they wanted.

FN AR 3, E 13, L287-292

Two teachers of the seven talked about being very busy with work. For example, Luka and Makenzie talked about wanting more practice time, however they both are very busy in their schedules and not able to find that time to practise for the training sessions.

FN AR 3, E 13, L307-309

Two other problems reported by teachers centred on more practice time and that the first training session could be more “practical” with a focus on how to use the corpora and their tools.

I would also be happy to [return for] some training sessions within two or three months, once I managed to practise more with everything she has introduced.

Vikoriia, INT, L143-145

I think perhaps it might be worthwhile letting people have access to the corpora and having the first training session be a bit more practical, but just the first one, ... so that people can actually do it themselves alongside Cathryn, and understand how things work rather than being I want to say 'top down' and you know that's not how we came across, but if effectively that's what was happening. She was explaining how to use it. She was showing us but then it finishes, and then we don't have the practical experience that goes with it.

Makenzie, INT, L177-184

In terms of my own reflections on cycle three, I noticed teachers describing how their students were showing signs of becoming more corpus literate. Several teachers in this cycle used direct rather than indirect corpus activities. I decided to make the first page of the reflective journals a place for teachers to record their learner needs. Changes suggested by teachers in cycle three included:

- More 'hands-on' practice building activities. It was interesting to note that Luka *knows* he wants more hands-on practice time but is also unable to find time in his teaching schedule to do so.
- More practice time/adapt first training session to provide an introduction to corpora

I made the decision to record the demonstrations in advance leaving the meeting time to be practice time. Therefore, the training sessions would be 'flipped' for teachers in the following AR cycle to allow for more practice time.

The requests for more practice time and that the first training session focus only on an introduction to the corpora to be used in the training session were similar to changes suggested in the previous cycle (cycle two). However, the first session was already at least an hour in length, involving an overview of the CLTF, describing how learner needs could be collected, the aim of the reflective journals, and so on. Adding

another week to the programme may have been an option, but it is a delicate balance of how much time to ask of teachers who are already volunteering their time. Finally, teachers in cycle three, as in cycle two, struggled to submit their learner needs before the second training session. Without these needs, I couldn't suggest an optional activity for them to teach in class.

5.5 Action research cycle 4: March – April 2022

5.5.1 Action research cycle 4: Explore

This fourth and final AR cycle was organised with six teachers, all of whom were native English-speaking teachers. Oran, Neve, Ailbhe, Conley, Trina and Bronagh. This was the first cycle to include all native English speakers as co-participants. Half of the co-participants had been teaching more than 10 years. All but one teacher (Trina) taught in private language schools in Ireland. This was the original target group for the research prior to change in design due to the Covid19 pandemic. I was curious to see how this group of teachers would experience planning and teaching lessons with corpora. Similar to the previous cycle, all teachers were familiar with corpora, but only two had taught with a corpus in class (Neve and Bronagh).

Given the calls for further practice time, I decided to trial a flipped programme in cycle four. I pre-recorded the corpus tool demonstrations for teachers to view in advance of the training sessions.

5.5.2 Action research cycle 4: Act

Data collected in this cycle pointed to the teachers' initial experiences and thoughts about using corpora in lesson planning and teaching:

It's more interesting because there is a lot of potential and I'm still learning how to use it effectively in my lesson planning and in the classroom. And things go wrong. Sometimes after a lesson when I am reflecting, I realise

that I could have used a corpus to find examples of a certain word or phrasal verb and I forgot to. The book is the safe option and usually you have a good idea of the questions that will be asked, so it is about pushing myself to use corpora.

Neve, RJ, L43-48

The students appreciated it as an enhanced dictionary. However, the clusters and concordances are not useful; the students don't comprehend what they are looking at.

Oran, RJ, L43-44

The point made about the textbook being the 'safe option' is noteworthy: teachers need a point of reference that they can rely on. Neve described missed opportunities and mixed experiences of learning to use corpora. Oran's initial experience was different: he did not view the clusters and concordances as useful and pointed to a comprehension gap. As teachers attended more training sessions, they acknowledged the challenge of the endeavour:

It's a matter of getting familiar with how it [the corpus tool] works...at first I found it a little daunting.

Trina, RJ, L48

The clusters and concordance lines are not helpful, they're out of context and finding the context is arduous compared to example sentences provided by dictionary websites. The definitions provided are needlessly high-level. For example, a student searches 'blurt', the definition is 'utter impulsively'; now, they need to search 'utter' when 'say impulsively' would have sufficed.

Oran, RJ, L23

Like Dalila in cycle one, some teachers in cycle four described how corpora helped them to achieve their lesson objectives.

The students got repeated exposure to the present perfect structures. It was arguably akin to drilling, but never felt tedious or overly forced as it was the students themselves who were speaking and listening to the structures.

Conley, RJ, L183-184

5.5.3 Action research cycle 4: Reflect

The teachers described their overall experience of the training programme in the post-training interviews. The flipped version seemed to be a success in terms of managing time and activities.

I don't know if I'd change anything. it's really well done, it's really specific. The videos, that's really good, the fact that we get the videos of the training sessions, then we can practice the activity beforehand, so for me the only thing would be I suppose it depends on the group: if people have previous experience or not, but then you have to kind of start at a certain level and you start to basically lose some people who may only know the basics. Then you might take people who know more than the basics. So there's probably a happy medium but I enjoyed the sessions.

Neve, INT, L118-123

Yeah, it was good. There's a lot to get through with corpora, so the length of sessions was good 'cause I think if they had been any longer, it would be information overload. There was a lot in the sessions, the recordings and slide decks she sent on. I definitely felt it was useful to go back over notes I took and then taking some time to look back over recordings, it's really helpful.

Conley, INT, L2-5

In terms of continued use of corpora in their own classrooms, several teachers described their own practice:

I took a couple of Cathryn's ideas and kind of meshed them together into activity. One of the activities I came up with on my own in the end, so yeah, they definitely served as a launchpad and then just tailored it slightly and yet there's a wealth of ideas there."

Conley, INT, L72-74

So, I just used the activities that Cathryn gave, and I tried to keep them as simple as possible because I wasn't very sure footed with this technology.

Oran, INT, L33-34

Co-participants in this cycle gave several suggestions for changing the training framework, such as beginning each training session with a short task to make it more like a workshop and taking the sessions at a slower pace for novice teachers.

Maybe something a little bit like a workshop-y, where we were given a task and had to do something and she checked if we were able to do it, but I know that's hard to do in the 5 hours.

Conley, INT, L126-128

Maybe to give us a task in the online sessions. Yeah, to get us to do a task, so you're doing it in real time rather than doing it at home.

Ailbhe, INT, L90-91

I would give myself more practice before bringing it into the classroom ... and yeah, some kind of tasks where students aren't involved at all maybe would make the trainees more sure footed.

Oran, INT, L118-119

I think at the very beginning it would have been more useful to explain from scratch. From zero knowledge, because I think there was an assumption that I knew what on earth this was all about, so going from zero to 15% was a real struggle. I'm nowhere near 100% conversant with it now, but at least I know what it's about and I get how to use it. I can see how to explore it, but I think the initial session might have assumed too much of my knowledge.

Trina, INT, L90-94

Given that this AR cycle held the largest number of Irish-based teachers, it is perhaps not surprising that the suggested change for the next training session included a task for everyone to practise at the start of the session. Irish teachers are quite familiar with the workshop format of professional development, where a task is provided, and teachers work through it as a practice.

My own reflections on this final cycle focused on the various positive experiences of teachers who incorporated corpora into their own classroom practices as well as working with a teacher who struggled to use corpora in class. The teacher who

struggled with corpora, Oran, had heard about COCA before joining the study. He was concerned about teaching with a tool that he wasn't confident with. I learned that he was teaching more than thirty hours each week. I suggested activities with COCA's Word tool, an easy tool for students to learn from, and one which teachers in cycle two and three cited as being really useful. However, Oran found the concordance lines to be confusing for students. He wrote in his reflective journal that he felt students didn't understand how to use COCA or why parts of speech were colour-coded (though this was explained in the training sessions). The more we talked, I could feel that he was the type of teacher that Dalila mentioned in cycle one: teachers may feel uncomfortable teaching with corpora which opens them up to questions they may not be able to answer from students. Although Oran struggled, it was clear that he was trying to implement these activities in class. On the other hand, in this cycle there were several teachers who did not seem to use corpora at all in the training programme. One teacher never emailed a reflective journal or responded to interview requests. Most teachers did not watch the recordings before the training session, and typically the teachers did not provide learner needs in advance, meaning that I could not prepare related activities based on these. Two other teachers had only taught once or twice with a corpus during the five-week programme, citing scheduling issues within their language school. Suggestions received during this last action research cycle included:

- Providing teachers with a simple task at the start of the training session to complete
- Start with indirect corpus-based activities, then move to direct corpus-based ones.

The problem that Oran found about COCA not being student-friendly was also mentioned by Dalila in cycle one and Katyusha in cycle two. The inconsistency of performing searches and not receiving results makes novice teachers question their

ability to use the corpus. Teachers in each AR cycle, except for AR cycle three, mentioned struggling with COCA for different reasons such as it being not student-friendly (AR cycles one and four), that searches did not provide results the first time but did by the third time (AR cycle two) and the wait time for searches to be conducted (AR cycle one). However, I initially thought that these issues were due to my own relative inexperience. While there is a corpus course for teachers to use Sketch Engine, I did not find one for COCA. I weighed up the benefits that using COCA brought to the training programme (it is free, up to date, offers the practicality of the Word tool) and determined that they outweighed the inconveniences. On reflection, I do not think COCA could have been replaced with an alternative corpus in the CLTF.

5.6 Researcher observations and reflections

Reflecting on my experiences as a corpus trainer and as the researcher leading the project, I was often bouncing back and forth between feeling pleased that I was helping teachers to learn to use corpora – as their trainer - and feeling guilty that I did not know enough about corpora when compared with corpus experts – as the researcher. In the beginning, in AR cycles 1 and 2, I placed immense pressure on myself to provide the best, tailor-made corpus activities I could for co-participants thinking that their choice to continue using corpora depended on how well I understood it to show them the ‘tricks’ for more accurate searches. It took some time for me to realise my role as the trainer was not the same as my role as the researcher, and that whether teachers decided to use corpora after the training programme or not, those results would be valid. In the beginning, I had tied the success of the training programme – and by extension my research – to whether teachers continued to use corpora which was not true. Once I realised this, I relaxed more in my training role and placed more trust in my abilities based on what I could do to prepare myself better and learn more about corpora. For example, I took an online corpus course for teachers at a British university during AR

cycle 2. I attended a corpus linguistics summer school in summer 2021 at another British university. I followed the Twitter accounts of Sketch Engine to keep up to date with new changes to their platform and read corpus materials that were publicly available (Lackman, 2011; Le Foll, 2021). By AR 4, I had trained three sets of teachers already and could identify and anticipate likely learner needs such as using corpora to teach prepositions and conditionals. However, preparing myself to be a corpus trainer by learning what I could about corpora was only half of the battle. The other part was the surprises of training EFL teachers.

Prior to AR cycle 1, I had little to no experience teaching teachers. Instead, I had years of experience in teaching international students. As a trainer, I experienced a range of new surprises from the unique personalities of teachers, teachers' beliefs towards teaching differing from my own, and teachers' lack of commitment to the research they were participating in. For example, although all teachers were sent an information leaflet about the study along with an email outlining a clear set of criteria for participating in the research, several teachers signed consent forms but were not able to participate in the research because they were not actively teaching at the time of the study. Further, teachers were asked to complete reflective journals weekly to be sent to me as well as being asked to teach with corpora in their classroom, yet only seven co-participants completed their reflective journals and at least three teachers in the last AR cycle were not teaching corpus activities weekly with their students. Medgyes (2017) suggests that language teachers do not read language teaching research, perhaps this is why there is little commitment when participating in research as teachers do not understand the value of their contribution.

Within my role as the action researcher, I struggled with two common issues within data collection: 'Will I be able to collect enough data to make clear conclusions?'

and ‘How can I recruit more participants and keep them in the study?’ These questions were stressful especially because I was recruiting teachers during the Covid19 pandemic when language schools were closed in Ireland. Few teachers were teaching online in Ireland when schools closed because ELTOs were unprepared for teaching online classes. At that time there was much uncertainty regarding how long the pandemic would last and whether students would want to continue with online learning. Once teachers expressed an interest in the study, there were extenuating circumstances I could not anticipate in keeping these participants. For example, one teacher requested to drop out from the study because of a family emergency, one teacher became really sick after the first training session, another expressed feeling burned out and had taken on too much to continue with the study and another because of the war in Ukraine. Knowing that there would be these unexpected challenges with maintaining teachers, I tried to recruit as many teachers as possible for each training cycle – potentially even more than I could train as each training became larger from AR cycles one to three. Maintaining co-participants also translated into providing more training times because finding one time to hold training sessions weekly was impossible. By AR cycle 4, I was training three times per week to keep all six teachers in the study, however, in hindsight I should not have accepted teachers who could not commit to teaching corpus activities weekly during the training programme. If I had, it is possible AR 4 would have been conducted with only two teachers.

On completion of the four AR cycles, I was able to stand back and reflect on them both as individual cycles and as a whole inquiry. I grouped my observations below according to three main emerging areas which seemed to summarise the experience that I had undergone as an action researcher and that the teachers had undergone as co-participants. These three points are described below under the following headings:

- *Training matters*
- *The time conundrum*
- *A brave new world of corpus tools*

5.6.1 Training matters

Within my research co-participants reacted positively to the training programme with many noting how much they enjoyed the training, and that training in itself matters.

... it was a very eye-opening experience. I really enjoyed it and I'm very happy and grateful – because I'm super busy – that I actually took the time to do it. Aleka, AR 2, INT, L109-110

I definitely think it was [stress-free] because as I said before Cathryn seemed to plan in the session this two-pronged attack with a corpus. She had her slide decks/her visuals, that she shared with us and then she showed us actually 'live' how we could do it. Also, after the first session, she hung around, just so that we could have a bash. You know and actually get us to use it, so I think it was such a successful way to learn how to do it and maybe demystify the sites that we would use. COCA, I'd never used it because I found it like really, really confusing, visually confusing and Cathryn's sessions helped to again demystify COCA and just show that it is actually really rather simple.

Aubrey, AR 3, INT, L84-90

Several teachers mentioned the slide decks and/or the recordings of the training sessions were essential in helping them to learn to use and design new activities with corpora.

Although teachers found the training sessions valuable, there were aspects of the CLTF that were a challenge for some co-participants. The CLTF gives teachers flexibility on how to collect learner needs in a few ways such as using their intuition, short questionnaires, or interviews. Teachers were reminded that although they could use their own intuition as expert practitioners, it was also highly recommended to combine that with another method to make sure that the needs they would use to plan corpus activities were those of their students. Teachers were asked in the post-training interviews if they

had collected needs from their learners. Nine teachers collected needs from their learners, seven teachers used their own intuition to design the corpus activities. These numbers can be broken down further in that, teachers in AR cycles 1 and 2 consulted with their students on their needs, while teachers from the later AR cycles did not. In fact, native English-speaking teachers as a whole did not collect needs from their students as I suggested. Perhaps these teachers felt their intuition could be relied on more as experienced teachers. Equally important to consider is that teachers from AR 4 taught in private language schools and two teachers commented that they did not need to collect their learners' needs because the school does this when new students start a course similar to a placement test.

A complication rose in later AR cycles, particularly in AR cycle 4, where two teachers provided needs that could not be easily met with corpora; for example, listening activities to teach connected speech, 'planning and giving a 3-minute presentation' and 'writing an essay, breaking that into notes than using those notes to give a presentation'. It felt that these needs clearly came from teachers' lesson aims and with little attention to how they could be used to design an activity in a corpus. Although the training programme asked teachers to collect learners' needs based on their vocabulary or grammatical weaknesses, perhaps teachers did not understand how to focus their students in this direction. It should be noted that this did not occur with most teachers, especially those that were non-native English-speaking teachers.

An unexpected issue in the training sessions centred on teachers' lack of experience in reflecting. I had thought as in-service teachers who had completed pre-service teacher training certificates and had been observed by teachers within their school for many years, they would have been well-versed in reflection. For this reason, I left teachers' reflective journals as more unstructured, and I was curious to know what

issues they felt were important and ones that were not led by myself. However, as early as AR cycle 2, one teacher commented on being confused as to what information she was meant to reflect on in her journal. After providing some prompts in the training session on aspects to consider such as how planning and teaching with COCA compared to more traditional sources, she did not complete any other journal entries. Following AR 2, I added more specific reflected prompts related to the outcomes of the research on the planning with corpora/first page of the journal such as ‘How long did it take to plan the activity’, ‘Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?’, ‘did you consider/try using a different corpus tool to design the activity?’ and ‘Did you teach an activity suggested by the trainer or design a new activity using a corpus?’ Providing more structure helped teachers to focus their responses which in turn helped me to focus on answering the research question.

Following the end of the last training cycle, I searched further into what guidance regarding reflection teachers are given in pre-service teacher training certificates. I learned that there is a degree of variability in what is taught in these certifications with the CELTA, in which reflection is not taught explicitly but rather referred to implicitly in assignments. This made me realise that some teachers need more guidance on reflective activities and not to presume that they have been previously trained in this regard.

5.6.2 The time conundrum

A recurring comment from teachers within each AR cycle was the need for more practice learning to perform searches with corpora. This is not surprising given that each training session was only five and a half hours at most. As Aubrey explained regarding the length and number of training sessions:

I thought both were perfect in terms of the time commitment. It would be lovely to do [a session] every Saturday, but I don't think Cathryn has the time, and unfortunately, maybe us teachers neither. So, it was perfect to give us an overview and to get started ourselves. There's a balance between giving enough information, but also not taking up too much time.

Aubrey, AR3, INT, L3-6

The aim of the training programme was not to turn teachers into devoted corpus users who plan every lesson with a corpus, but merely to introduce corpora and how to use integrate it into their classroom as another teaching tool. As such, the training programme could not cover everything, and I tried to balance the amount of time I thought was needed to teach the basics they would need to become corpus literate and leave the decision of how much they wanted to use corpora in the future in their hands.

However, the amount of time that teachers need to have grasped the basics of learning to use and design activities with corpora differs among teachers. Aubrey stated that the balance of learning and her time commitment was perfect, yet other teachers reported that this time was not enough. For example, Korina in AR cycle 2, Vikoriia in AR cycle 3, and Trina in AR cycle 4 all suggested that more training sessions would have been appreciated in their post-training interviews. It is also worth stating that teachers in AR cycles 2-4 elected not to stay for the activity-building time that was outlined in the training programme. 45 minutes was set aside for teachers to play with corpora and practice building the optional activities in each training session with my guidance. However, Katyusha in AR cycle 2 who had some prior awareness of corpora and a tendency to design materials from scratch, said in the first training session that she would prefer to plan in her own time and that 45 minutes was not enough time for her to plan and build a corpus activity or lesson. Logically, teachers may wish to plan in their own time, so I reminded teachers that I was available by email whenever they encountered issues when they began to build their corpus activities. In subsequent

training cycles, I suggested this to teachers in case they would prefer this as well, of which most teachers agreed they would prefer to plan in their own time. This resulted in the training sessions becoming only the corpus tool demonstrations of 45 minutes in AR cycles 2 and 3, but as these were pre-recorded in AR 4, teachers were given the opportunity to practise building their activities during the training time. However, only one teacher in each training session watched the pre-recorded videos and although he was given the opportunity to practise, he chose not to possibly due to embarrassment since other teachers were watching.

Luka in AR 3 summarises the issues of needing more practice time to learn to use corpora, but not having time to do so when the interviewer asked him if he foresaw using corpora more in the future:

Yes and no. The last time I used [it] was literally because the students were asking for examples of contrastive language 'whereas', asking 'what does it mean?' ... so I was like, 'OK, ... why don't we look at some examples of how we use it; if it's a good beginning or in the middle of the sentence' or things like that. So yes, I will in that kind of situation, I would use corpora again definitely. But I think this kind of thing requires a lot of practice until I can naturally think how I can answer the students, I'll open the corpora for them and then show them... I think it takes a bit of practice. And to be honest, I don't really have time to refine the skill so that it makes sense.

Luka, AR3, INT, L38-45

Most teachers reported spending around 30 minutes on average building a corpus activity, though teachers adapted the optional activities which took as little as ten minutes, and others who designed new corpus lessons over up to three hours. In other words, teachers with high teaching demands preferred to teach the provided activities which took less time to adapt and integrate into the lesson plans. This is mainly because they did not have the time they needed to practise and develop their corpus literacy further.

5.6.3 A brave new world of corpus tools

Co-participants in the training programme came from two backgrounds: those who had some prior experiences with corpora, and those who did not. Yet both groups found the training sessions to be an exciting place to learn to use corpora. Novice corpus using teachers' commented in their post-training interviews about their first impressions of corpora:

My first impressions were, 'Oh, my God, there's so much information.' I was really blown away by the fact that I hadn't come across them before, and I really truly, hadn't. I've been teaching since 2003, so it's a long time, but I just didn't know that these things existed, so I was really impressed with what is there and what there is to look at. So, I found that really, really helpful.

Makenzie, AR 3, INT, L29-32

I thought it would be more difficult. I thought it would be maybe more technical even... I think that the training opens a world in front of me and that's very satisfying and makes me really happy because I have another really useful tool to further explore language.

Aleka, AR 2, INT, L75-77

Novice corpus teachers, and those who did not have a required textbook for their lessons, found corpora to be a resource for planning numerous activities and play with different corpus tools; a one-stop for materials design.

I tried everything that I could, that was possible [in COCA]. For example, I loved searching for clusters... The comparative, when you can compare two language forms, and the Word [tool] when you just see the analysis of the word, that's also very helpful. And also I found it really useful when you can see the text, where I can see the sentence, but also I can see the text where it comes from, and yes. That too definitely.

Aleka, AR 2, INT, L45-48

It didn't take quite long [to build a corpus activity] because I had everything there on the screen, so I could choose the specific language that I wanted and adapt it to my exercises, so it didn't take too much [time].

Zenovia, AR 2, INT, L49-50

So at the beginning, because I didn't know how I will use it and just attending the training sessions, I can now use it in my teaching and I'm still using it right now. It makes it faster for preparing [lessons] because, in our [teaching] field in English, we need a lot [of] examples. We need a lot of sentences in order to have students do exercises on the lesson, so we always have to have a whole new sentence that the students haven't seen before, so the corpus saves me a lot of time.

Nana, AR 3, INT, L95-99

Teachers with some prior experience teaching with corpora also found new areas to explore from the training sessions.

It is fascinating, I love it because when I was at college they talked about it... We learned a lot about COCA, but we never used it. So for me, it was like, 'Oh here you are again'...

Dalila, AR 1, INT, L43-46

Well, actually my initial impression was a bit longer ago, but what is remarkable about this project was that I actually saw more corpora and I saw how the interface, or the design [in the English-corpora.org suite], is unified in all of them. So I updated my knowledge in that way, but I knew about COCA before and I was ready for what it has to offer.

Katyusha, AR 2, INT, L18-21

I was impressed because I was not familiar with the full application of the corpora. I had only used concordances in the past but only, partially, so I was impressed with all the potential that a corpus gives and very positive feelings about it.

Korina, AR 2, INT, L10-12

...it was really good to see, especially towards the latter half [of the sessions] when we saw other corpora, not just COCA. We looked at GLoWbE, which looked really really cool, looking at BAWE, a couple of different corpora I wasn't aware of before, it was really interesting.

Conley, AR 4, INT, L66-66

Most teachers commented that the training sessions were effective at teaching them the steps to build corpus activities and gradually helped them to become more confident with learning to use a corpus.

A unique aspect of training in-service teachers to be corpus literate is the range of different teaching contexts co-participants were from. Three co-participants designed activities for their university students, at least two designed activities for young learners in primary school, one taught a private group at a company, and several created activities for adult learners in private language schools. Research has said that corpora have been integrated into university contexts where teachers have autonomy over classroom materials (Frankenberg-Garcia, 2012b). Yet, the training programme has shown teachers how to design small activities to fit their pre-designed syllabi, and to work with a required textbook if needed. Comments from co-participants have said that corpora help them to reduce preparation for whatever they are teaching including test preparation.

5.7 Conclusion

This chapter has presented the experiences of 19 EFL practitioners who learned online how to teach with corpora during four action research cycles as well as my own observations and reflections on the four cycles. Data from their reflective journals entries and the interviews completed after the training sessions helped to highlight these experiences, both during the programme and beyond. The following chapter presents survey findings collected during these action research cycles.

Chapter 6: Survey Results

6.1 Introduction

This chapter presents the findings collected via survey before, during and after the training programme's four action research cycles. The chapter reports on the quantitative data collected through the administration of a pre-training survey and a post-training survey. Both surveys were distributed online via Qualtrics software.

6.2 Pre-training survey

A short pre-training survey (described below as 'pre-survey' for short) was administered twice: in June 2020 prior to AR cycles 1 and 2 and again in November 2021 before AR cycles 3 and 4. The rationale for distributing the pre-survey at two different points was due to the pandemic, with the second distribution occurring when the ELT industry had recovered somewhat. As described in Chapter 3, Section 3.4.1, this pre-survey was distributed online via social media channels. EFL practitioners were invited to participate in the study in three ways:

- Via the social media platforms of two ELT organisations in Ireland
- Via the online newsletters distributed to members of the same two ELT organisations
- Via the Twitter account of the researcher

The survey included 15 questions, mostly closed-format, with a combination of Likert scales and multiple-choice response formats. A total of 109 respondents completed the survey, 58 in the first administration, and 51 in the second administration. The demographic characteristics of respondents are presented in Table 6.1 and described below. The pre-survey is provided in Appendix B.

6.3 Demographic characteristics of pre-training survey respondents

A total of 109 respondents completed the two administrations of the online pre-survey, with 58 responses collected during its first administration (prior to AR cycles 1 and 2) and 51 responses collected during its second administration (prior to AR cycles 3 and 4).

Overall, respondents who completed the pre-surveys were predominantly female (63%). In terms of age range, only one respondent was in the 18-23 bracket. Most respondents were in the 31-40 age bracket (36%) and 46-55 age bracket (25%). The most common highest teaching qualification was the Cambridge CELTA/CerTESOL (35%). A similar proportion of respondents (34%) ticked 'Other' in this category, with most listing the MA TESOL degree as their highest teaching qualification. Respondents were highly qualified in their academic studies, with almost three out of four holding a postgraduate qualification (65% postgraduate, 8% doctorate).

More than half of the respondents had been teaching for more than 10 years, and two out of three taught more than 11 hours per week, with 35 per cent teaching between 21 and 30 hours weekly. Teachers who reported 'Other' regarding teaching hours per week specified a wide range, including some who were unemployed at the time of the survey and others who were working up to 40 hours per week. Some respondents reported a lower-than-average number of hours due to commitments including their role as Director of Studies, working on materials design, or substitute teaching.

Table 6.1: Demographic characteristics of participants

Characteristics	Pre-survey 1 (2020)		Pre-survey 2 (2021)		Full sample	
	<i>n</i> =58	% ⁸	<i>n</i> =51	%	<i>N</i> =109	%
Gender						
Female	35	60	34	67	69	63
Male	23	40	16	31	39	36
Other	-		1	1	1	1
Age						
18-23	-	-	1	2	1	1
24-30	5	9	10	20	15	14
31-40	22	38	17	33	39	36
41-45	10	17	7	14	17	16
46-55	15	26	12	24	27	25
56-60+	6	10	4	8	10	9
Highest teaching qualification						
CELT	7	12	4	8	11	10
CELTA/CerTESOL	23	39	15	29	38	35
DELTA/DipTESOL	11	19	12	24	23	21
Other	17	29	20	39	37	34
Highest academic qualification						
Undergraduate	14	24	14	27	28	26
Postgraduate	41	71	30	59	71	65
Doctorate	2	3	7	14	9	8
Other	1	1	-	-	1	1
No. of years teaching experience						
0-3	3	5	4	8	7	6
4-7	12	21	13	25	25	23
8-10	8	14	9	18	17	16
10+	35	60	25	49	60	55
No. of teaching hours per week						
1-5	5	9	10	20	15	14
6-10	8	14	4	8	12	11
11-20	15	26	15	29	30	28
21-30	24	42	14	27	38	35
Other	5	9	8	15	13	12

6.4 Pre-survey responses

This section provides an overview of the responses received in the two administrations of the pre-training survey.

⁸ Figures have been rounded to nearest percentage. Totals may not equal 100 per cent.

6.4.1 Online resources already used by EFL teachers

Prior to inquiring about teachers' use of corpora in the classroom, the survey asked respondents about the type of online resources that they used in their teaching. A multiple-choice response format was provided with space to provide further answers regarding online resources. Survey data showed that this sample of EFL teachers used a diverse range of online sources for teaching purposes. YouTube was the most popular response with 88 per cent of 109 respondents indicating that it was an online resource they used in class, followed by the use of other websites with practice exercises (80% of respondents overall). Only one-third of teachers indicated that they used an online thesaurus in class as shown in table 6.2.

Table 6.2: Online resources used in class by respondents in the pre-surveys

Survey item	Pre-survey 1 n=58		Pre-survey 2 n=51		Overall sample n=109
	Count	%	Count	%	%
Q1. Online resources used in class					
Online dictionaries	41	71	36	71	71
Google	34	59	32	63	61
Websites with practice exercises (grammar, etc)	47	81	40	78	80
Thesaurus	19	33	18	51	34
YouTube	50	86	46	90	88
Other (open question)	21	36	17	33	35

The full list of 'Other' responses is provided in Appendix E, and summarised below:

- Online news sources (BBC, ABC iView (for science programmes), journal.ie)
- TED websites (TEDed, TED talks, Ted4esl)
- Vocabulary/study websites (Padlet, digital textbooks, Wordle, Wordwall)
- Games websites (Kahoot, Mentimeter, Baamboozle)

6.4.2 Respondents' familiarity with and use of corpora

A set of questions, displayed in table 6.3, examined respondents' prior familiarity with and use of corpora, including two questions on how corpora may be used (e.g. for printouts in class or materials design) as well as a question on training.

Table 6.3: Response counts to pre-survey questions on familiarity and use of corpora

No	Survey item	Pre-survey 1 n=58		Pre-survey 2 n=51		Full sample n=109
		Yes	%	Yes	%	%
Q3	Are you familiar with a 'corpus'?	52	90	42	82	86
Q4	Have you used a corpus-informed website for language teaching?	32	55	19	37	47
Q5	Have you printed parts of a corpus for language teaching?	7	12	6	12	12
Q7	Do you use a corpus to design materials for class?	13	22	10	20	21
Q8	Have you received training on how to design materials with a corpus?	2	3	2	4	3

A large proportion of respondents overall (86%) reported being already familiar with a corpus. Almost half of the sample (47%) reported prior experience using a corpus-informed website for language teaching. It is noteworthy that almost one in nine respondents reported some familiarity with corpora, whilst a smaller proportion indicated they had used a corpus for language teaching purposes.

Teachers who responded 'Yes' to Question 4 (Have you used a corpus-informed website for language teaching?) were indicated to list the corpus websites that they had used. Responses included the British National Corpus (24%), COCA (14%), SKeLL (12%), and Sketch Engine (9%). A small group of respondents listed other corpus websites, including the iWeb corpus, Lextutor, the Cambridge Learner Corpus, and the

British Academic Written English (BAWE) corpus, Just-the-Word, Word and Phrase which is part of COCA.

Respondents did not, for the most part, print out parts of corpora for classroom use (Q5), with only 12 per cent indicating that they did so. Both pre-surveys showed that only a handful of respondents (3% overall) had received any prior training on how to design materials with a corpus.

For respondents who indicated some prior experience of using a corpus, a multiple-choice question asked them about their initial exposure to the area. Figures 6.1 and 6.2 provide these results from each pre-survey.

Figure 6.1: Respondents' initial exposure to corpora in pre-survey 1

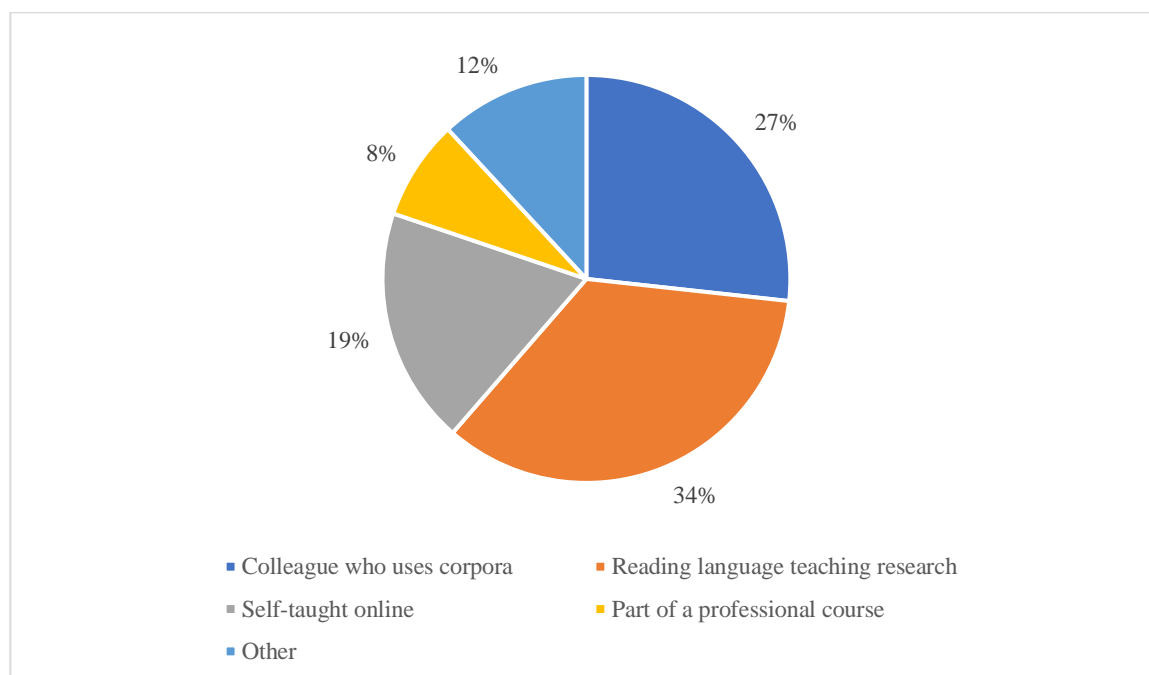
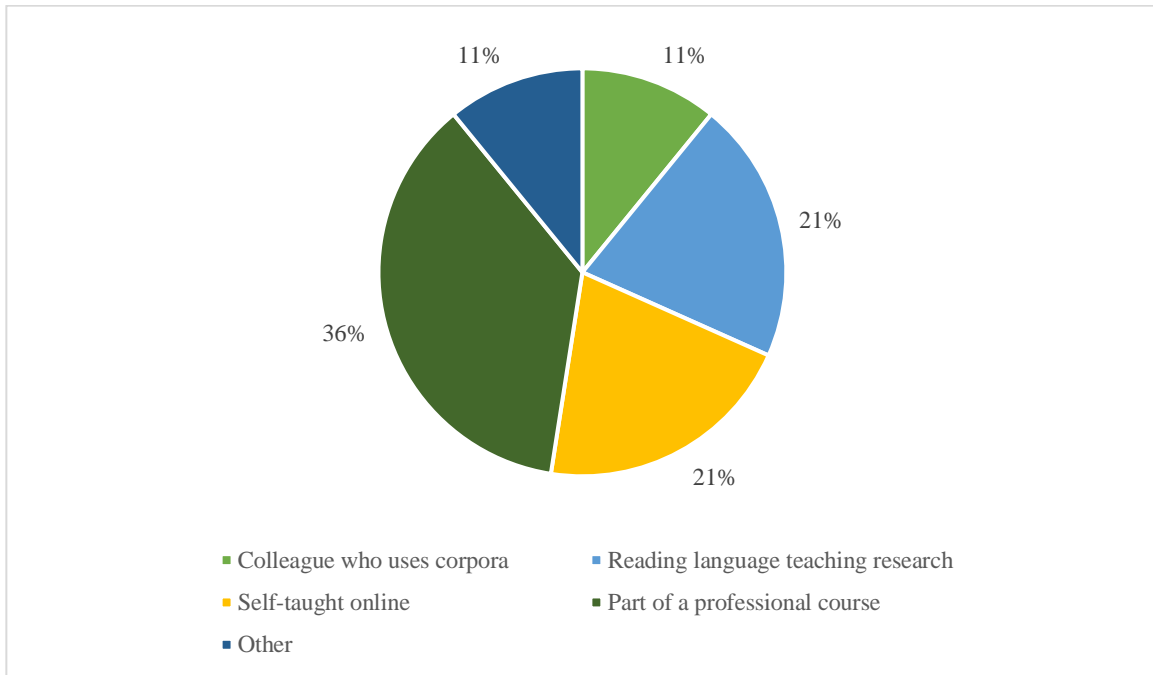
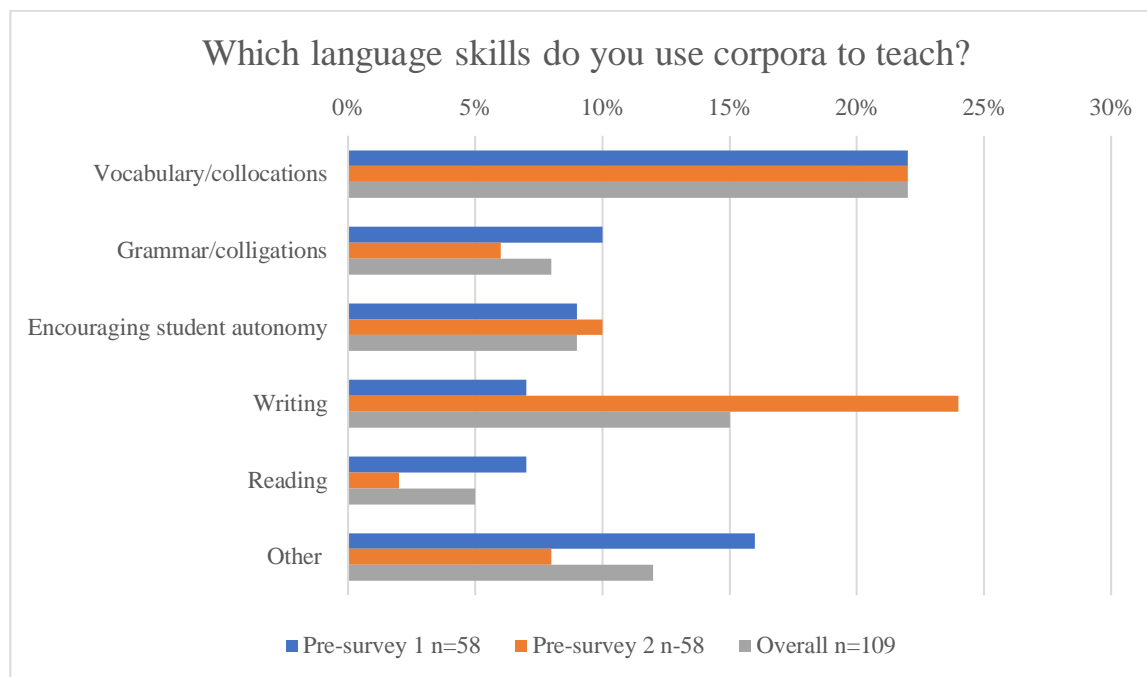


Figure 6.2: Respondents' initial exposure to corpora in pre-survey 2



Just over a third of the 26 teachers who reported prior experience of using corpora for language in pre-survey 1 described their initial exposure to corpora as coming from reading language teaching research (35%), with learning from a colleague selected as the next most common response. 'Part of a professional course' was the most frequent category selected by pre-survey 2 respondents (36%), followed by 'Reading language teaching research' (21%) and 'Self-taught online' (21%).

Table 6.4: Teachers' responses regarding the use of corpora by language skill



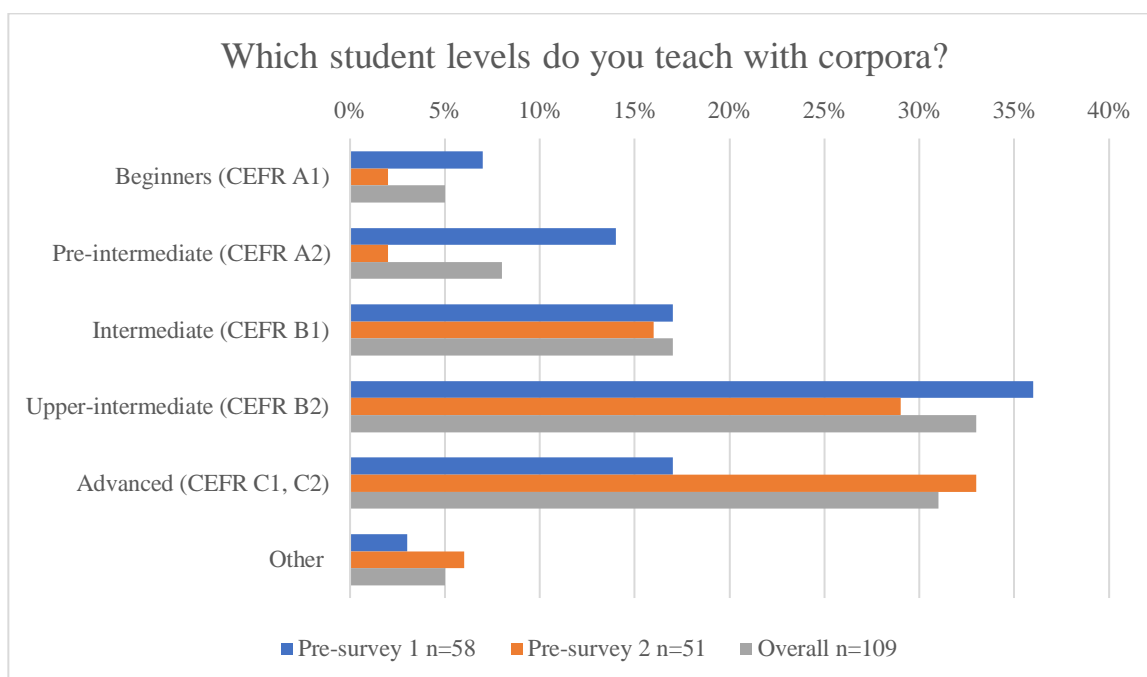
When asked to report on language skills, teachers selected all suggested categories (vocabulary/collocations, encouraging student autonomy, grammar/colligations, writing, reading). The most frequent response regarding the use of corpora was to teach vocabulary/collocations. Further ‘Other’ responses provided by respondents included:

- Vocabulary activities
 - Noticing chunks, phrasal verbs, fluency, creating word maps, word families, showing students words in context, collecting examples, keeping a shared/class lexical logbook, distinguishing similar words, meaning from context, word frequency, identifying high frequency/high usefulness of vocabulary
- Functions, idioms, idiomatic expressions
- References, note-taking
- Register, genre awareness
- Speaking activities

- Project-based discussions
- Phonological chunking
- Tonal units

Turning to student proficiency levels, overall most respondents reported the use of corpora in classes with upper intermediate and advanced learners of English, i.e., B2 common European proficiency level (34%) and C1/C2 levels (32%) as shown in table 6.5.

Table 6.5: Students levels taught with corpora by pre-survey respondents



6.4.3 Technology training and CPD opportunities

A set of questions which asked teachers about existing CPD opportunities in the use of technology and their interest in such training is shown in table 6.6. Overall, a majority of respondents (73% across both pre-surveys) noted that their language school provided

professional development opportunities regarding the use of technology in the classroom.

Table 6.6: Existing CPD in technology provided in language school

Survey item	Pre-survey 1 n=58		Pre-survey 2 n= 51		Full sample n=109
	Count	%	Count	%	
Q14 Does your language school offer CPD in technology?					
Yes	35	60	45	88	73
No	17	29	4	8	19
Not sure	7	12	2	4	8

In terms of further interest in learning how to use more technology for language teaching (“Would you be interested in learning how to use [more] technology for language teaching”), a majority of respondents (88%) indicated that they would be interested in such training. Respondents were asked to give a reason for their responses, listed below.

Open responses regarding interest in future training fell into three main areas:

- Desire and necessity to upskill in their profession
- Perception of technology as essential in their future career
- Belief that technology is valuable in enhancing classroom teaching

Turning firstly to the desire and need to upskill in the language teaching profession, respondent comments included:

“The internet is such a vast resource that it’s always good to learn new ways to exploit it for the learners’ benefit (and my convenience).”

“It is important to increase knowledge regarding the latest tools to assist in language learning and also to be aware of current trends in language teaching practices to facilitate decision-making around best tools and practices for effective language teaching.”

Comments also referred to the necessity of upskilling:

“I don't want to be left behind :)”

“Even before the pandemic, it was becoming increasingly important to use technology for teaching, but it is now essential.”

Respondents also expressed that they saw technology as essential in their future careers, and as an asset in teaching:

“I believe the future of teaching English lies in Technology.”

“I teach online so I am completely dependent on technology, and I am always looking for new ways to make the most of the resources available to me.”

“Technology can engage students and promote learning autonomy.”

Further responses provided by teachers as a reason for their interest in training opportunities in technology are provided in Appendix F.

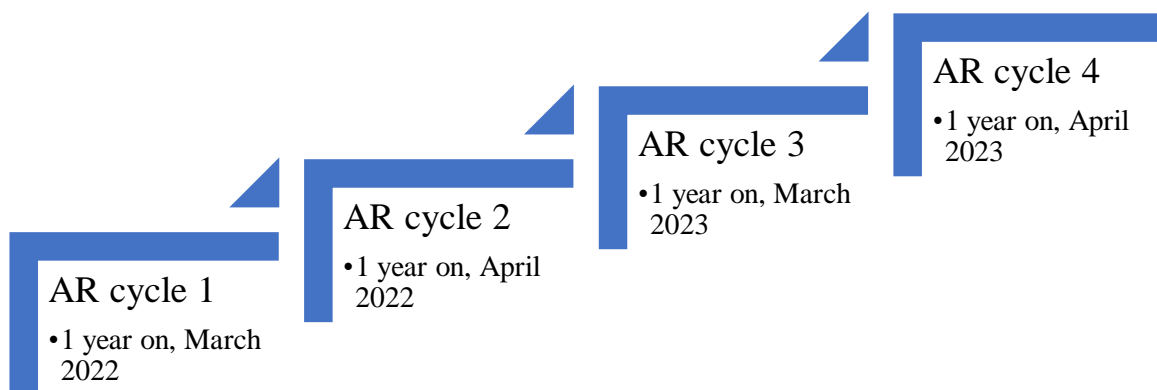
6.5 Pre-training survey summary

Results from the pre-survey indicate a high familiarity with corpora by this sample of EFL practitioners, with almost half of the respondents reporting using a corpus-informed website in the classroom. Of those who indicated familiarity with corpora, respondents reported they had first learned about corpora from reading language teaching research or as part of a professional course. The majority of respondents indicated that they used corpora with upper intermediate to advanced students in the B2, C1, and C2 common European proficiency levels. Concerning which skills teachers felt were best supported to teach using corpora, the most frequently selected response was teaching vocabulary/collocations.

6.6 Post-training survey responses

An anonymous online post-training survey was administered to all CLTF participants to determine the extent of their continued use of corpora after the training sessions. The only respondents were the participants in the AR cycles described in the previous chapter. As shown in figure 6.3, the survey was administered by email four times, one year after each AR cycle. In total, sixteen teachers completed the post-survey one year after participating in the corpus training programme, out of a total of nineteen teachers.

Figure 6.3: Administration of the post-training survey by AR cycle



The post-survey contained 16 items, mostly closed format questions with multiple-choice response options, along with some open questions. No demographic questions were included in the post-survey in order to protect respondents' identities and to encourage participation as well as frank responses, noting that as the sample population for this survey were the co-participants in the four AR cycles, they were already known by the researcher.

Most of the questions in the post-survey mirrored the pre-survey. Three new questions were added to the existing questions:

1. “What did you find to be most effective in the training sessions? (*multiple responses possible, tick any that apply*)
 - The slide decks provided step-by-step instructions on how to use a corpus to design an activity for my students.
 - The videos were made available to re-watch whenever I needed.
 - I felt comfortable learning from the trainer because she is a teacher like myself.
 - Other

2. What did you find to be most effective outside of the training sessions? (*multiple responses, tick any that apply*)
 - Using the needs analysis to develop activities helped me to set goals to learn new things weekly with a corpus.
 - Performing other searches with corpora helped me to become more familiar with how corpora could support my teaching.
 - I found the reflective journals helped me to develop new ideas.
 - Other

3. What specifically would you want to learn about using corpora for language teaching? (open question)

6.6.1 Online resources used in class

Turning firstly to the background question regarding the type of online resources used in their teaching, also asked in the pre-survey, a multiple-choice response format was provided with space to provide further answers. Results are displayed in Table 6.7. In this sample of 16 training participants, almost all of the teachers indicated the use of online dictionaries (94%), with a large majority also noting the use of Google (81%) and YouTube (81%).

Table 6.7: Online resources used by post-survey co-participants

Survey item	Post-survey n=16	
	Count	%
Q3 Which online resources do you use in class?		
Online dictionaries	15	94
Google	13	81
Websites with practice exercises (grammar, etc.)	12	75
Thesaurus	7	44
YouTube	13	81
Other (open question)	10	63

Teachers who selected ‘Other’ when asked about which online resources they used in class referred to the following:

- Television, including Netflix and ABC TV science shows
- Online academic journal/research articles
- YouGlish
- AI tools including Chat GPT and perplexity.ai
- Other teachers’ resources/blogs
- Games and quizzes (Kahoot, Quizlet, Quizzize, Quizalize, TubeQuizard)

These online resources include well-known activities that have been around for a number of years (e.g., Kahoot and Quizlet) as well as recent technological tools (ChatGPT, Perplexity AI).

6.6.2 Ongoing use of corpora

The main aim of the post-survey was to gauge the ongoing use of corpora by the co-participants in the training programme following its completion. One year on, a majority of teachers (69%, n=11) reported still using a corpus for language teaching after the training programme, and a very large majority (94%, n=15) reported using a corpus to design materials for class since the training ended. One in three teachers reported printing out parts of a corpus for language teaching in class, and 88 per cent (n=14) noted their interest in learning further about using corpus technology in class as shown in table 6.8.

Table 6.8: Responses from the post-training survey concerning corpus use

Survey item	Post-survey n=16	
	Yes	%
Q7 Do you currently use a corpus for language teaching in your classroom?	11	69
Q8 Have you printed parts of a corpus for language teaching in class?	5	31
Q9 Have you used a corpus to design materials for class?	15	94
Q16 Would you be interested in learning to use corpora more in class?	14	88

Unlike pre-survey respondents, all respondents to the post-survey had clearly developed experience in using corpora for teaching purposes. The post-survey, therefore, did not enquire as to their prior experiences. However, the question regarding the usage of corpus websites by teachers was slightly broadened in the post-survey to encompass corpus-informed and corpus-based websites which were introduced in the training programme asking, ‘Which corpus websites have you used?’ This was an open question and respondents were invited to provide any additional corpora and/or corpus websites they may have used within the past year. Several examples were provided, including Sketch Engine, SKeLL, COCA, Just-the-word, and Lextutor. Two-thirds of teachers (63%, n=10), two of which had reported using English-corpora.org prior to the training programme, reported using COCA since the completion of the programme which was the main corpus used in the training sessions. Four responses indicated using the British National Corpus (BNC) and six responses were recorded using Sketch Engine and SKeLL. Three teachers indicated only using one corpus-informed website; LexTutor, English Profile and Just-the-Word. As shown in table 6.9, five teachers wrote in that they had used at least two to three corpora in the past year.

Table 6.9: Co-participants' use of corpora in class

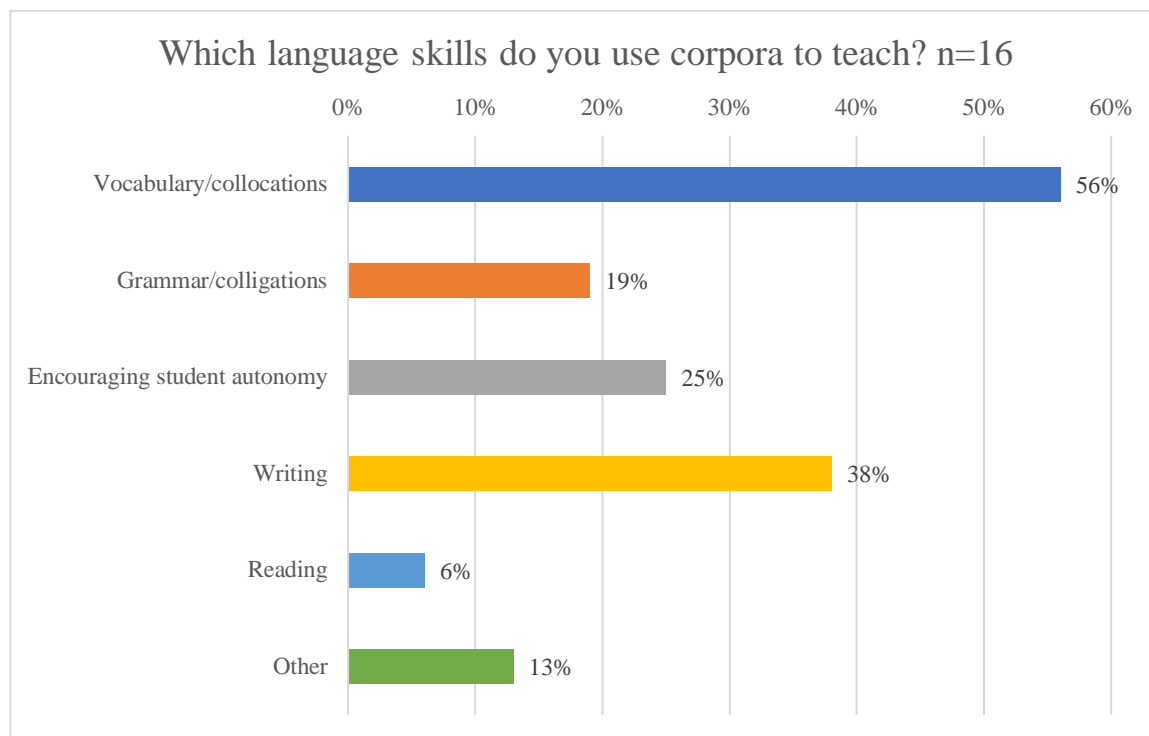
Post-survey n=16

	<i>Count</i>	<i>%</i>
Q6 Which corpus websites have you used for language teaching purposes?		
British National Corpus (BNC)	4	25
Corpus of Contemporary American English (COCA)	10	63
Lextutor	1	6
Sketch Engine/Sketch Engine for Language Learning (SKeLL)	6	38
Other	2	13

In terms of reporting on language skills were the focus of corpus-based activities, teachers selected all suggested categories as shown in table 6.10. More than half (56%) indicated the use of corpora in teaching vocabulary/collocation, with 38 per cent noting that they used corpora to teach writing. One teacher described using corpus-informed websites to teach reading. Under responses to 'Other', respondents noted using corpus websites through the following:

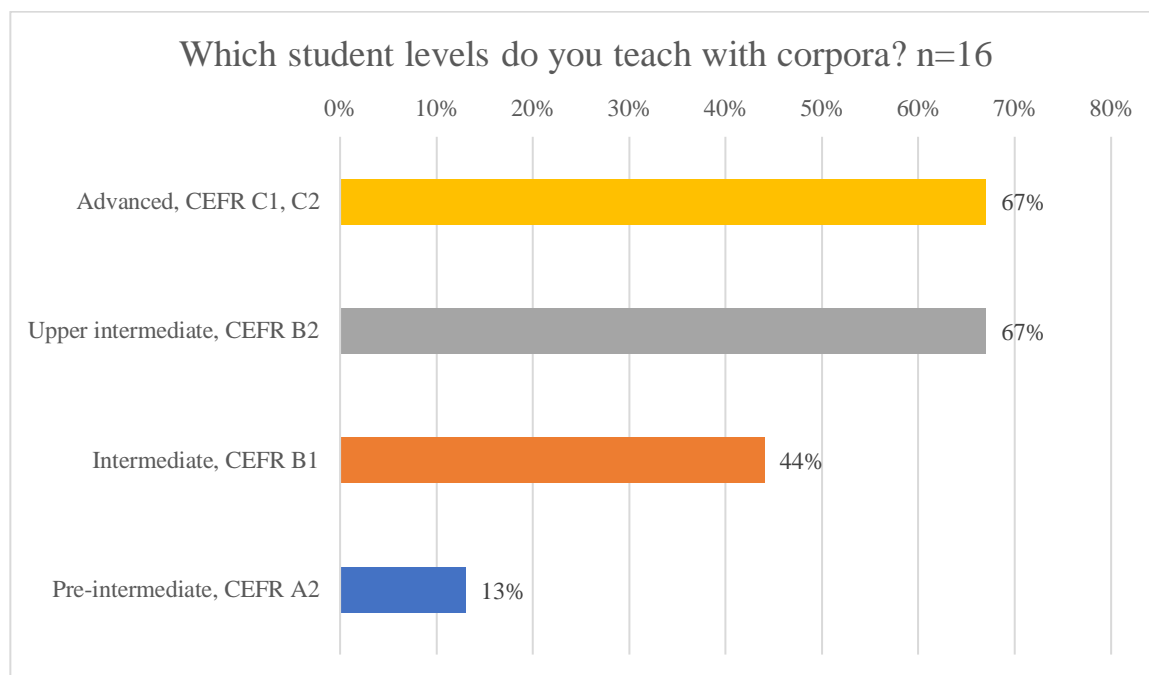
- Teaching phrasal verbs, action, and non-action verbs, functional language, prepositions
- For group research, peer teaching activities
- For word association activities
- Finding example sentences, generating word and pattern lists
- Creating speaking prompts for discussion

Table 6.10: Post-survey language skills taught with corpora by co-participants



Turning now to the proficiency levels of students taught by these teachers using corpora, as shown in table 6.11, the majority of respondents described using corpus websites to teach upper intermediate and advanced students (CEFR levels B2, C1, and C2). Only two teachers out of sixteen indicated using corpora with A2 level learners. The A1 level is not included in table 6.11 as no teachers in the training programme were teaching A1 level students.

Table 6.11: Co-participants' students' levels taught with corpora



6.6.3 Reflections on the training programme

The post-survey asked co-participants to reflect on the content and delivery of the training programme, including content provided in the weekly slide decks, videos, the role of the teacher-trainer, the process of collecting learner needs, conducting corpus searches and completing reflective journal entries.

A large proportion of respondents (94%) indicated that performing other searches with corpora helped them to become more familiar with how corpora could support their teaching. Half of the sample found that the slide decks, videos, and having another teacher as a trainer were helpful. Teachers did not select the reflective journals as an effective means of support outside the training sessions. Responses to 'Other' included:

- “Using the suggested activities and replicating the steps taken to recreate these helped me to become more familiar with corpus tools.”

- “The trainer took into account the immediate needs of my teaching particular students and came up with ideas and activities for those. It helped a lot to weave corpus-based activities into my teaching smoothly.

6.6.4 Frequency of use of corpora post-training programme

Teachers were asked in an open question how often they currently used corpora for language teaching purposes in class. Responses reflected a wide range of frequencies of use since the completion of the training programme one year prior:

- Almost every lesson is only just quick searches and not for an activity.
- It really depends on the level and type of course: about 5 times a month.
- Not so often these days, once every three months.
- Two or three times in the last six months.
- Twice a month.
- After the training sessions, I used them every week.
- With higher levels, twice a week.
- I've recently been teaching EAP and I'd say I use it once a fortnight. Sometimes for planning, but often to run a query live in class.

In an open question, teachers were asked what they would like to learn, going forward, regarding the use of corpora for language teaching. Co-participants reported a desire to:

- Conduct and analyse more advanced searches
- Learn more about Corpus Query Language to teach ESAP
- Any way it can help students
- Design new activities for class
- Prepare different kinds of lessons
- Gain confidence by performing searches faster

- Check the frequency of lexical bundles/chunks in various contexts
- Adapt corpora for lower levels
- Deal with concordances
- Design classroom tasks with more complex searches
- Use corpora to teach reading and writing, including vocabulary, collocations, idioms
- Find out more about corpus research related to teaching

6.7 Post-training survey summary

Co-participants reported using a range of online resources in their classroom with the largest number using online dictionaries, Google and YouTube. One year after the training sessions concluded, a majority of teachers confirmed they were still using corpora in class with a very high number of these teachers still designing corpus materials. Their preferred corpus, for most teachers, was COCA, which they used to teach mainly vocabulary and collocations with their upper-intermediate to advanced students. When teachers reflected on what they found most effective in helping them to learn to use corpora in the training sessions, most teachers reported performing other searches with corpora.

6.8 Comparison of pre-and post-surveys

Respondents in the pre-surveys and co-participants in the post-survey both indicated that YouTube was an online resource they used often in their classrooms. While teachers in the pre-survey reported that YouTube was the online resource that they used the most, co-participants in the post-survey cited that they used online dictionaries most often. Most of the respondents in the pre-survey indicated being familiar with corpora but having no teaching experience with corpora. This was also reflected in the post-training surveys, with most teachers who participated having reported awareness of corpora, but

no teaching experiences with using a corpus. Further, most teachers (n=105) in the pre-surveys reported having no prior training in designing materials with corpora. This was also seen in those who chose to participate in the training programme with all but one co-participants (n=18) having received no prior training in designing corpus materials.

Both groups, respondents in the pre-surveys and co-participants in the post-survey, indicated that they have taught activities to support vocabulary and collocation with a corpus. Activities for writing were the second most common type of activity both groups taught with corpora. While activities to teach reading and grammar were types of activities they did not often teach with a corpus. Both pre-survey respondents and co-participants in the post-survey taught corpus activities with their students who were mainly at upper-intermediate to advanced levels.

By contrast, the corpus most used by teachers differed in the pre-and post-training surveys. Respondents in the pre-surveys reported using the BNC corpus most in their teaching, while co-participants in the study preferred to use COCA. Both of these corpora are part of the suite of corpora in the English-corpora.org website created by Mark Davies and are free to use after registration. The preference for using the BNC by pre-survey respondents could be due to the lack of publicly available Irish corpora given that teachers who responded to the survey had seen it on Irish-based ELT organisations' social media platforms. Another reason for this choice could be that respondents who completed the survey were trained in courses created in the UK, such as the CELTA and DELTA. The pre-survey asked about teachers' teaching location, with most teachers in pre-survey 1 teaching in Ireland, but most teachers in pre-survey 2 indicated they were teaching outside of Ireland. Given that co-participants were trained to use COCA and Sketch Engine was a later addition to the training programme, it is not surprising that most reported using COCA.

6.9 Conclusion

This chapter has presented the quantitative data from the pre-survey and post-surveys.

Overall, the data point to two groups of teachers: a sizeable group of teachers who were aware of what corpora are yet had no experience teaching with them in their classroom; and a smaller group of teachers who are familiar with language corpora and who use them in their classroom, but without much training in designing materials with corpora.

The next chapter will, through drawing on the data in this chapter and the previous chapter, answer the project's research assumptions and research questions as well as discuss the main themes, which emerge from this inquiry.

Chapter 7: Findings

7.1 Introduction

This chapter draws together the outcomes of the action research cycles, thematic analysis and survey data in order to respond to the research assumptions and research question that were posed at the start of the thesis.

7.2 Research assumptions

Two research assumptions were presented at the start of the project. The background to the articulation of these two assumptions was based on my observations at teacher training events and CPD activities, in which most Irish-based EFL practitioners tended not to use corpora. At these events, only a few teachers spoke about using corpora in their classrooms and this was often the same faces. Therefore, the first assumption was:

Assumption 1: In-service EFL practitioners do not use corpora in their classrooms because they are not familiar with corpora.

Familiarity was assessed over two questions in the pre-surveys: question three which asked them if they were familiar with the term ‘corpus’ and question four which asked if they had ever used a corpus such as the BNC or corpus website such as Just-the-Word. Interestingly, a majority of respondents said they are familiar with the term ‘corpus’, with a little over half indicating that they had used a corpus and/or corpus website in their classroom.

Within the study, three groups of teachers can be identified:

1. Teachers who have no familiarity with corpora (and who have therefore not taught with them) (n=15)

2. Teachers who have familiarity with corpora but who have not taught with them (n=49)
3. Teachers who have familiarity with corpora and taught with them in their classroom (n=45)

A majority of teachers in the present study fell into the second category. In their post-training interviews, teachers gave several reasons why they had not taught with corpora despite knowing the corpora existed. One reason was the design of corpus websites, with two teachers in particular who commented that the colours to outline parts of speech in COCA were confusing and not clearly explained on the website for users. One of these teachers commented in his reflective journal that concordance lines use vocabulary that may be too advanced for students, and this leaves the teacher with explaining new words and/or new grammatical structures which may or may not be something the teacher is prepared for.

Another reason teachers cited was not understanding how to conduct searches. For example, typing 'ADJ' in capital letters before the word 'linguistic' will provide a list of the most frequent adjectives before linguistic in COCA, whereas typing 'adj' in lowercase letters will not provide the same list of adjectives in the corpus because of how the corpus is tagged. Although this is explained in the 'help' section of the website, the directions are not intuitive to teachers and therefore they would not be able to use corpora without spending an amount of time reading how to use the corpus. Some teachers commented in their post-training interviews that they had very little prior exposure to corpora before the training sessions such as they had seen concordance lines but did not know how it could be used in teaching. One teacher wrote in her reflective journal that she knew corpora could help in her teaching, but she did not understand how they could be used to build activities.

Teachers who were placed in category one, though fewer than teachers in the other two categories of the study, gave a few reasons why corpora were new to them: some simply had not heard of corpora, while others said they had heard of corpora but thought they were something else. Specifically, teachers noted in their post-training interviews that they were surprised they had not heard about corpora given the number of years they had been teaching. Another teacher mentioned she thought corpora was something to use for analysing long texts and did not see how it could be useful for her classroom. Although this category of teachers arguably had the steepest learning curve, they were also the teachers who developed the most. In her reflective journal, one teacher reflected that planning her lesson was easier when using sentences from corpora and more engaging when using corpus tools. Of course, teachers with no familiarity with corpora were also more likely to become frustrated in their initial corpus practice sessions. One teacher wrote in her reflective journal, and I noted in my field notes, that she became so frustrated with performing searches in corpora, she gave up and deleted her account with COCA, only to return and reregister thirty minutes later.

Teachers in the third category also commented about developing their understanding of corpora despite having used corpora in the classroom prior to starting the training programme. One teacher commented in her post-training interview that she was surprised to see how all of the English-corpora.org suite was similarly designed. She had been teaching with the BNC but had never used any of the other corpora. She reflected in her journal that teaching English teachers with COCA especially was “very special”. The only other teacher who had taught with a corpus prior to the training programme, and which I remarked in my field notes, commented that her exposure to corpora in her masters in TESOL and which had a course in corpus linguistics, did not teach her how to design activities with corpora. Rather the focus was on corpora as a reference tool for looking up or confirming vocabulary meanings. She said in her post-

training interview that the CLTF should be offered to in-service teachers in language schools because of how practical it is.

In sum, the findings suggest that the first assumption is not proven, as teachers who participated in the action research study and who responded to the survey reported existing familiarity with corpora. Whilst their experience of corpora was sometimes limited, they were familiar with the purpose of a language corpus and had some experience in using them.

The second assumption came from the idea that perhaps the lack of teachers' talking about corpora at conferences and CPD events was not that they did not know about corpora, but rather without any formal training in how to use it for language teaching, they were not talking about using it in their classrooms. Therefore, the second research assumption was articulated as:

Assumption 2: In-service EFL practitioners do not use corpora in their classrooms because they have not received training in how to do so.

The responses in the pre-surveys were quite clear regarding the second assumption: approximately 90 per cent of respondents reported having received no training in designing materials with a corpus. It is important to note that respondents completing the pre-surveys were likely to be those who were interested in availing of free training and therefore had not received prior training.

Although the results of the pre-surveys show that the majority of teachers have not been trained to design materials with a corpus, this lack of training can also be seen in teachers' reflective journals, post-training interviews and, to an extent, in my field

notes. Returning to the categories of teachers above: category one, those with no familiarity or teaching experience with corpora; and category two, teachers with familiarity, but no teaching experience, teachers reported experiencing a number of challenges when planning and teaching with corpora that indicate no prior training in designing materials with corpora. For example, teachers Aleka and Zenovia mentioned in their post-training interviews that the first time they had seen a corpus, it looked technical and complicated. Yet they reported that searching corpora became easier as the weeks passed in the training programme. This was true of teachers in the second category, for instance Dalila and Nana, who recorded in their reflective journals that they were gaining more confidence in performing corpus queries. Even teachers who had reported prior awareness of and teaching experience with corpora, teachers in the third category, including Katyusha and Neve, talked about learning new ways to use corpora from how their previous training with corpora had been. Both of these teachers had been shown how to use the BNC, but neither had branched out to use other corpora within the Englishcorpora.org suite until they were shown these corpora existed in the first training session. Neve, in particular, mentioned after a training session that she had not been aware that the sentences in the BNC were as old as the 1980s. As I commented in my field notes, it seemed clear that she had not been trained on how to find more information about the corpora she was using. In the case of the co-participants in the action research study, a majority of teachers continued to use corpora.

Prior to learning that few respondents were trained to use corpora, respondents in the pre-surveys were asked if they used a corpus to design materials for their classroom. Interestingly, a little over half of respondents from each pre-survey indicated they do, showing that teachers are curious about using corpora and are willing to try it out in their classrooms without formal training. This is supported by other questions in the pre-surveys such as teachers reported initial exposure to corpora. For example, respondents

in pre-survey 1 cited being introduced to corpora via reading language teaching research. In other words, not being trained to use corpora formally such as in a postgraduate teacher training programme. However, respondents in pre-survey 2 reported that they had first learned to use corpora as a part of a professional programme. The pre-surveys do not ask for additional information about the previous corpus training programmes that teachers may have taken given that the focus of the pre-surveys was to establish simply whether there was a demand for corpus training amongst in-service private language schoolteachers. There is some research surrounding pre-service corpus teacher training to understand how courses are organised to indicate what teachers were likely to have been exposed to, however, there is little research on how teachers who learnt to use corpora from the DELTA training, given this is a practical teaching certification wherein the expectation of publishing work is likely not experienced unlike in academic settings/programmes. Given that more in-service teachers are likely to have completed these practical teaching certifications, there is a gap here concerning what these trainees know about corpora. Though Naismith (2016) investigated how corpora could be incorporated into the CELTA.

This indicates that the second assumption is likely to be true based on the dataset which demonstrates that many teachers may know that corpora exist, yet not how to use them in their classroom. There exists a need for a programme in corpus literacy training for in-service teachers.

7.3 Research questions

One overarching research question guided the research project with three related sub-questions:

- What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching during and after a bespoke training programme?

- a. What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?
- b. What drawbacks do practitioners express when using corpora in their lesson planning and teaching?
- c. What plans for the future do teachers express regarding the integration of corpora in their own classrooms?

I will consider and answer each of these questions in turn below, addressing the three sub-questions before responding to the overarching question posed in this study.

7.3.1 What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?

When we consider the full dataset, teachers articulated eight main benefits in using corpora for lesson planning and in the classroom, many of which (apart from the second and eighth) have been articulated in prior research in corpus literacy training:

- 1) Authenticity in the lesson
- 2) Efficiency in lesson planning
- 3) Checking intuition
- 4) Increasing student autonomy outside of class
- 5) Increasing student engagement and motivation in class
- 6) Incidental learning
- 7) Learning a new tool for language teaching
- 8) Achieving lesson objectives

The following subsections will deal briefly with each of these benefits in turn.

7.3.1.1 Authenticity in the lesson

Both in teaching and planning with corpora, teachers commented that corpora benefited their classroom because it provided authenticity to their lessons, especially in topics or

disciplines the teacher is not familiar with as noted in their post-training interviews.

Teachers mentioned using authentic language to teach content outside of their discipline in their reflective journals, for instance selecting sentences from their students' favourite TV shows as a means of motivating them in the lesson which allowed for a sense of authenticity when teaching American slang. This is also indicated in the responses to the pre- and post-surveys, which showed that corpora were seen as valuable in providing learners with authentic vocabulary.

7.3.1.2 Efficiency in lesson planning

In terms of planning with corpora, teachers mentioned both in their post-training interviews and reflective journals that using corpora saved them time in lesson preparation. This was also an important part of the teachers' experience to investigate in the present study given that previous research in corpus training sessions mentioned that designing activities with corpora was time-consuming (Farr, 2008; Leńko-Szymańska, 2014). One specific aspect that teachers appreciated about corpora was the amount of information provided in one source that could become the basis of numerous activities.

Many teachers were more efficient with their lesson preparation time because they used sentences in a corpus to create the activity as one teacher commented on in her reflective journals. Not only did they know they were choosing authentic sentences, but the high number of sample sentences meant that teachers could select what they needed, saving them immeasurable amounts of time from trying to create the sentences on their own as noted by Nana, Aleka and others. A corpus also has more sentences than what is typically provided in a textbook, where they are often not naturally-occurring language samples (O'Keeffe, et al., 2007).

One teacher mentioned in her reflective journal about selecting easier or more challenging sentences from corpora to design tests and/or activities while another noted

that corpus data could ‘inspire’ her for the lesson she would create for her student. One teacher mentioned in her post-training interview that she would start the initial search in COCA, but then her students would select sentences of patterns they wanted to learn in the lesson. Corpora allowed her to teach a truly learner-centred lesson.

7.3.1.3 Checking intuition

Teachers often base their answers to students’ questions about language use on their own intuition first for several reasons, such as they are experienced English teachers, and/or they are a native speaker who knows the word and can therefore ‘work out’ its usage more quickly than looking the word up. However, teachers’ intuition may be inaccurate as language use can depend on many factors the teacher may not be aware of (O’Keeffe, et al., 2007; Kim, 2016). Another common method for teachers to check the meaning or usage of a word would be to google it, although this could take some time and may have mixed results. By using corpora, teachers have a tool to check authentic language use. This can be especially helpful in circumstances where the students may have been exposed to a different language source, which was suggested by a teacher in her post-training interview.

7.3.1.4 Increasing student autonomy outside of class

Teachers in the dataset commented on how practical corpora are for encouraging students to be autonomous. In their reflective journals, two teachers mentioned that corpus tools were helpful for allowing students to investigate language usage independently, with one teacher saying this was one of corpora’s best features. Another teacher reflected that students are not relying on grammar-based textbooks for learning, but rather they are noticing how the language is used in targeted examples/concordance lines. One teacher commented in her post-training interview that she wanted to introduce corpora slowly to her students for two reasons; first, to enable them to become more

autonomous and second, when she could provide enough scaffolding in class for homework. In his post-interview, one teacher also cautioned that although corpora could be a valuable autonomous learning tool, it may take some time for students “to get hooked on it”. By this, he meant that corpus websites, like COCA, were not engaging enough for students to want to spend their own time on them. However, this was the only teacher who expressed this concern, as more teachers felt corpora engaged their students.

7.3.1.5 Increasing student engagement and motivation in class

Students’ positive comments and/or their positive reactions when teachers taught with a corpus in class were another benefit mentioned by nine teachers in their reflective journals and post-training interviews. Students’ reactions to new tools and/or materials are critical for teachers. The tools or materials that students dislike are less likely to be effective. While not all students enjoy learning with corpora (Bennett, 2017), the data shows that certain tools can be quite popular with students such as the List and Word tools in COCA, as suggested in teachers’ reflective journals and post-training interviews. In her reflective journal specifically, Maggie felt that the corpus activity was a success because her students were so engaged and motivated in the lesson that she could foresee teaching that activity regularly with some minor adjustments. She reflected also on how it could be improved the next time she taught it by adding in YouGlish examples with different meanings.

When teachers were asked in the pre-survey why they were interested in learning to use technology in their classroom, many commented on the link between technology and learner engagement in class. Respondents mentioned that using technology makes teaching more engaging could make it easier for students to participate in the lesson. Given that teachers who would complete the survey may not have been aware of what corpora were, the word ‘technology’ was used instead of ‘corpora’.

7.3.1.6 Incidental learning

Given that concordance lines are listed in bulk – 20 lines is the fewest in Sketch Engine, compared with 100 lines in COCA – students are exposed to a wide variety of other vocabulary or grammatical structures incidentally when learning with corpora. This was noted by teachers as a benefit. Specifically, Conley found that incidental learning was more likely with corpora than teaching with traditional materials, given that COCA, in particular, can provide academic formulas and texts which contain similar words and topics with related words.

7.3.1.7 Learning a new tool for language teaching

Teachers joined the study because they were interested in learning to use technological tools for their classroom, therefore it is not surprising that teachers commented on a benefit being that they had learned to use a new tool for language teaching. One teacher in her post-training interview likened corpora to “another book in my library” saying that in the future she could go back to corpora to teach something and then move on to another tool and return to it when needed. While another teacher commented that corpora were good for providing examples of contrastive language for students. In this situation, he commented that it was easier to show example sentences in Sketch Engine than trying to explain their use verbally given the potential language barrier. Otherwise, it would not be a tool he foresaw using every day. Though another teacher commented in her reflective journal how useful using the concordance tool was for planning most of her lessons. The idea of corpora as an additional tool has also been mentioned in research (O’Keeffe et al., 2007).

Learning new language teaching tools are often desirable for EFL teachers. Respondents to the surveys reported using a high number of technological tools, with YouTube cited most frequently. Survey respondents also described using game websites

such as Baamboozle, websites for vocabulary including Wordle and Wordwall, and AI tools.

7.3.1.8 Achieving lesson objectives

Another benefit that teachers commented on in their reflective journals and post-training interviews was feeling more satisfied with their job, which they based on whether corpora helped them to achieve their lessons' objectives. Given that teachers in private language schools are observed by the Academic Director of Study during their employment, perhaps teachers now consider lesson 'success' by this criterion: whether the lesson objectives were met. Other teachers expressed they were pleased with the lesson when there was a good 'balance' between using corpora and completing the activity. Teaching a balanced lesson can be challenging, especially when a new tool is being introduced to students. Five other teachers also commented in their reflective journals about their lesson aims being met with corpora which satisfied them as the teacher. Sometimes teachers measured achievement of their lesson aims quite directly in terms of whether students could use the language being taught by the end of the lesson.

7.3.2 What drawbacks do practitioners express when using corpora in their lesson planning and teaching?

Co-participants expressed three main drawbacks when using corpora in their lesson planning and teaching. These can be summarised as:

- 1) Issues with COCA as choice of corpus
- 2) Corpus literacy and navigating through corpora
- 3) Teacher beliefs when learning to use corpora

7.3.2.1 Issues with COCA as choice of corpus

Concerning working with COCA, most drawbacks mentioned by teachers centred on not being able to save results or format them easily for building activities for their learners.

In terms of teaching in the classroom with COCA, co-participants expressed several challenges related to time, such as the time users must wait after conducting several searches, waiting for search results in the corpus, and the time required to expand the context view in COCA. This issue was also noted by one of the teachers in Ma et al. 2022a, they commented that the wait time in corpus searches interrupted the flow of the activity. As COCA is a corpus of 1 billion words, simpler searches which will yield a high number of results will take longer to process. Unfortunately, this is the kind of search that initial teachers are likely to do until they learn how to search more effectively. If a teacher attempts to search too many basic language searches, COCA displays a warning message that they will be blocked from more searches for 20 minutes – an unfortunate penalty for not knowing how to search the corpus better.

Other drawbacks in using COCA as described by co-participants were being asked to purchase a premium account repeatedly, not being able to limit fewer results than 100, or that search results were somewhat unpredictable. One teacher said she could redo the same search but receive different results, or type in a search and receive no results the first and second time but would only see results in the third attempt. More than likely, the teacher forgot to type in the exact search that was used in the training session which is easily done given that teachers are new to typing in very specific corpus searches where an extra space at the end of a search could impact the search results. There were some smaller issues also mentioned by teachers such as the challenge for young/lower-level learners to give the correct information to register for COCA, and one teacher mentioned it did not work well with Google Chrome or run smoothly on Mac OS. Later in the inquiry, following suggestions from teachers, Sketch Engine was also included as an additional corpus tool.

Within the pre-survey, few teachers reported using COCA, though it was the second most cited corpus amongst teachers who reported having taught with a corpus in class.

7.3.2.2 Corpus literacy and navigating corpora

Teachers commented in post-training interviews and their reflective journals that bringing corpora into the classroom required careful thought about how to integrate it into a lesson, as students would naturally react with curiosity and ask questions about why corpora are being used and what they are meant to do. This implied that teachers needed to plan an introduction to corpora before teaching with it – an introduction activity was provided in the trainee handbook though most teachers forgot it was there. After its introduction, teachers noted that filtering which sentences to use from the volume of corpus data could take time – often more than searching the corpus itself. Teachers also commented that their initial searches were too broad, and it took time to learn how to type in more focused searches, cutting down their planning time. Specifically, one teacher lamented that the Sketch Engine free trial did not provide all the corpora of the paid subscription account, meaning that she could not use corpora to plan activities that would have been more appropriate for her students unless she paid.

Regarding teaching with corpora, co-participants critiqued the level of language used on corpus interfaces as being too advanced for learners to use causing them to rely more on their teacher for help. Once searches are conducted, teachers felt that unknown vocabulary and/or new grammatical structures within the concordance lines can be a distraction for students resulting in new confusion about the target language being sought for the activity and the teacher leaving themselves open to difficult questions about language usage. More specifically, one teacher commented that although corpora brought authenticity to her lessons, it sometimes caused a clash as the language students

saw in the corpus was not the same as their textbook or structures that she would have to test them on for their exam. Her ‘teach the test’ plan was made more complicated when teaching with corpora requiring her to either spend more time filtering examples from corpora to match the test or spend more time explaining to her students the textbook language versus real language use. Given that many teachers were teaching online during data collection, one teacher said that teaching with corpora online was more challenging as she could not monitor as easily as if she were in a classroom and that when using a new technological tool, going into a breakout room felt less effective with lower-level students. This complication in monitoring when teaching corpus activities in online teaching environments was also noted by Viana (2023) who noted one drawback of online training is the loss of peer consultation – peers cannot consult with and support each other in the same way in an online format.

Bearing in mind, corpus literacy involves four main areas: first, comprehending the essentials of corpora (what they are; what data do they include and how can they be used); second, how to search and analyse the results of corpus data; third; how can patterns be identified and usage patterns generated for language learning; and fourth, how can materials or activities be designed using corpus data (Callies, 2016). Regarding these areas, co-participants mainly reflected on difficulties relating to searching and analysing corpora as well as creating new activities with corpus data. Most teachers in the training programme did not express many difficulties with understanding what corpora are, even without prior exposure or teaching experiences. Similarly, the first training session outlined which corpora would be used in the training programme and why. Only one teacher commented on teaching a lesson with a corpus that was not suitable for the activity purpose as she had been working on narrative stories and wanted her students to use sentences from COCA but had not realised there was a ‘fiction’ sub-genre and used ‘magazines’ instead. In terms of what types of activities suited corpora

well, I asked teachers to collect learner needs based on vocabulary and grammar. In this way, I hoped to implicitly show how corpora can support activities based on these two areas, therefore the idea of ‘what can corpora do and what corpora can’t do’ I thought could be side-stepped. Co-participants in AR cycles 1-3 mostly did not have a problem with this and provided needs from their learners about vocabulary and grammar areas. However, this was not the case for AR cycle 4 which requested a wide range of needs which were not suitable for corpora. This shows that some explanations at the beginning of the training programme could have been made more explicit.

Mainly co-participants commented that they found it challenging to perform specific searches with a corpus yielding at times irrelevant search results. They commented on not feeling confident in performing corpus searches on their own citing that ‘the tricks’ of conducting a specific search required them to think as a corpus linguist and less as a teacher. For example, a teacher noted in her post-training interview that she found it difficult to remember how to use wildcards, symbols which can replace a letter to mean any letter, and that remembering how many words to search on the left or right indicated thinking deeply about sentence structure. Although this teacher had prior familiarity with corpora, her comments reflect earlier calls that using a corpus is not intuitive to teachers (Gavioli, 2002).

Several teachers also remarked on how they struggled to think of creative activities to teach with corpus data, often asking for more corpus-based/informed (and student-friendly) websites that they could use instead. Co-participants reflected that there were only so many activities they could teach asking students to ‘infer the grammar rule’ before their students would lose interest in learning with corpora. However, they felt there was a disconnect between looking at concordance lines (themselves arguably boring to look at) and designing fun activities based on what their students would be

engaged by. Given that many teachers in the training programme were teaching EFL and not EAP, and that some were teaching in a private school and not a university, keeping students engaged and excited about learning are important aspects of the job when students are also paying customers as is the case in the private ELT sector. One teacher commented that it took her longer to design the activity than search the corpus for the sentences to use. This is likely the main reason why the majority of co-participants used the activities that were provided in the training sessions given that most teachers commented on not being as creative as myself when designing corpus activities or simply being amazed that I could think of so many types of activities and for different learner levels. This struggle to develop and design materials was also noted in previous research (Breyer, 2009; Farr, 2008).

Respondents in the post-surveys also commented they would be interested in more training sessions with corpora to practise what they learned and to learn how to design new activities and/or other ways that corpora could be used in the classroom.

7.3.2.3 Teacher beliefs

Four main teacher beliefs were in some conflict with planning and teaching with corpora including:

- a) A substantial amount of corpus literacy is required on the part of the teacher before mainstreaming the use of corpora in their classroom;
- b) Corpora are more appropriate for higher proficiency learners and when teaching infrequent vocabulary/grammar items;
- c) Teachers should trial the corpus searches firstly themselves before teaching with corpora in the classroom so they can anticipate learners' questions;

- d) Teachers should have a high level of English proficiency themselves when using a corpus in class or they could lose credibility in front of their students.

Additionally, one teacher also expressed the belief that corpus data should only show correct language use for language teaching, and that learner corpora were not a useful resource.

Concerning the first belief, teachers commented that they should know how to use all the tools in corpora before bringing it into their classroom. This aspect was also mentioned in Leńko-Szymańska (2014)'s work with student teachers who felt that they needed to know what tools are available to plan lessons accordingly. This was also referenced in teachers' suggested changes for the training programme: understanding all of the tools would likely have given teachers the sense of being in more control with knowing how this new technological tool worked, however, teachers who were working many hours likely did not have much time to explore the tools outside of the training sessions. In a case study with two in-service teachers who had integrated corpora into their classrooms by Ma et al. (2022a), one teacher was successful at introducing corpora into his classroom, despite having never taught with corpora before, which they attributed to his high level of knowledge in using corpora in his research as a functional linguist.

Some teachers, especially in the earlier AR cycles, expressed that corpora provided too much information for lower proficiency and young learners. Instead, they felt that preparing indirect activities with corpus data minimised any potential confusion that these learners could experience in using a corpus directly. However, it could also be because as a novice corpus trainer, I was less confident in my own abilities to plan and provide activities for learners who were not at A1 level. I have been teaching EAP in

Higher Education for the last six years, so my own experiences in teaching lower level EFL is rusty. It is likely that my own lack of experience in this area meant that I overlooked this area in the training programme, though I prepared A2/pre-intermediate activities for Aleka's private student. Two teachers, Zenovia and Makenzie, did teach the direct corpus activities I suggested with their young learners.

Another teacher belief and perceived drawback to corpus use was that teachers needed to have all the answers to potential questions when teaching with corpora and to perform all of the corpus searches in advance of doing them live in the classroom. Some teachers expressed the preference of taking screenshots to create activities as opposed to live searches because they did not want to look unprofessional in front of their students, in case a search did not give the results they expected. Breyer (2009) also found that student teachers were hesitant to use corpora if they could not control the results students saw.

Some teachers felt teaching with corpora was risky if they did not have a high level of English proficiency themselves. For example, the first teacher in the CLTF programme suggested that some teachers would struggle with using corpora because they needed to know English very well to be comfortable with answering the unpredictable questions that could arise when introducing corpora to their students in class. This idea that teachers who have a high level of 'pedagogical knowledge' are more likely to integrate corpora into the classroom was also mentioned by Ma et al. (2022a). Teachers try to avoid placing themselves in the awkward position of losing credibility in front of their students. This was expressed by Oran who commented in his post-training interview that he did not like being only one week ahead of his students in knowing how to use corpora, that he only really knew what he was shown in the training sessions and that he could not answer student questions that were not discussed in the training

sessions. To me, it felt like his lack of confidence in using corpora was his biggest enemy in becoming corpus literate – other teachers with the same level of familiarity and no prior teaching experiences were not experiencing these conflicts.

This points to the importance of teacher beliefs in shaping their experiences and the impact of teacher beliefs on teacher training. Borg (2011) notes that experienced teachers rarely change their beliefs in teacher education programmes. He investigated six in-service teachers who worked in private language teaching organisations in the United Kingdom and who were in the process of completing an eight-week module in the DELTA course (Borg, 2011). Teachers in the study had a range of teaching experience, from two years to 10 years. When teachers were asked about their teaching beliefs in assignments and interviews, the teacher with 10 years' experience reported her beliefs had not changed during the eight-week period (Borg, 2011, p. 374). Borg also noticed this teacher did not invest much in reflection finding it 'a waste of time' (Ibid., 2011). The point that beliefs are resistant to change was echoed in Souri (2022)'s doctoral research with three in-service teachers in Turkey. He found that most decisions that in-service teachers made in their classroom were based on their teaching principles or maxims. This was especially true on decisions about "promoting learners' understanding, facilitating a task and reducing cognitive load" (Souri, 2022, pp. 134-36).

7.3.3 What plans for the future do teachers express regarding the integration of corpora in their own classrooms

One year on from their training sessions, a majority of the 19 teachers who participated in this study reported continuing to use a corpus or corpus-informed websites for their lesson planning and teaching. Almost all of the co-participants (94%) reported continuing to use a corpus to design materials for classroom activities. The results from the post-surveys also indicated that the co-participants continued to use COCA, Sketch

Engine, SKeLL, Just-the-word, Lextutor and the BNC, with most teachers indicating at least one corpus source and five of the nineteen teachers noting that they used two to three different corpora in the year following their training. From these results, we can see a solid track record of continued corpus usage in their teaching. In their interviews, these teachers expressed three main areas for future development regarding the use of corpora in their classrooms. They aimed to:

- 1) Learn more about corpora for teaching purposes
- 2) Learn more about designing activities with corpora
- 3) Learn more complex searches within corpora

The study's co-participants reported that they wished to learn further how to:

- Conduct and analyse more advanced searches, work with concordances
- Perform searches more quickly
- Check the frequency of lexical bundles/chunks in various corpora
- Adapt corpora for lower levels
- Learn how to use corpora to teach reading and writing, including teaching vocabulary, collections and idioms

7.3.4 What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching?

Having responded to the three sub-questions related to benefits, drawbacks and plans for future use, this section accounts for the overall experiences of this group of 19 EFL practitioners as they increased (and continue to increase) use of corpora in their teaching.

Overall, their experiences can be summarised as follows:

- The process of acquiring corpus literacy puts teachers in the position of learners, with questions of control and confidence to the fore. Teachers, especially experienced teachers, are comfortable when in control of the goals, methods and

outcomes of classroom activities. Learning to work with corpora placed these teachers outside their comfort zone. For some this was an exhilarating process and an exciting new tool to add to their toolbox. For a few, it was frustrating and ran counter to their desire to control their classroom activities, including ensuring that searches ran identically and that they knew the answers in advance to technical and linguistic points raised by students. Some teachers felt that using corpora with only a developing track record exposed them to ‘losing face’ in class.

- Teachers relished the opportunity to acquire corpus literacy through training, and despite the time conundrum, their appetite for learning how to use corpora was apparent across all four AR cycles – despite the challenges of the pandemic, the online format, and the pressures on their time.
- Teacher beliefs and theories of learning form part of their varied experiences. Despite corpora offering a time-saving resource, unlimited authentic language samples, multiple possible activities, and opportunities for fostering language learner autonomy, teachers continued to view corpora as suitable only for specialised/more advanced learners, and preferred activities that could be closely managed in class. Most teachers closely replicated the activities provided in the training session and found creating new activities to be difficult.
- Teachers found that mediating the use of language corpora using corpus-informed websites was a more helpful means of using the benefits of corpora in their classrooms, both in terms of ease of use and the more student-friendly interfaces.

7.4 Conclusion

This chapter has responded to the research assumptions and questions that shaped this action research inquiry. It has explored the benefits that practitioners express when using

corpora in their classroom lesson planning and teaching as well as the reported drawbacks. It has also presented some of the plans for future use of corpora described by the teachers. Overall, this chapter has described the experience of this selection of international EFL teachers in their journey to acquire corpus literacy. The next chapter provides the discussion and conclusion to this thesis.

Chapter 8: Discussion and Conclusion

8.1 Introduction

This chapter concludes the thesis and provides a discussion which is organised around the conceptual framework which formed the basis of the training programme at the heart of this inquiry. It reminds the reader of the original research question that was investigated. Following this, the first three sections of this chapter discuss needs in the area of corpus literacy, the necessity of learning how to explore corpora, and the importance of reflection. The remaining sections sum up the main contribution of this project, its limitations, and some recommendations for future areas of research.

The research question that was posed at the start of the thesis was:

What are the experiences of a selection of EFL practitioners as they increase their use of corpora in their teaching during and after a bespoke training programme?

In order to investigate this question more comprehensively, the research question was broken down into three sub-questions:

- 1) What benefits do practitioners express when using corpora in their classroom lesson planning and teaching?
- 2) What drawbacks do practitioners express when using corpora in their lesson planning and teaching?
- 3) What plans for the future do teachers express regarding the integration of corpora in their own classrooms?

The answers to these questions are discussed in the subsequent sections.

8.2 Needs

Within the dataset, two sets of needs can be identified: teachers' subjective needs – what they say they need regarding planning and teaching with corpora – and their objectives

needs – those that I observed as their trainer. Regarding their subjective needs, it is important to first highlight the strengths of the training programme, as some subjective needs have been met that teachers had not realised were needs until they voiced what they appreciated about the training programme in the qualitative data instruments. For example, many teachers noted that corpora were a new tool for bringing authenticity into their classrooms (O’Keeffe et al., 2007). Until the training sessions, they had not thought about how much authenticity was missing from their lessons until they were shown corpora. They did not realise how corpora could help them to save time in preparing their lessons/tests and how the different tools within corpora could become a central place for planning activities they had previously used other resources for. Poole (2020) also found that ready-made materials reduced teachers’ preparation time before class. Corpora gave teachers a resource for encouraging their students to be more autonomous and allowed them to facilitate instead of leading their lessons (Bernardini, 2004). It exposed them to different ways of saying things in other English-speaking countries, but ones their students were familiar with. Finally, corpora helped them most of all by giving them an unlimited number of sample sentences to build vocabulary and/or grammar-based activities rather than creating sentences independently.

Teachers also expressed their needs with corpora moving forward. First and foremost, 10 teachers mentioned the desire for more practice time using corpora, however, they also said that corpora needed to be free if they (and their students) were to seriously consider using them long-term. Many teachers commented how effective the slide decks and recordings were in helping them learn to use corpora, therefore future training sessions should continue to use those means in visually training teachers to use corpora. Training via online live demonstrations was also critical in a previous study which took place during the pandemic like the present study (Viana, 2023). Co-participants reported that they felt the number and length of sessions were appropriate,

though there were two suggestions to change the first two training sessions to simply introduce the corpora and demonstrate how all of the tools can be used. Many teachers appreciated how creative the pre-designed activities were and that they helped them to design activities on their own. Teachers commented that giving students the autonomy to select sentences within the corpus made the lesson more inclusive and engaging. While others commented on wanting to know how to use all the tools in a corpus before bringing it into their classroom and/or using it directly with their students. This feeling was at times coupled with teachers who felt that when using a corpus, they needed to know all the answers before using a corpus with their students in their classroom.

There were many teacher needs that I observed as the corpus trainer and researcher. First, there was a clear demand by teachers to participate in the training programme.

Some objective needs were based on comments that co-participants made about a subjective need, while a larger objective need was left unsaid. For example, many teachers commented on needing more time to practise with corpora after the training sessions. This sentiment has been found in earlier pre-and in-service teacher training programmes (O’Keeffe & Farr, 2003; Farr, 2008; Frankenberg-Garcia, 2012; Leńko-Szymańska, 2014, 2015; Zareva, 2016; Kavanagh, 2021b). However, this implies that teachers need to find time outside of their work schedule to practise, though Stanley (2016) argues that this is an unfortunate reality of teaching in the private ELT sector. Teachers mentioned they preferred to use COCA because it was free which could mean that they did not foresee their language school or university purchasing it in the future. It also echoes the call for more publicly accessible corpora for teachers (Vyatkina, 2020). While many teachers agreed that using a corpus to support their textbook was ideal, teachers commented on the challenge that was raised when the textbook was not corpus-

based as students could become confused to see many more sample sentences in the corpus than their textbook and potentially examples that were not represented in it. This need calls for the publication of more corpus-based textbooks for teachers to use with their students.

Learner training was mentioned by teachers to excuse why their students did not like using corpora in class, however, one teacher said this was because she had not scaffolded using corpora enough when she first introduced it in her classroom. While the second teacher did not mention or consider that training his learners to use corpora could have changed his (and their) classroom experience. The latter teacher also mentioned several times that he was not comfortable teaching with COCA directly without knowing the answers to questions students might have. Breyer (2009) also mentioned this with her student teachers who were unwilling to relinquish control over what the students saw in the corpus. Certainly, some teachers viewed teaching with corpora as too risky, being 'caught out' without an answer. Within group training sessions, there were teachers with different teaching beliefs as well as teaching abilities, implying that future training sessions could ask teachers about these areas in advance of the training to further support teachers on these different levels/experiences with corpora.

One element worth noting is the potential toll of the training sessions on the trainer (myself) when I designed the CLTF in 2019 as I started the research project. Co-participants were asked to collect needs from their learners for me to design - in advance of the training sessions – a possible corpus activity for them to bring into their classroom. Since I have taught in an EAP programme that employed a needs-based curriculum, collecting learner needs was natural for me and did not take a long time to do. However, it was slightly more stressful when asking other co-participants to do this, as some did not send learner needs until the day before the second training session,

leaving me little time to prepare activities in advance. It was also difficult as I was never sure when that teacher would be meeting their student(s) and would have collected learner needs that I could remind them to send me by email. This continued to be a stressor throughout the four training cycles. Another study which comments on the stress on the trainer was Ebrahimi and Faghieh (2017)'s online corpus training programme with 32 student teachers in Iran. In their study, they noted that student-teachers were dependent on the trainer quite heavily to search the corpus, interpret results and plan corpus activities. Having in-service teachers as participants may have caused less stress in comparison as many teachers in the present study had more than 10 years of experience teaching giving them some confidence in building activities. Although it should also be noted that most teachers in the present study did not plan their own corpus activities, rather they used the ones I prepared in advance. There are two possible reasons for this, as one teacher said, "If it isn't broken..." meaning that the activities were already prepared and meant to be used. Another possibility could be the details I collected to ensure the activity would be successful in their classroom by collecting information about their learners' level, what types of activities they enjoyed, and the specific learner need, made it difficult to resist a corpus activity tailored for them. Certainly, having a prepared corpus activity helped many teachers to 'take a chance' on corpora, an objective need that the programme met. The need for support in creating corpus materials was also mentioned in Römer (2009, p. 89) whose teachers called for more "a wider range of better teaching materials [...] with more exercises".

Co-participants in the present study highlighted an issue with needing more time to practise using corpora. Teachers commented in their post-training interviews that due to testing in their private language schools, they were not able to teach with corpora during their training cycle. While at least two other teachers spoke in their post-training interviews about their teaching demands leaving little time for professional development

such as using corpora in their free time. The issue of high teaching demands in the private sector impacting teachers' ability to develop professionally has also been discussed in research by Mercer (2020) who investigated private teachers' work conditions in Malta. Stanley (2016) has also investigated private teachers' work conditions in Australia finding that many teachers agreed to professional development, unpaid, and during their own free time. The issue of CPD being unpaid and work conditions have been examined in the Irish context by several researchers (Willoughby, 2016; Bacon, 2018; Tobin and Bennett, 2023). Regardless of location, teachers' work conditions in the private sector continue to ask a high number of contact hours on teachers' leaving little time for CPD. The findings of the present study reinforce this trend.

8.3 Exploration

The experience of learning to become corpus literate, as shown by co-participants, is not always an easy journey. Although many of the teachers commented in the reflective journals and post-training interviews how learning to use corpora has affected their teaching, there were also stories of struggle and challenges of learning to use and teach with corpus websites. The corpus training put the teachers in the learner's position, a position which can be difficult for teachers who are used to being in control of what they will learn. One teacher commented that learning how to use corpora "kept her on her toes" but that she enjoyed this aspect of the training sessions. Another teacher commented that he rarely felt "sure-footed" when teaching with corpora and that impacted his willingness to use it in his classroom. It can be seen the training sessions helped teachers to gain some confidence with this new tool, although this was dependent on many factors such as the teachers' prior familiarity and teaching experiences with corpora as well as their teaching beliefs of how much control teachers need to have when teaching with new technology.

It was clear that most, if not all, co-participants felt the training programme was effective in teaching them to use corpora, however equally clear to me was the gap of knowledge at times within the same AR cycle of co-participants. Teachers who expressed having used corpora before said they preferred to create worksheets to teach corpora indirectly. One teacher who had not taught with corpora before created a video tutorial of how to use corpora for her students for teaching a lesson with COCA. Another teacher mentioned needing to scaffold heavily and choose fewer words for her students to search corpora in class. Comparatively, there were some teachers with no prior awareness or teaching experiences with corpora, one of these suggesting two different types of training sessions to separate those with some knowledge who could learn possibly more quickly from those who had no prior knowledge and needed to move at a slower pace. Although this was a subjective need expressed, comments by co-participants made it apparent there were other gaps in their knowledge than what my research could cover. For example, some teachers need training on the very essentials, Mukherjee (2004)'s first attribute of corpus literacy such as what corpora are, what corpora are available and what type of activities do corpora support. Then some teachers need to learn the steps of using corpora, such as where to click to find the frequency, how to download concordances lines and so forth, known as Mukherjee (2004)'s second corpus literacy attribute. The final corpus literacy attribute is represented in the group of teachers who desire training to creatively build these corpus activities given that it takes some time and experience using corpora to understand how different types of activities could be built.

8.4 Reflection

Reflection is a fundamental component of most pre-service training programmes for EFL teachers. The CELTA syllabus mentions the need for reflection in lesson planning and written assignments which are part of the assessment criteria for successfully passing the

course. Yet, although reflection plays such an important role in programmes specialising in teacher education and teacher preparation (Loughran, 2002; Lytle & Cochran-Smith, 1992), Farrell argues that pre-service teacher training programmes “do not adequately prepare teachers with an overall understanding of teaching ESL”, resulting in “praxis shock” wherein teachers do not know how to handle teaching situations in the first year (2004, p. 107). Shoffner (2008, p. 123) argues that reflective practice is “not common professional behaviour amongst practising teachers” and thus advocates for informal reflection. In her study she asked nine pre-service teachers who were studying a master’s degree at a university in the United States to record their reflections in a weblog for eight months. It should be noted that although she acknowledges that reflections often include “specific guidelines or explicit questions” to guide the teacher, she gave no restrictions of what and how often to reflect in their weblogs (Shoffner, 2008, p. 125). She found that in providing no structure, her students’ reflections were practical, flexible, interactive and allowed for them to discuss personal issues that arose in relation to teaching.

Reflection can shed light on the unique situations and complex feelings that teachers experience and may not be heard or represented traditionally (Argyris & Schön, 1974). While some recommend a structured reflection wherein teachers describe first something that happened in their classroom, followed by a comparison of what occurred before and after and ending with a critical look at the event (Jay & Johnson, 2002), Freeman (2016) cautions against reflection that becomes too structured which may result in teachers not genuinely engaging with reflection.

In terms of in-service teacher training, the DELTA is the highest teaching qualification recognized by language schools in Ireland. As CELTA courses are taught by teachers who have completed the DELTA, it is worthwhile to examine how reflection is referenced in the DELTA training syllabus. Several times the DELTA training syllabus refers to the “use of critical reflection skills” in lesson preparation and teaching

including their beliefs and substantially to develop themselves in feedback of observations in their assignments (DELTA Syllabus, 2015).

Employing RP was an unexpected challenge in the research project. I was surprised that one of the co-participants in AR 2 mentioned she was not sure how to complete her reflective journal. When I designed the CLTF, I choose RP because it was a TESOL paradigm familiar to teachers who had completed their pre-service teacher training certificates which is a requirement for teachers to work in the private ELT sector. It did not occur to me that teachers would struggle to reflect, as I presumed reflecting on what you teach is almost an automatic or natural occurrence. As such I did not create detailed prompts for reflection in teachers' journals, but loosely structured them to allow for teachers to record whatever they felt was critical about the corpus activities they taught. By giving detailed prompts, I feared I would miss out on something that occurred that the teachers felt was important and unexpected.

However, in researching what aspects of RP are taught in pre-service teacher certification programmes, I began to understand that RP is not taught explicitly, but more generally, such as asking teachers to write about their initial thoughts immediately after teaching, whether their lesson aim was achieved and how they would teach differently in the future. Without an explicit reference to reflection, teachers may well have been unaware they were reflecting, or rather teachers are not familiar with RP after all. Some teachers in the study with formal education (Masters, MPhils, or DELTAs) may have had more knowledge of how to reflect, but this is not something I expected likely because I had learned about RP in my MA TESOL and in the teaching certificates I had completed for my professional development.

Research supports the inclusion of reflection in teacher preparation programmes (Loughran, 2002; Lytle & Cochran-Smith, 1992 cited in Farrell, 2022, p. 2). Freeman

(2016) suggests teacher education programmes promote RP because they encourage teachers to move from “routine” tasks to “considered” ones which can transform them into professionals (in Farrell, 2022, p. 3). Noted benefits of incorporating RP include that it helps teachers become aware of what they do in class and make informed decisions towards improving their practice; it can also give voice to teachers who may have been overlooked in research (Argyris & Schön, 1974); and help teachers become conscious of and relieve the emotional stress they encounter that is inherent in teaching, something that Farrell (2022) advocates can be especially complex in online teaching environments when non-verbal communication can be lost or misinterpreted (Farrell, 2022, p. 42).

While there is a consensus that RP is important for teacher education, there is little agreement on precisely how RP is defined and the strategies which best foster it (Farrell, 2022, p. 3). On one hand, Farrell argues this lack of a clear definition impedes practitioners from reflecting to their benefit, he also views this ambiguity as a means for teachers to define what RP is for themselves (2004, p. 30). Perhaps it is this uncertainty which caused one teacher to have difficulty completing her reflective journal. The template did ask teachers to record student questions and/or comments which could help them to focus their reflections. Recording student comments and questions is a form of evidence-based reflection which Mann and Walsh (2015) suggest that post-training teachers concentrate on specific aspects of the lesson to reflect on. Without clear training in pre-service programmes on how to reflect, it is not surprising that many teachers may be challenged to reflect when asked. Teacher educators aim to teach reflection that may be difficult initially but can become easier with practice. Several models exist to help teachers, both strong and weak forms such as informal reflection (Shoffner, 2008), can be used as a starting place.

In his book, *Reflective Practice in Action*, Farrell (2004) outlines 80 reflective prompts for busy teachers which can guide them through the reflective process. Teachers in the study were asked to reflect *after* planning and teaching with corpora, also known as *reflection-on-action* (Farrell, 2004, p. 30). Jay and Johnson (2002) present three types of reflections teachers may be asked to perform: descriptive, comparative and critical. In the present study, teachers were asked to provide mainly comparative reflections after planning their corpus activity as teachers were asked to consider how planning with a corpus was different to the traditional sources they used. While the second page of the journal asked teachers for mostly descriptive reflections after teaching with corpora to understand whether teachers had learned corpus behaviours presented in the training sessions.

Another possibility could be that without more formal training in how to reflect, teachers treat reflections as *responses* rather than *reflections*. In other words, specific prompts allow the teacher to write quick answers, while unspecific prompts may feel unanswerable. It would explain that particular teacher's frustrations in the present study knowing she was asked to reflect but did not have the training or time to reflect and thus expected instructions of how to 'reflect' like a box-ticking exercise, or what Freeman (2016) has called "post-mortem" reflection (in Farrell, 2022, p. 20). There is research that supports structured reflective journals, especially in studies where a specific answer is being sought (Rose, 2019). Following AR cycles, the prompts in the reflective journals were changed to being more specific, however, interestingly, fewer teachers completed their journals in AR cycles one and two (five were completed out of six) as compared to AR cycles three and four (three teachers out of 13 respectively). It could be argued that more specific prompts were more work for teachers, or equally plausible is that teachers in the later AR cycles were busier.

8.5 Limitations

AR studies include several important limitations to consider. The role of the action researcher is not an easy one to assume, and, in this case, I also assumed the role of training programme designer and trainer. My own knowledge and experience of using corpora for language teaching purposes grew throughout the project, but I am still by no means an expert trainer in this field.

As mentioned in section 4.4.1, the online format of the study created a degree of limitations. The first being that recruiting EFL practitioners from around the world allowed me to provide corpus literacy training to teachers I would not have otherwise met and which gave them access to professional development perhaps not available in their country. However, in having the training programme online, teachers lost an aspect of peer-collaboration or help in designing their corpus activities with other novice corpus users in the training programme.

The limitations of recruiting teachers during the pandemic and the pre-survey as a data instrument also must be considered. The pre-survey was distributed twice in efforts to reach more teachers online, yet there are many teachers who do not complete surveys on social media. For this reason, it is likely many teachers who would consider themselves as corpus-literate did not complete the pre-survey. Concerning the reflective journals, several teachers did not complete this data collection instrument. This suggests that perhaps the reflective journals themselves could be reworked to better suit teachers, such as being shorter. Alternatively, if teachers completed a short video of themselves designing a corpus activity in their free time, this could have been more engaging. Though this was approved by the ethics committee, I decided not to ask teachers to do this because some teachers may have been hesitant to record themselves.

Cohen et al. (2018) have suggested high attrition with delayed post-surveys, though this did not seem to be an issue with the current study. Most teachers completed

the post-survey one year after the training session concluded, however recording participants' names would have helped to trace their corpus literacy journey. Though this was not asked of participants to maintain anonymity.

A final limitation could be my own personal effect on teachers who participated in the training programme. For the most part, teachers reflected that or commented in their post-training interviews how happy they were with the training programme, often citing it was clear the amount of work I had put into the training sessions for them. I think this impacted some teachers in trialling corpora, even in the face of challenges, because they genuinely wanted to teach an activity that was prepared specifically for their students. It would be useful to replicate the study with another trainer to see if the same effect can be seen with trainees.

8.6 Avenues for future research

The thesis separates itself from existing literature in two ways, firstly through its focus on in-service EFL practitioners. Several other works (Kavanagh, 2021b; Xodabande & Nazari, 2022; Ma et al., 2022a) about in-service EFL teachers have also been published recently, pointing to a welcome increase in attention to this population of teachers.

Secondly, it has conducted an extensive AR study based on the delivery of a bespoke training framework tailored to the specific context of in-service EFL teachers. This project points to the necessity of comprehending teachers' experiences in the area of acquiring new skills and knowledge, specifically related to corpora but also in terms of mastering new technologies.

The results of the study have several implications for integrating corpus literacy into other areas of teacher training. Corpus literacy skills are an invaluable addition to modules teaching applied linguistics and second language acquisition. In the former, the integration of corpus literacy skills could assist teachers by being a source of authentic language materials when designing needs/discipline-specific language. It is also another

online source which can help teachers given the trends towards more technology in language teaching and learning. More specifically, my research adds to the field of applied linguistics by outlining how the collection of learners' needs can become the base of designing corpus materials. Designing materials to suit the individual needs of learners is a practical skill for teachers in all stages of their career. Further, a step-by-step manner in how to use certain tools in COCA and Sketch Engine are presented in the training programme. These practical elements may be missing from some graduate teaching programmes which focus on theories of language learning.

In terms of second language acquisition, learning to use corpora can highlight teaching emerging areas of language or to understand in depth learners' everyday language use. The present study outlines how teachers can use a number of corpus tools in COCA and Sketch Engine which can help them to investigate frequently used keywords, multi-word units, formulas or phrases. In this, teachers are taught to read and understand the relationship between frequency and relative frequency, i.e., the number of times the word appears in the corpus compared with the size of the corpus is important. This quantification of language use is a practical intersection of SLA and corpus linguistics, and one way in which the information provided to trainees within the training programme can add to the field. The final session of the training programme, and trainee handbook itself, provides links to tutorials of how to build their own corpora. Building and analysing their learners' language could lead these teachers to becoming new SLA researchers.

Further projects could include a large-scale survey study to gauge teachers' awareness of and experiences with using language corpora in lesson planning and in the classroom. An additional avenue for research could investigate how teacher beliefs and uptake of new technologies, specifically but not exclusively language corpora. A longitudinal case study which tracks teachers as they gain corpus literacy and implement

their knowledge and experience in curriculum planning and in the classroom would also be an invaluable research study in this field. Finally, whilst we lack information on corpus literacy amongst language teachers in the private ELT sector, there is dearth of research amongst language students. Empirical investigations of the benefits and challenges of using language corpora in language learning, whether in formal or informal settings, will bring important data to help us aspects mentioned above such as the role of authentic target language, incidental learning, and learner agency.

8.7 Conclusion

This project uses an action research approach to trial an online corpus literacy training framework with in-service English as a Foreign Language (EFL) teachers in order to investigate teacher experiences of using corpora in lesson planning and teaching.

Through inviting a selection of experienced teachers from across the world to be co-researchers, a rich data set was collected over a two-year period alongside nineteen EFL practitioners as well as further survey respondents. Data collected before, during and after four action research cycles indicated that whilst in-service EFL teachers use a wide range of online resources in their classroom and are aware of what corpora are, teachers generally do not receive training in using corpora to design classroom activities or materials. The study also indicates that whilst this group of EFL teachers was a highly motivated group keen to use new technology in their classroom, teaching demands leave little time and energy to invest in professional development including corpus training. The thesis argues that the voices of teachers are crucial in advancing corpus literacy training in this domain.

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Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Application	Academic Year 2020/21
Applicant Code	MT4
Applicant/Supervisor Name	Cathryn Bennett / Dr Elaine Uí Dhonnadhcha
Title of Research	Use of Corpora in the Classroom by EFL Practitioners
Date of this letter	14/12/2020

Dear Cathryn,


Your amended submission (dated 26/11/2020) for ethical approval for the research project above was considered by the Research Ethics Committee, School of Linguistic, Speech and Communication Sciences, Trinity College Dublin and has been approved in full.

Please note:

- (i) On completion of research projects, applicants should complete the *End of Project Report Form* (which can be found at: <https://www.tcd.ie/slscs/research/ethics/>) and submit one electronic copy (to slscs@tcd.ie)
- (ii) The REC requests, in particular, that you attend to your commitments regarding the storage and destruction of data arising from this research, in keeping with REC policy and General Data Protection Regulation (GDPR) guidelines.

We wish you every luck with your research.

Best wishes,



Dr Ciarán Kenny
Chair, Research Ethics Committee
School of Linguistic, Speech and Communication Sciences

Appendix B: Pre-survey

Background information

Gender:

Age: 18-23; 24-30; 31-40; 41-45; 46-55; 56-60+

Number of years teaching: 0-3; 4-7; 8-10; 10+

Highest teaching qualification

CELT CELTA/CerTESOL Delta/DipTESOL Other

Highest academic qualification

Undergraduate Postgraduate PhD Other

Current number of teaching hours per week

1-5; 6-10; 11-20; 21-30; Other: _____

Does your classroom have wifi?

Yes

No

Where do you currently teach?

Dublin Cork Limerick Galway Other: _____

1. Which online resources do you use while teaching in the classroom?
 - a. Online dictionaries
 - b. Google
 - c. Website with practice exercises for grammar, etc
 - d. Thesaurus
 - e. YouTube
 - f. Other: please specify: _____
2. How comfortable are you with using technology in the classroom?
 - a. 1 = not at all comfortable
 - b. 2 = less comfortable
 - c. 3 = comfortable
 - d. 4 = more comfortable
 - e. 5 = extremely comfortable
3. Are you familiar with the term 'corpus'? (an electronically stored collection of texts, either spoken or written, depicting language use).
 - a. Yes
 - b. No
4. Have you used a corpus based/informed website for language teaching purposes? For example, the British National Corpus, Sketch Engine, Just the Word.
 - a. Yes
 - b. No
5. Which corpus websites have you used?
6. Have you printed parts of a corpus for language teaching in class?
 - a. Yes
 - b. No
7. How did you learn to use a corpus?
 - a. A colleague who uses corpora
 - b. Reading language teaching research

- c. Self-taught through YouTube videos or online tutorials
 - d. As part of a professional course
 - e. Other, please specify _____
8. Do you use a corpus to design materials for class?
 - a. Yes
 - b. No
 9. Have you received training on how to design materials with a corpus?
 - a. Yes
 - b. No
 10. How confident do you feel in designing corpus materials for the classroom?
 - a. 1 = not confident at all
 - b. 2 = less confident
 - c. 3 = confident
 - d. 4 = more confident
 - e. 5 = extremely confident
 11. How often do you use a corpus in a language course?
 - a. 0-3
 - b. 4-6
 - c. 7-9
 - d. 10+
 - e. Other
 12. What language skills do you use corpora for? (For example, reading, colligations, writing)
 13. Which student levels have you used corpora with?
 - a. Beginners
 - b. Pre-Intermediate
 - c. Upper-Intermediate
 - d. Advanced
 - e. Other, please specify _____
 14. Does your language school provide professional development opportunities in using technology in the classroom?
 15. Would you be interested in learning how to use (more) technology for language teaching? Please give a reason for your response.
 - a. Yes, _____
 - b. No, _____
 - c. Not sure _____
 16. If you are interested in possible free training sessions with corpora for your classroom, please provide your email address below.
 17. When would you be available for these training sessions?
 - a. In the fall
 - b. After the new year
 - c. Next summer
 - d. Other, please specify: _____

Appendix C: Reflective Journal template

Training Sessions week 1: Collecting learner needs

Learner need	Skill focus (e.g., writing/speaking)	Description of activity (e.g., Using linking words such as nevertheless/nonetheless, however, etc.)
Learner need 1		
Learner need 2		
Learner need 3		
Learner need 4		

Notes:

What (CEFR) level(s) are your students?

What types of activities do you think they enjoy most? (games, discussion/speaking activities, self-study, partner/group work)

Reflections (collecting learner needs for lesson prep):

What are the pros and cons of using a textbook for lesson planning?

What are the pros and cons of conducting a needs analysis?

Is it helpful asking your students what they want to learn in class?

Does your teaching situation allow you to stray from your textbook?

Have you asked students what they wanted to learn before preparing a new lesson?

Is this something you were comfortable with? Why or why not?

In My Classroom (week 1 – optional: if you introduced your students to a corpus in class)

Student questions	
--------------------------	--

Student comments	
-------------------------	--

Notes: Describe how you taught the corpus activity in class?

Example:

I opened COCA on my computer and I shared my screen.

I searched for the word 'linguistics' using the List tool.

Then I clicked on the bar to show example sentences with that word.

Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

Success(es) of the lesson

Challenge(s) of the lesson

Reflections (how does using corpora compare to teaching with traditional resources?):

Training Sessions (week 2)

Learner need from Needs Analysis (i.e. prepositions)	Corpus & Tool used to meet learner need (i.e. List tool in COCA)	Designed material/activity
_____	_____	(i.e. I used the list tool to design a gap fill activity similar to the training session.) _____

Notes:

How long did it take me to plan the activity?

Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?

Was it easy/difficult for me to use the tool from the training session?

Did I try using a different corpus tool to design the activity?

Did I teach an activity Cathryn suggested or design a new activity using COCA?

Reflections (how does using corpora compare to planning with traditional resources?):

In My Classroom (week 2)

Student questions	
Student comments	

Notes: Describe how you taught the corpus activity in class?

Example:

I opened COCA on my computer and I shared my screen.

I searched for the word 'linguistics' using the List tool.

Then I clicked on the bar to show example sentences with that word.

Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

Success(es) of the lesson

Challenge(s) of the lesson

Reflections (how does using corpora compare to teaching with traditional resources?):

Training Sessions (week 3)

Learner need from Needs Analysis	Corpus & Tool used to meet learner need	Designed material/activity
(i.e. prepositions) _____	(i.e. List tool in COCA) _____	(i.e. I used the list tool to design a gap fill activity similar to the training session.) _____

Notes:

How long did it take me to plan the activity?

Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?

Was it easy/difficult for me to use the tool from the training session?

Did I try using a different corpus tool to design the activity?

Did I teach an activity Cathryn suggested or design a new activity using COCA?

Reflections (how does using corpora compare to planning with traditional resources?):

In My Classroom (week 3)

Student questions	
Student comments	

Notes: Describe how you taught the corpus activity in class?

Example:

I opened COCA on my computer and I shared my screen.

I searched for the word 'linguistics' using the List tool.

Then I clicked on the bar to show example sentences with that word.

Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

Success(es) of the lesson

Challenge(s) of the lesson

Reflections (how does using corpora compare to teaching with traditional resources?):

Training Sessions (week 4)

Learner need from Needs Analysis (i.e. prepositions)	Corpus & Tool used to meet learner need (i.e. List tool in COCA)	Designed material/activity (i.e. I used the list tool to design a gap fill activity similar to the training session.)
_____	_____	_____

Notes:

How long did it take me to plan the activity?

Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?

Was it easy/difficult for me to use the tool from the training session?

Did I try using a different corpus tool to design the activity?

Did I teach an activity Cathryn suggested or design a new activity using COCA?

Reflections (how does using corpora compare to planning with traditional resources?):

In My Classroom (week 4)

Student questions	
Student comments	

Notes: Describe how you taught the corpus activity in class?

Example:

I opened COCA on my computer and I shared my screen.

I searched for the word 'linguistics' using the List tool.

Then I clicked on the bar to show example sentences with that word.

Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

Success(es) of the lesson

Challenge(s) of the lesson

Reflections (how does using corpora compare to teaching with traditional resources?):

Training Sessions (week 5)

Learner need from Needs Analysis (i.e. prepositions) _____	Corpus & Tool used to meet learner need (i.e. List tool in COCA) _____	Designed material/activity (i.e. I used the list tool to design a gap fill activity similar to the training session.) _____

Notes:

How long did it take me to plan the activity?

Did you integrate an activity into your regular lesson plan? Was it easy/difficult to do this?

Was it easy/difficult for me to use the tool from the training session?

Did I try using a different corpus tool to design the activity?

Did I teach an activity Cathryn suggested or design a new activity using COCA?

Reflections (how does using corpora compare to planning with traditional resources?):

In My Classroom (week 5)

Student questions	
Student comments	

Notes: Describe how you taught the corpus activity in class?

Example:

I opened COCA on my computer and I shared my screen.

I searched for the word 'linguistics' using the List tool.

Then I clicked on the bar to show example sentences with that word.

Finally, I asked students to identify the most common words that they see before 'linguistics' and to make a list of common word patterns they found with their partner.

Success(es) of the lesson:

Challenge(s) of the lesson:

Reflections (how does using corpora compare to teaching with traditional resources?):

Course Content

Online Sessions

As the training session will involve using the Corpus of Contemporary American English (COCA). Please check out the website prior to the start of the course: [here](#). **You will need to create a free account to use COCA.**

There is a brief video introduction of using COCA by Scott Thornbury (2017): [here](#), however this is from 2017 and the corpus (and tools) have grown significantly since then!

Training Schedule: Provisional dates; TBC by participants

Date	Training sessions are on Microsoft Teams (online) 2 forty-five minute sessions (total 90 mins, once a week)	
	Needs Analysis	Aim: Conducting a Needs Analysis
	Corpus Session 1	Aim: Link learner grammatical need to COCA tool Teachers design new corpus-based activity for classroom
	Corpus Session 2	Aim: Link learner grammatical need to COCA tool Teachers design new corpus-based activity for classroom
	Corpus Session 3	Aim: Link learner grammatical need to COCA tool Teachers design new corpus-based activity for classroom
	Corpus Session 4	Aim: Link learner grammatical need to COCA tool Teachers design new corpus-based activity for classroom

Structure of training sessions

15 minutes	Greetings and short chat about their students/their week
15 minutes	Discussion of chosen learner need (from needs analysis) COCA relevant tool (If time/applicable: secondary corpus-informed website for potential materials development)
45 mins	COCA demonstration of relevant tool PI uses screen share to demonstrate possible corpus tools to EFL practitioners EFL practitioners make notes (electronic journal entry) of how to perform/use corpus tools for class PI provides tips from published research with corpora with teachers for materials development Materials development with Primary Investigator EFL practitioner discussion (group or individually) of 2-3 tasks that could be trialed by the practitioner in class with students EFL practitioners develop new materials (with or without guidance by Primary Investigator) Troubleshoot new materials with PI and other EFL Practitioner

15 minutes	Wrap up session

Outside of training sessions: Reflective Journal

Write down your reflections regarding training and teaching with corpora

Training sessions

Learner need from Needs Analysis	COCA tool/Corpus (informed) Website	Designed material/activity

Notes (success(es)/challenge(s)):

Reflections:

In my classroom

Student questions	
Student comments	

Notes:

Success(es) of the lesson

Challenge(s) of the lesson

Reflections:

The basics: What is a corpus?

A corpus is a body of authentic language samples, stored electronically. Put another way, it's a word cloud, but instead of a cloud of words, it's full of sentences.

What is a concordancer?

A concordance is the software that allows you to search the texts that make up a corpus. Many are online so you don't need to buy special software to use a corpus anymore. This is the case with COCA, the Corpus of Contemporary American English, that we will be using for the corpus training course. There is a free concordance that you could download, AntConc by Laurance Anthony, however this concordancer doesn't work so well with new Macs and it also doesn't automatically tell the user the parts of speech of words.

What are tokens and tags...and are they important for me to know?

For this course, we won't be going too far down the corpus-rabbit hole, Alice. If you're interested in learning more about these terms (and more about corpora after the course) let me know, but for now it is enough to know that tokens include words and punctuation, and tags are labels which help the user search.

COCA has a tagset which can help with searching, but we won't be doing any of the really challenging ones. The goal of this course is to introduce you to corpora and how it can help you in the classroom.

Corpus literacy: Evaluating a corpus for classroom use

Balance of corpora

There are many corpora available online, but how do teachers know which one to use? Understanding how the corpus was built, and how it is balanced, are critical first steps. Many corpora are compiled with spoken and written sentences, though some corpora can be only written or only spoken data. By checking the 'information' or 'about' page of a corpus, you can learn whether it is balanced, or whether its written and spoken parts are equal.

COCA, the corpus we are using for our training sessions, is composed of several genres. Here is an explanation of the genres that make up the COCA corpus⁹. This genre-breakdown shows how it is balanced and compiled.

The COCA corpus (new version released March 2020)

The corpora from English-Corpora.org are the world's **most widely-used corpora**. The Corpus of Contemporary American English (COCA) is by far the most widely-used of these corpora. In early 2020, we dramatically expanded the scope and size and features of COCA to make it even more useful for researchers, teachers, and learners.

The corpus contains more than **one billion words** of data, including 20 million words each year from **1990-2019** (with the same genre balance year by year). This makes COCA the only corpus of English that is 1) large 2) recent and 3) has a wide range of genres. The following table shows the genres in the corpus.

Genre	# texts	# words	Explanation
Spoken	44,803	127,396,932	Transcripts of unscripted conversation from more than 150 different TV and radio programs (examples: All Things Considered (NPR), Newshour (PBS), Good Morning America (ABC), Oprah)
Fiction	25,992	119,505,305	Short stories and plays from literary magazines, children's magazines, popular magazines, first chapters of first edition books 1990-present, and fan fiction.
Magazines	86,292	127,352,030	Nearly 100 different magazines, with a good mix between specific domains like news, health, home and gardening, women, financial, religion, sports, etc.
Newspapers	90,243	122,958,016	Newspapers from across the US, including: USA Today, New York Times, Atlanta Journal Constitution, San Francisco Chronicle, etc. Good mix between different sections of the newspaper, such as local news, opinion, sports, financial, etc.
Academic	26,137	120,988,361	More than 200 different peer-reviewed journals. These cover the full range of academic disciplines, with a good balance among education, social sciences, history, humanities, law, medicine, philosophy/religion, science/technology, and business
Web (Genl)	88,989	129,899,427	Classified into the web genres of academic, argument, fiction, info, instruction, legal, news, personal, promotion, review web pages (by Serge Sharoff). Taken from the US portion of the GloWbE corpus.
Web (Blog)	98,748	125,496,216	Texts that were classified by Google as being blogs. Further classified into the web genres of academic, argument, fiction, info, instruction, legal, news, personal, promotion, review web pages. Taken from the US portion of the GloWbE corpus.
TV/Movies	23,975	129,293,467	Subtitles from OpenSubtitles.org, and later the TV and Movies corpora. Studies have shown that the language from these shows and movies is even more colloquial / core than the data in actual "spoken corpora".
	485,179	1,002,889,754	

The British National Corpus, though also a large corpus like COCA, is 90 per cent written and 10 per cent spoken transcripts. For a lesson focusing on writing, this corpus would be suitable.

Last updated

Another aspect to consider when choosing a corpus, it when it was last updated. For general teaching purposes, it may not be a problem if the corpus was not updated within the last few years. However, for some lessons, such as an examination of slang usage, having an outdated corpus will not do. Check the information page for when texts were last added to it.

Some other corpora and their latest updates (for future teaching purposes):

⁹ [Slide deck Presentation \(english-corpora.org\)](#)

British National Corpus¹⁰ – 2017?

ICE-Ireland¹¹ – 2016

LEXMCI – 2008 (Accessible through Sketch Engine)

British Academic Spoken English (BASE) – 2005 (Accessible through Sketch Engine)

Size of the corpus

The size of the corpus can be important when selecting a corpus for teaching purposes. Generally speaking, the larger the corpus, the more language samples the user can see to understand language use. The smaller the corpus, the fewer language samples, the less they may be able to generalize language use or grammatical rules. A small corpus does have some advantages though for specific learning situations, such as if your students want to learn Legal English. Looking at a smaller corpus can give more examples specific to their discipline.

Tools in COCA

List

This tool shows the user the frequency/how many times the word they have searched can be found in the corpus.

Chart

This tool shows in which genres this word is more often used in.

Word

This tool provides a wealth of information about the word searched. For example, how frequently it is found in the corpus, which genres it is used in, a definition, web links for listening to the word, translations of the word, synonyms of the word and topics it is commonly associated with. It also shows other collocates, clusters and authentic sample sentences which contain the search word (concordance lines). See the example below:

The screenshot displays the COCA interface for the word "bread". The top navigation bar includes "SEARCH", "WORD", "CONTEXT", and "TEXTS". The "WORD" tab is active, showing the word "bread" (NOUN) with a frequency of #2386. A bar chart shows the distribution of "bread" across genres: BLOG, WEB, TV/M, SPOK, FIC, MAG, NEWS, and ACAD. The definition is provided: "1. food made from dough of flour or meal and usually raised with yeast or baking powder and then baked 2. informal terms for money D M O C G [E]". Below the definition are links for "YouGlish", "PlayPhrase", "Yarn", and "ZH-CN: Google WordRef Reverso Linguee". The "SYNONYMS" section lists "cash", "bread", "cash", "dough", "finance", "lolly", "food", "diet", "food", "nourishment", and "sustenance". The "TOPICS" section lists "salt, cook, pepper, cheese, cup, recipe, teaspoon, bake, sprinkle, onion, oven, tablespoon, butter, bowl, garlic, mixture, sauce, vegetable, stir, pan". The "COLLOCATES" section lists "loaf, slice, crumb, butter, cheese, piece, corn, wine" for NOUN, "eat, bake, break, serve, toast, spread, slice, cup" for VERB, "white, fresh, french, daily, crusty, homemade, sliced, baked" for ADJ, and "freshly, lightly, evenly, preferably, thinly, c, finely, diagonally" for ADV.

¹⁰ British National Corpus (BNC) (english-corpora.org)

¹¹ International Corpus of English (ICE) Homepage @ ICE-corpora.net (ice-corpora.net)

CLUSTERS (more)

bread » bread crumbs » bread with » bread in » bread for » bread pudding » bread from » bread on » bread slices

• bread white bread » corn bread » french bread » daily bread » for bread » with bread » wheat bread » fresh bread

bread •• bread and butter » bread and wine » bread and water » bread and cheese » bread of life » bread and circuses » bread and milk » bread pudding with

•• bread loaf of bread » piece of bread » loaves of bread » slice of bread » slices of bread » whole wheat bread » in the bread » on the bread

bread ••• bread on the table » bread for the world » bread and forgive us » bread and wine into » bread and the wine » bread in five minutes » bread and butter for » bread in the toaster

•••• bread day our daily bread » thing since sliced bread » two slices of bread » two pieces of bread » breaking of the bread » one slice of bread » not live by bread » slices of white bread

TEXTS / VIRTUAL CORPORA (more)

BLOG:jasonsdelli.com • FIC:Bk:Esau • ACAD:Economic Inquiry • WEB:philvaz.com • MAG:CountryLiving • MAG:TotalHealth • WEB:foodtimeline.org • BLOG:scienceblogs.com • NEWS:NYTimes • WEB:scborromeo.org • WEB:therway.blogspot.com • WEB:fourhourworkweek.com • NEWS:USAToday • MAG:Atlantic • MAG:MotherEarth • MAG:Prevention • MAG:Inc. • WEB:chowhound.chow.com • MAG:MotherEarth • WEB:dinary-gentlemen.com • NEWS:Chicago • NEWS:Chicago • WEB:olloway.blogspot.com • ACAD:TheologStud • WEB:newadvent.org

CONCORDANCE LINES (more)

1	MAG: 1998: Backpacker	higher during the last taste test when I pitted garlic fry bread against the likes of Thai chicken and peanuts.) Not that
2	NEWS: 2010: SanFranChron	a ham and cheese sandwich made with crustless buttermilk bread and broiled on pan-fried in butter. This spring version makes a
3	MOV: 2018: Bohemian Rhapsody	milesNo, no. Still be where I startedWrong lyric ! Bread and butter for a smileWrong lyric. Sold a million mirrorsIn
4	FIC: 2009: Bk:OneDayATime	behaved movie stars, which were her father's passion , bread and butter and only interest in life. Every famous name
5	MAG: 2001: Smithsonian	of the attention, the company's smaller telescopes were its bread and butter made for clients ranging from schools to wealthy
6	FIC: 2005: FantasySciFi	he sat on a stone, chewing on a meal of bread and cheese a man appeared on the path and stopped to
7	NEWS: 1994: NYTimes	that if you want to quiet the people, give them bread and circuses " said the Iraqi intellectual who described
8	BLOG: 2012: patheos.com	riots offer a cautionary tale of the dangers of government by bread and circuses And the 1994 incident demonstrates that the
9	BLOG: 2012: jasonsdelli.com	at all. If you take a knife used on toast bread and dip it into a mayo container, you now have contaminated
10	NEWS: 2002: Atlanta	restaurant pleases in every stage from the romus , olive bread and chocolate wine list to the panna cotta, Italy's creamy
11	NEWS: 2015: USAToday	. Wooden pallets are packed with fresh produce, milk , bread and fresh food from the Feeding America San Diego food bank.
12	FIC: 1999: ScholScope	She takes a second plate of salad and a basket of bread and sits down at an empty table for two. I'm
13	NEWS: 2000: SanFranChron	artisan foods. Regional cheeses, boutique chocolates , best bread and specialty coffee s all found a broader audience in the late
14	WEB: 2012: bahai-library.com	the Matthew and Mark gospels were wrong in inferring that the bread and wine ceremonia took place during the main meal? And that
15	WEB: 2012: scborromeo.org	the liturgy of the Eucharist, with the presentation of the bread and wine the consecratory thanksgiving, and communion. #
16	WEB: 2012: ...tory.khanacademy....	, during Holy Communion, when the priest administers the bread and wine they change the prefix " trans " means
17	FIC: 1992: Bk:RingWinter	not ask what is in it. " Artus sniffed the bread and wrinkled his nose. It smelled distinctly like fish -- was
18	MAG: 1999: Shape	parsley and remove stems. Process in a food processor with bread and zest for 2 minutes, or until bread turns green.
19	MAG: 2009: WashMonth	for what. Openfaced meat sandwiches with one slice of bread are inspected by Agriculture, while the FDA inspects packaged
20	BLOG: 2012: jasonsdelli.com	is safe, does n't mean the crumbs from the best bread are Unfortunately it's a little more complicated than just

Browse

This tool contains many of the information included in the Word tool, yet Browse allows the user to search in many different ways. For example, the user can search by word form, the meaning of the word and look for synonyms or the specific or general word. Additionally, the user can search by pronunciation or syllable stress. The screen shot below is given for explanation.

Corpus of Contemporary American English

BROWSE/RANDOM WORD CONTEXT OVERVIEW

HELP Find random words

Click on any of the search types below for more information and examples. (more...)

Word form

Meaning + DEFINITION SYNONYM SPECIFIC GENERAL

New (Dec 2020): You can now search for words by meaning. For example, words with the following words in the **definition**: sugar, molecu*, magic*. You can also add a second word [-] for the dictionary entry, e.g. herb OR herbs (herb* would include the perhaps unwanted herbivore as well), computer AND device, cloud* NOT network. You can also search by **synonym** (noun: festival, disaster; adjective: harsh, kind; verb: groan, laugh), find more **specific** words (noun: machine, toy; verb: cry, walk) or more **general** words (frisbee, tequila; shriek, sashay) (both for just nouns/verbs), or **combine** these (e.g. walk, scare, screen, crystal).

Part of speech NOUN VERB ADJ ADV OTHER ALL

Range -

Pronunciation Rhymes with Type EXACT

Syllables / stress ○○○○○○○○ ×

Show all words Reset

Collocates

This tool shows the most frequently used words that are often used next to or nearby. This is important as research shows that we often speak and read in 'chunks'. The user can search a word or a

phrase (group of words) in the search box. Underneath the search box, the user can specify if they want to only see other nouns with the searched word and the numbers on the left and right indicate how many words before or after the word they want to see in the results.

For example, click on 2 on the left side, will show the two words before the word being searched in the corpus.

Compare

This tool allows the user to compare 2 words. This can help the user to differentiate these words in the future. Again, the numbers below the search box signify how many words before/after the searched word, the user wants to see.

KWIC (Keyword-in-Context)

This is possibly the most popular and oldest tool for using corpora in the classroom. Because a corpus is a body of language samples, several benefits have been reported in exposing students to these authentic language sentences.

For teachers, I hope it can help you when lesson planning because taking these example sentences could be faster than preparing a new activity at times. However, work is needed to prepare yourself and students to see this much data!

COCA colour codes words in the sentences to help users tell the difference between parts of speech. When selecting the number of words to focus on the left or right, boxes will appear around those words so the user can pay more attention to them. From the far left, users can see the year the sentence comes from, the genre and the context. The 're-sort' numbers on the top, right-hand side, will reshuffle to show the new colour coded words the user wants to see. In the centre, 'save list' means students could review the list later (aka homework?)

Language analysis

Inductive learning

Corpus researchers have argued that in giving students these language samples and allowing the student to make the grammar rule usage based on what they see, the teacher becomes the facilitator, rather than the leader in traditional teaching contexts.

First training session: Conducting a Needs Analysis

In the first training session, you will be shown how to conduct a Needs Analysis (if you have not previously conducted one). There are many ways to do this, Long's *Second Language Needs Analysis*, is an excellent resource for this should you be interested to read further.

This first session, however, will focus on asking teachers to conduct a needs analysis one of three ways: expert practitioners' intuition, questionnaires or interviews. Each are briefly explained below:

Expert practitioner's intuition: As this course aims to train existing teachers, it accommodates teachers with an extensive number of years teaching. If you know the grammatical needs of your students because you are quite familiar with their levels and the necessary grammar within the CEFR, then you are welcome to make a list of your student needs for this corpus training course.

Questionnaires: If you are newer to teaching or have not yet conducted a needs analysis, the aim of the first training session is to explain what and how a needs analysis can be conducted. Several studies

have used written questionnaires to identify student needs, if you would like to read these studies don't hesitate to ask. The first training session will provide a list of questions that you can bring into your classroom. It is advisable to choose only one class to conduct your needs analysis, however hopefully other classes you teach will have overlapping needs!

Interviews: Another way to collect students' needs is to conduct short interviews with students. The questions provided in the first training session can be used to collect students' needs. It may possibly take more class time to conduct interviews, when compared with a written questionnaire, however the choice is yours. If you would like to read studies of needs analysis interviews, I'd be happy to provide these.

The course focuses on linking students' grammatical needs with corpora, so the questions are specifically about troublesome grammar that students usually are aware they struggle with.

You will have **one week to conduct your needs analysis**. Don't forget you will bring this list to **the 2nd training session**. We will discuss whether this timeframe suits your schedule (and plan the following training session) at the end of the first session.

Second, Third, Fourth and Fifth Training sessions

While I can't know exactly what needs your learners will have and therefore say what the focus will be for each training session, all training sessions follow the same structure. Each session aims to develop a corpus-based activity for teachers to use in the classroom. As Rome wasn't built overnight, each session starts with some 'corpus literacy' basics to teach teachers what to look for when choosing – and using – a new corpus or corpus-informed website in their classroom.

It is important to note that **you** are in driving seat when it comes to designing a corpus-based activity. This is because you know your students best. I'm here to explain how to use the corpus tool, answer any questions and suggest ideas for the activity. My goal is also to help you **complete** this activity in the training session so that you don't have homework afterward (apart from the electronic journal reflections!)

The training sessions are for you and it is your decision if you want to spend all the training session using the same tool, or even the same grammar point (there are 5 conditionals after all). The needs analysis helps you in feeling satisfied in meeting a need of your students, but also this course is about you **exploring your practice with corpora**, so keep in mind your own teaching needs and think about what you want to learn about corpora.

Link to Language skills

There are many links between corpora and language learning. Most studies use written corpora and concordance lines in the classroom because there are generally more written corpora publicly available and early corpus linguists believe strongly in the benefits of students using corpora for autonomous learning. Many researchers have examined the use of learner corpora (corpora of student work), as well as spoken corpora and English for Specific Purposes corpora.

With the creation of Do-It-Yourself corpus building, teachers can create small, specific corpora for project-based learning or at this course will aim at grammar-focused based learning.

Possible Lesson Plan ideas with corpora (apart from grammar)

Learner training for how to use corpora

Corpora with lower levels (CEFR A2)

Meaning in context

Vocabulary

Speech corpora

Error correction

Appendix E: Teachers' extended answers from the pre-survey

Q1: Which online resources do you use in the classroom?

- SKeLL, Sketch Engine, Cambridge English Profile
- BBC learning English, BBC news (2), ABC iView (for science programmes), journal.ie, breaking news English, news in levels, Online news sources, Newspapers online, the Guardian online
- Reverso, Wikidiff, Typeform, Classroom screen, ESL Library.com, Futurelearn.com
- Kahoot (10), Quizlet (5), Mentimeter, Exam prep websites, IELTS-related resources
- Padlet (3), Baamboozle (2), Podcasts (2), Pearson's Global Scale
- Wordwall, ESLBrains, Digital textbooks from OUP, National Geographic Learn English resources, Oxford learner's bookshelf
- Woordle, Wordwall, Cloud-based interactive platforms
- TED Talks (2), TEDed (2), Ted4esl
- Netflix (2), Film-English.com, YouGlish, TubeQuizard
- FluentU.com, ActualFluency.com, One-stop English
- Digital library on Google Drive; Google Drive - Docs and Sites (2), Google images
- Zoom and WhatsApp; we use other presentation sites, OneNote Classroom; MS Forms; MS Teams
- Ozdic (when it was for free), applications like Preposition Master

Q15: Are you interested in learning more about using technology in the classroom?

Yes responses

Upskilling	Necessity	The future	Teaching tool in class
For my professional development	It's a necessity in the contemporary classroom	Online teaching might be more popular in the future.	I believe it can make teaching more engaging for the learners.
It'd be interesting to see how to apply more corpora-base language with various levels.	We have no choice.	Even after lockdown Learners will be better able to access online resources and synchronous collaboration.	It will facilitate my way of teaching.
I am passionate about Continuing Professional Development.	Steep learning curve with current online teaching.	It looks like online teaching will be part of teaching in the future.	Yes, applications for online teaching.
The internet is such a vast resource that it's always good to learn new ways to exploit it for the learners' benefit (and my convenience).	It's essential nowadays.	I feel my job will be more online in the future so everything helps!	I'm only teaching online now and students are interested in self-study online materials.
Always interested in new resources, but school would have to guarantee that the tech would work correctly before I would commit to including it in lesson plans.	I need to keep up with the changes that are taking place in the world.	I believe the future of teaching English lies in Technology.	Support in using various VLEs.
To learn a new skill	It is important to better understand how to teach on line, but more how to put technology into the teaching.		I'd like to learn about more user-friendly corpus tools and how these can be used for activities and tasks. I've tried lextutor in class but the learners were overwhelmed and

			confused by it. I know using an online dictionary, though corpus-informed, is not full exploitation of corpora. I'd like to learn better ways of combining corpora with audio files for phonology and bottom-up listening.
It would be an interesting addition to my teaching skills.	The pandemic has raised many questions regarding the shift in language teaching approaches. An impeding use of technology seems inevitable.		Because I've been doing online teaching recently I've come to see how useful tech can be. I'm often reluctant in the classroom to use it because of wifi issues or other tech not working but now I think I'll use it much more. Also, I've been using it to set homework and give individual feedback to students which I think is much better than on scraps of paper in class.
Because I want to start using it.	Even before the pandemic, it was becoming increasingly important to use technology for teaching, but it is now essential.		I create online courses and need to select relevant vocabulary for them.
Not more technology, I'm fine with tech. However, I would love training on using Corpus. Some of my clients are S&L Therapists/Educational Psychologists, so using this would work really well with them.	There is no limit in an ever changing world, we need to stay informed and updated of the latest advancements and adjust accordingly. We are obliged to lead the way and not just follow.		Technology is such a huge part of society today. It also can make certain activities more engaging and easier for students to participate in.
Always growing. Need to expand knowledge.			It is expected by students.
Good to expand knowledge and expertise.			
To continue to update my skills.			
I would like to get updated on the recent developments in this area.			
It's always useful to get more ideas, especially with the amount of tools available. I'm always open to experimenting to improve my teaching!			

Additional responses from teachers for being interested in CPD with technology but which did not fit into the previous groups are provided below:

- Why not? As long as it's relevant and doesn't require more work to set up.
- Sure, why not? Plus, I am not as experienced with using corpora so, yes :)
- To some extent, as technology is generally more important than it used to be, but fundamentally I see it as an adjunct rather than an essential.
- Every resource helps.
- Now that we've been forced online, it's important to understand what technological tools are available and to assess them in term of how they might facilitate all 3 ways lessons will now be delivered: in-person, online or blended.
- I think it is really useful to be able to teach language accurately.
- It's generally free for the students to access so making it more equitable.
- Because this is what we will rely on heavily, especially during and after the pandemic.

Question 15: Are you interested in learning more about technology in the classroom? – Presurvey 2

Yes responses

Upskilling	necessity	Technology as an asset in teaching	Teaching tool in class
I find it useful and am moving all of my lessons to be more technological - readings linked through qr codes and so on.	Essential for me.	Having taught online because of the pandemic- my desire to use technology in the classroom has increased immensely.	Pupils like it and it gives more opportunities for authentic material.
I would love to learn about the latest technologies that are being implemented in language teaching. I would also love to know more on resources that are online for teachers to use. One more thing, I think curriculum design need to take these technologies into consideration.	It seems to be the norm now.	I teach online so I am completely dependent on technology and I am always looking for new ways to make the most of the resources available to me.	Very interested in corpora and software but don't use it enough, not always sure about how to integrate it into classrooms.
It is important to increase knowledge regarding latest tools to assist in language learning and also to be aware of current trends in language teaching practices to facilitate decision-making around best tools and practices for effective language teaching.	I don't want to be left behind :)	I am always interested in incorporating new technology into my classroom practice.	Expands and provides easy access to resources and materials for teacher and student and facilitates learner autonomy, practice and flipped learning.
To broaden my knowledge with practical skills to apply in the ESOL classroom.	It's necessary and useful.	Technology can engage students and promote learning autonomy.	I would like to learn more about it to transmit ideas and engage students.

Always interested in enhancing teaching skills and keeping up to date with what's available.	I find it essential.	Because I believe that technology will enrich students learning experience.	I think using corpora is key to engaging students and having them understand aspects swiftly and reliably.
Always good to develop skills and learn new ways of doing things.	To make sure I haven't missed something and do everything right.	I think technology can support learners in their pursuit of excellence.	Yes please! I've used corpora a little for my own research but would love to find out more about ways of using them for in-class activities. I tried to use COCA once with a higher-level class, but was not comfortable enough with the level of technicality.
Professional development (3)		Younger students use technology a lot and I think it would be more engaging for them.	I know there are so many possibilities with a corpus, but I only use it for 2 things.
		Students enjoy technology in class.	I'm basically interested in Corpus Linguistics (2)

Some respondents expressed their interest came from a desire to train colleagues within their school as described below:

- Because I would like to generalize the experience and share it with my colleagues.
- As the DOS, I am responsible for CPDs and would love to be able to pass on the information.
- To share with my teachers.
- To learn how to utilise it further in skills lessons, get training to help my teachers learn how to use it and save prep time.

Responses for being interested but which did not fit into the four areas are presented below:

- To provide a variety of learning modes in the classroom.
- The simple reality is that nobody knows everything. Part of using technology is knowing how to use it productively/effectively and when to turn it off - you can only make that decision when you have proficiency in technology.
- Absolutely, it helps to maximise the learning potential and give opportunity for students to take responsibility in their learning.
- I teach online.
- Enhances students' learning.
- Inspired by presentation at ELT Ireland [conference presentation given by the trainer].
- I think it's always better try a resource then decide if it's right for me.

Appendix F: Teachers' needs analyses from AR cycles

AR cycle	Co-participant	Learner needs
AR Cycle 1	Dalila	Prepositions Perfect tenses Passive voice Phrasal verbs Conditionals

AR cycle	Co-participant	Learner needs
AR Cycle 2	Kayuusha	Gerunds vs infinitives with specific verbs Dependent prepositions Articles Pronouns (objective, possessive, reflexive)
	Zenovia	Passive verbs/structures Past tense verbs Vocabulary for natural disasters Vocabulary for free time activities
	Aleka	Past simple/irregular verbs Vocabulary related to perfume Vocabulary related to cosmetics Expressions for retail / buying and selling
	Korina	Causative verbs Say versus tell in reporting verbs Past tense verbs Vocabulary for the environment
	Maggie	Prepositions Mixed conditionals Cooking terms Phrasal verbs

AR cycle	Co-participant	Learner needs
AR Cycle 3	Vikoriia	Medical terms Prepositional phrases Basic concordancing tips for students
	Makenzie	Comparative and superlative language : not as X as, the X the X, one of the X Expressing degrees of similarity / difference ; similar to vs different from Conditionals Language for disaster management
	Aubrey	Conditionals – all types, especially 3 rd conditionals and mixed I wish + verbs Comparatives : far/much bigger than ... / a bit friendlier Concession linking devices: despite/in spite of, although, even though, though Continuous forms of the present and past perfect
	Eleni	Vocabulary including synonyms Idioms Phrasal verbs Prepositions
	Nana	General English vs IELTS / noun phrases Business English expressions Synonyms and collocations

		Politeness and making requests (business English)
	Luka	Continuous and perfect tenses Linking words Conjunctions – making longer sentences
	Sahar	Prepositional phrases adjectives (adjective order) past continuous past time clauses

AR Cycle	Participant	Learner needs
AR Cycle 4	Trina	Different tenses Singular/plural nouns Past tense time words: ago, last, etc Adjective and preposition combinations
	Neve	Stative verbs Verb and preposition patterns Countable and uncountable nouns
	Ailbhe	Noun endings Comparisons
	Bronagh	Using linking language / discourse markers in Academic writing Collocations for specific topics Relative clauses and reduced participle clauses Sequencing language to describe processes
	Oran	Art and design vocabulary Adverbs of opinion Presentation language Added later: Make corpora fun
	Conley	Phrasal verbs Listening: connected speech Formal academic writing phrases Describing health problems – Irish English corpus if possible

Appendix F: Post-training interview questions

Relating to the corpus training sessions:

1. What did you think about the number of sessions? Length of sessions?
2. What was your initial impression of corpora? Which corpus websites do you foresee using more in future classes (Sketch Engine or COCA) and why?
3. Did you have enough support in developing your own corpus-based activities during the training sessions? Did you re-watch any of the recorded training sessions? Were they essential in learning to use a corpus?
4. How long did it take to make an activity with a corpus on average?
5. At this point, are you likely to continue using corpora in your classes? Why?

Relating to the training framework (Needs Analysis, Exploratory Practice, Reflection)

6. Did you conduct a needs analysis with your students? Had you any difficulties with this?
7. Do you prefer to conduct a needs analysis or to use a textbook? (i.e., using the grammar & vocabulary in the textbook as the basis for activities with a corpus)
8. Do you think having a specific learner need or textbook activity in mind helped you to learn to use a corpus or specific corpus tool?
9. EP was chosen to emphasise exploring corpora in a stress-free manner. How did you feel when the trainer introduced a corpus or corpus tool/activity each week?
10. Did you incorporate a corpus activity into an existing lesson plan or did you create a new lesson to teach an activity with a corpus?
11. The training sessions included pre-designed activities for your students. Did you use these, or did you prefer to create your own specific activities with a corpus?
12. Do you think the training sessions provided a stress-free environment, and if so, was it an effective way to learn to use a corpus? If not, how could it be improved?
13. Which corpus activities do you think were the most/least successful? Why?
14. How has learning more about using corpora affected your teaching?
15. Was reflecting on planning and teaching with corpora helpful in learning to use a corpus? If not, why?

Suggestions to improve the course/training sessions:

16. What worked/didn't work for you as regards to teaching with corpora in your classroom?
17. What changes would you suggest to the training sessions for teachers in the future?

Appendix G: Post-survey questions

1. What did you find most effective in the training sessions? (Check any that apply.)
 - a. The slide decks provided step-by-step instructions of how to use a corpus to design an activity for my students.
 - b. The videos were made available to rewatch whenever I needed.
 - c. I felt comfortable learning from the trainer because she is a teacher like myself.
 - d. Other: please specify _____
2. What did you find most effective outside of the training sessions?
 - a. Using the needs analysis to develop activities helped me to set goals to learn new things weekly with a corpus.
 - b. Performing other searches with corpora helped me to become more familiar with how corpora could support my teaching.
 - c. I found the reflective journals helped me to develop new ideas.
 - d. Other: please specify _____
3. Which online resources do you use while teaching in the classroom?
 - a. Online dictionaries
 - b. Google
 - c. Website with practice exercises for grammar, etc
 - d. Thesaurus
 - e. YouTube
 - f. Other: please specify: _____
4. How comfortable are you with using technology in the classroom?
 - a. 1 = not at all comfortable
 - b. 2 = less comfortable
 - c. 3 = comfortable
 - d. 4 = more comfortable
 - e. 5 = extremely comfortable
5. Have you used a corpus based/informed website for language teaching purposes? For example, the British National Corpus, Sketch Engine, Just-the-Word.
 - a. Yes
 - b. No
6. Which corpus websites have you used?
7. Do you currently use a corpus for language teaching in your classroom?
8. Have you printed parts of a corpus for language teaching in class?
 - a. Yes
 - b. No
9. Have you used a corpus to design materials for class?
 - a. Yes
 - b. No
10. How confident do you feel in designing corpus materials for the classroom?
 - a. 1 = not confident at all
 - b. 2 = less confident
 - c. 3 = confident
 - d. 4 = more confident
 - e. 5 = extremely confident
11. How often do you use a corpus in a language course?
12. What language skills do you use corpora for? (For example, reading, colligations, writing)
13. Which student levels have you used corpora with?
 - a. Beginners
 - b. Pre-Intermediate
 - c. Upper-Intermediate
 - d. Advanced
 - e. Other, please specify _____

14. Would you be interested in learning to use corpora more in class? Please give a reason for your response.
- a. Yes, _____
 - b. No, _____
15. What specifically would you want to learn about in using corpora for language teaching?

Appendix H: Full NVivo codebook

Name	Description	Files	References
Corpus literacy behaviours		21	40
Feelings of navigating the corpus		11	13
Figuring out the activity to teach with corpus data		9	14
Initial steps_ narrowing the search		7	9
Later steps_finding confidence		11	15
Corpus teaching	Teacher's comments when teaching with a corpus in class	28	142
Authentic language		20	41
Not making up sentences anymore		6	7
Challenges when planning lessons	Challenges teachers experienced when using a corpus to plan classroom activities	14	22
Challenges when teaching with corpora	Difficulties that teachers experienced when teaching with a corpus in class	18	38
Corpora and student autonomy		9	10
Corpora as a additional tool_resource		19	24
Corpora in incidental learning		2	2
Corpora in my teaching context		21	42
Corpus activities taught	Types of corpus activities taught in class	3	3
Adapted an activity from the trainer	The teacher used an activity provided by the trainer in the training session	25	44
Created a new corpus activity	The teacher designed a new corpus activity based on what they were shown in the training session	9	10

Name	Description	Files	References
Created a new LP to use a corpus activity	The teacher developed a new lesson plan to teach an activity with corpora	7	9
Integrated corpus activity into an existing LP	The teacher added the designed corpus activity into a pre-existing lesson plan	15	23
Corpus preference		2	3
English_corpora.org	Teacher's use of the BNC, COCA	11	15
Sketch Engine	Sketch Engine, SKeLL	8	8
Correcting intuition		2	2
Job satisfaction		21	58
Less is more	Teacher's reflections on future lesson planning with corpora	1	3
More authenticity		9	15
Planning to use corpora in class		33	105
Saves time		10	14
Time spent designing activities	How much time teachers spent on average when designing an activity for their classroom	24	35
Direct	Activities where teachers exposed students to the corpus in class	19	44
Indirect	Activities where teachers used the corpus to prepare an activity for students	13	41
Use of corpora in the future	Whether teachers intend to continue to use corpora after the training sessions	9	11
No		0	0
Yes		22	29
First impression of using various corpora	Teacher's first impression of seeing/using corpora in the training sessions and using corpora in/out of class	14	18
Confusing		4	5
Old		2	2

Name	Description	Files	References
Positive		9	13
Powerful		2	2
Technical		7	7
Ideas for future training sessions		0	0
2 different levels of training sessions		2	3
Add a task at the start	Conducted in Spring 2022 (March-April) with 6 teachers	4	6
Expand needs analysis (vocab and textbook)	Conducted with in Spring 2021 (Feb-March) with 1 teacher. 1 teacher dropped out.	2	5
More corpora	Conducted in Spring 2021 (March-April) with 5 teachers	2	4
More practice	Conducted in Spring 2022 (Feb-March) with 7 teachers	12	26
Place to record needs analysis		1	2
Teacher beliefs regarding teachers and teaching		14	34
Being in control of_leading the lesson		9	14
Needing the answer for the students		8	13
Teaching with lexical patterns		4	5
Wanting to know how to use all the tools in a corpus asap		6	7
Training evaluation		0	0
Feelings of the trainer		1	45
Observational learning theory	Based on Social Cognitive Theory from Bandura (1977), this theory explains how teachers learn to use a corpus in the training sessions by watching	14	14

Name	Description	Files	References
	the trainer or watching video recordings of the trainer using/building activities with corpora.		
slide decks	Created by the trainer prior to each training session	8	13
Recordings	Recorded over Zoom and emailed to teachers before/after the training session for reference	5	6
Rewatched recordings	Whether teachers felt it helpful to go back and watch parts of the training for learning purposes	9	10
Reaction to Exploratory Practice	Allwright (2003)'s suggestion that teachers learn through exploring their curiosities and playful approach towards making changes to their classroom teaching practice.	11	14
Searched corpora in free time or outside of training sessions		6	10
Stress-free training		10	21
Tried new corpora outside of training sessions		1	2
Tried new corpus tools outside of training session		10	14
Reaction to Needs Analysis	Whether teachers felt that collecting a list of needs from their students was helpful in learning to use a corpus for language teaching.	15	17
Conducted a Needs Analysis		14	18
No - previous completed by school		2	2
No - used Practitioner Intuition		4	5
Using a learner need essential to learning to use corpora		13	14

Name	Description	Files	References
Reaction to Reflective Practice	Suggested by Dewey (1920) and Farrell (2012) that teachers continue to learn and develop through reflecting on what they do when they teach.	2	4
Less successful corpus activities taught	Activities teachers felt were not well suited with a corpus in class	3	4
Teaching grammar		3	4
More successful corpus activities taught	Activities teachers through that were well suited with a corpus in class	15	29
Comparing language forms		4	4
Students are motivated and engaged		9	19
Teaching collocations and_or vocabulary		8	9
Teaching grammar or colligations		4	9
Reflection for learning to use corpora		11	11
Reactions to training sessions	Teachers comments about how they felt in/following the training sessions	21	67
Response to the trainer	Teachers comments about how they felt about the trainer of the corpus sessions	19	45
Training objectives		14	32
Grammar activity		7	9
Speaking activity		3	5
Teachers' objective needs	refers to the needs I observed that teachers needed	23	69

Name	Description	Files	References
Teachers' subjective needs	refers to the needs that teachers expressed in the training programme	24	74
Vocabulary activity		5	10
Writing activity		2	2

Appendix I: Additional parent, child and subcodes from NVivo

Parent Code: Corpus teaching	
Child codes and subcodes	Sample data
Corpora for incidental learning	Students might come across different, unexpected structures and they are willing to know more about, which can fit in nicely with opportunistic teaching. Dalila, AR 1, RJ, L 53-54
Corpus activities taught	Students find this exercise to be unhelpful (confusing) as a mean to differentiate different (grammatical) aspects. However, they were able to pick up new vocabulary relevant to their area of interests, e.g. when filtering the result to only “Magazine”, they either pick up new vocabulary items or review known vocabulary items that they do not frequently use. Luka, AR 3, RJ, L33-36
<i>Adapted an activity from the trainer</i>	I took some of her ideas with modifications to fit the lesson’s objectives. Sahar, AR 3, RJ, L19
<i>Created a new corpus activity</i>	“One activity I have used that Cathryn prepared for me, one activity I created. Hopefully I will get to use all the other activities, it's just I haven't had time yet.” Neve, AR 4, Int 15, L80-81
<i>Created a new LP to teach a corpus activity</i>	“At first I did the latter [created a new lesson plan to teach a corpus activity] and then for the final two activities, there were five training sessions in total, I used the academic word list from COCA into what I had been using before with another list.” Trina, AR 4, INT 14, L81-82
<i>Integrated corpus activity into an existing LP</i>	I integrated it into my regular lesson, and it was not difficult. It is a common activity to do, and COCA made it so much easier for me to find good sentences to use. Nana, AR 3, RJ, L7-8
Corpus preference	“Yeah, I find sketch engine is easier to look at, something about the layout is more manageable but if it's an activity where the students have to use the corpus, they're not gonna pay to subscribe to sketch engine. So, if we would be looking at a corpus for in class activities, we were looking at COCA. I have tried SKELL which is kind of a tool with through sketch engine but not sketch engine.” Oran, AR 4, INT 18, L19-22
<i>English_corpora.org</i>	We managed to focus on three tools, the WORD tool seemed one of the most exhaustive ways to get information about how the word is used. Katyusha, AR 2, RJ, L30-31
<i>Sketch Engine</i>	“For me, sketch engine was a bit less complicated. It was OK to get into the subject with sketch engine [and] for doing my Medical English research, I would probably use the academic corpora in sketch engine. COCA has some medical texts, but I'm still making my first steps [using it], so in the long run I guess that I will familiarize myself fully with both of them.” Viktoriia, AR 3, INT 7, L18-21
Planning with corpora	Yes, easier this time, as I realised that it is better to use the copy and paste tool provided, rather than “select and paste”, which then results in formatting problems on my computer. It still feels quite new to me, and

	it will take some getting used to, as with everything new. Trina, AR 4, RJ, L178-181
<i>Challenges encountered when planning activities</i>	Not really [difficult to use the tool from the training session] but I wanted to select a mix of example sentences from the KWIC search and copy and paste them onto a Word doc/slide for the students. I wanted to keep the COCA format and pretty colours, but I couldn't manage that. Aubrey, AR 3, RJ, L12-14
<i>Less is more</i>	'Less is more'. This time, I will choose to work with less content and provide more scaffolding, so the task provided is more realistic in the timeframe of the class. Dalila, AR 1, RJ, L80-82
<i>More authenticity</i>	"Ah, I would use a needs analysis with COCA because, as we know, the [text]books are something different. With COCA you come into contact with real language and it's not like the language that you have in a course book, small dialogues or paragraphs that are at the level of the students. They can dive into the real thing with COCA." Zenovia, AR 2, INT 3, L31-34
<i>Saves time</i>	This is my first experience using it and I feel that I saved a lot of time just by using the List tool in COCA. I did not know how useful this could be before trying it. I will definitely be using it more often to design different activities. One drawback for me is the membership because I cannot do it during this time. Nana, AR 3, RJ, L16-19
Teaching with corpora	It was easy. The only niggles were when COCA was telling the students they needed to pay to continue searching or when they then found it a bit tricky to go back to their searches. All fine, though. Conley, AR 4, RJ, L49-51
<i>Authentic language</i>	"So, the comparison aspects and yeah, like introducing the real life, real language in the classroom, I think that were the most important aspect." Aleka, AR 2, INT 4, L117-118
<i>Not making up sentences</i>	"Noun phrases was a good one. It wasn't prepared for me, but for another teacher but I think that was very useful. I think anything related to vocabulary and collocations is also very good. Sometimes you want to see what collocates with 'have' and then you think, 'I just wanna let the corpus give some real examples. I don't wanna keep giving them examples [from myself].'" Luka, AR 3, INT 12, L111-115
<i>Challenges encountered when teaching with corpora</i>	Using corpora allows one to find relevant, authentic texts. Sometimes there are small mistakes within the examples. Trina, AR 4, RJ, L427-430
<i>Corpora and student autonomy</i>	"I want to teach the new students how to use corpora, but I'm going to do it slowly, by exposing them to materials and then encouraging them to be more autonomous and do their own searches in the future. Of course, with a lot of scaffolding because they need it." Dalila, AR 1, INT 1, L246-248
<i>Corpora as an additional teaching tool or resource</i>	The tools presented provide the teacher with a wide variety of options, and a lot of activities can be designed based on corpus-informed websites. Personally, the more I use them, the more I like them. They inform my lesson with real-life language, reduce the preparation time and make text analysis more accurate. Aleka, AR 2, RJ, L34-37
<i>Correcting intuition</i>	"I think so [learning to use corpora has affected my teaching]. ...how I mark their work because they send their translations to me and

	sometimes when I'm marking it, I have just gone on my intuition and said no that doesn't sound right and then I will go and check. Maybe I will check on COCA which is American English even though I am originally English, so I think 'what sounds right to me?' and yet a lot of my students get more content from American English and so maybe what they have heard is right? and my intuitions then are wrong..." Aubrey, AR 3, INT 9, L119-126
<i>Job satisfaction</i>	They all used COCA and can do queries on it and find example sentences. We have sparked an interest in it. Neve, AR 4, RJ, L40-41
<i>Corpora in my teaching context</i>	I teach Business English and some of the courses are entirely custom made. I believe that COCA can help me find the exact language the learners need. It seems that it can be utilized in a variety of ways and be used as the starting point for many activities. Since the students are provided with authentic language, they will probably be more engaged. Aleka, AR 2, RJ, L7-11
Time spent designing activities	"Maybe around 30 to 40 minutes. So, I would use COCA in two different parts of my week: the prep part and then again the day before teaching with it in class or a few minutes before to make sure everything was working, I would try all of them again." Dalila, AR 1, INT 1, L123-125
<i>Direct</i>	The student found it demanding to sieve through enough examples for picture as a verb. I have recommended the BROWSE tool with PoS selection for getting the relevant concordances only. Katyusha, AR 2, RJ, L90-92
<i>Indirect</i>	I made indirect use of COCA. I used the KWIC and COLLOCATES tools to find verbs that collocate with the word "moisturizer." Then I chose the most frequent collocates and presented them in sentences provided by KWIC. Aleka, AR 2, RJ, L12-14
Use of corpora in the future	I will definitely use corpora for my ESP classes of Medical and Biomedical English, as I often use Google searches to find sentences of technical vocabulary on specific sites like the NHS, CDC etc. Using COCA or the medical corpus mentioned would be a great help for when we are developing test practice materials. Maggie, AR 2, RJ, L285-288

Parent Code: Corpus literacy behaviours	
Child codes and subcodes	Sample data
Feelings of navigating the corpus	Need to improve my COCA skills – I still get lost when trying different searches – I'm slow! Aubrey, AR 3, RJ, L47
Figuring out the activity to teach with corpus data	It was pretty challenging for me to think of ways to present articles via COCA. It would be about playing around specific words and their usage with different articles. Moreover, I can't see the way to single out concordances for meaningful absence of articles. That's why the activity for working out the rules on the basis of COCA examples really promising and opening ways to get the student involved into both the grammar topic and COCA potential. Katyusha, AR 2, RJ, L104-110

Initial steps: narrowing the search	“There were things in COCA that would help you to narrow down the search, so I might forget what those were after a few weeks, so I will need to go back just to see what Cathryn taught us regarding the narrowing down our search if we want to, so yeah that would be the reason I would go back to recording.” Nana, AR 3, INT 11, L26-29
Later steps: finding confidence	Well, I think [the challenge of the lesson] it is about me feeling confident using and introducing the corpus activities. Sahar, AR 3, RJ, L50

Parent Code: First impression of using various corpora	
Child codes and <i>subcodes</i>	Sample data
Confusing	“COCA, I'd never used it because I found it like really really confusing, visually confusing and Cathryn sessions helped to again demystify COCA and just show that it is actually really rather simple.” Aubrey, AR 3, INT 9, L97-99
Old	“Initially, I felt that the software looks a bit old. I think that was the first thing that popped up in my mind. Afterwards, it seemed a bit complicated, but it turned out not to be actually.” Aleka, AR 2, INT 4, L12-14
Positive	“Well, my first impressions were, ‘oh, my God, there's so much information.’ I was really blown away about the fact that I hadn't come across them before, and I really truly, hadn't. I've been teaching since 2003, so it's a long time, but I just didn't know that these things existed, so I was really impressed with what is there and what there is to look at. So, I found that really, really helpful.” Makenzie, AR 3, INT 8, L29-32
Powerful	Corpus is a powerful tool for language learner. But to get optimal benefit, I as a teacher, to be comfortable using it and also know its features so I could help my students with it. The training sessions were like an opening eye experience that shed the light into its potentials, but I still need more. Sahar, AR 3, RJ, L139-142
Technical	I have played around with it but always thought that it seemed quite difficult to manage as it is a very technical looking website. Having found other options like SKELL or Just the Word, I have been referring to those as it looks less scary for me, and also manageable to show in class without frightening students! Maggie, AR 2, RJ, L16-19

Parent Code: Training objectives	
Child codes and <i>subcodes</i>	Sample data
Grammar activity	Students recognised that ‘if’ sentences ‘in the wild’ through corpora don’t fit the rigid pattern often presented in coursebooks. Ss also noticed that the ‘if’ clause isn’t necessarily at the beginning, e.g., I’ll say hello if I see him. Aubrey, AR 3, RJ, L37-39

Speaking activity	The students got repeated exposure to the present perfect structures. It was arguably akin to drilling, but never felt tedious or overly forced as it was the students themselves who were speaking and listening to the structures. Conley, AR 4, RJ, L183-184
Vocabulary activity	The students were interested in exploring how different words connect to one topic. This is very helpful for them when preparing for the IELTS. Nana, AR 3, RJ, L149-150
Writing activity	Both objectives were successfully met as students were able to associate the different phrases from the concordance with the correct emotion and they also used some of them in writing. Eleni, AR 3, RJ, L109-111

Parent Code: Training evaluation	
Child codes and subcodes	Sample data
slide decks	“No [I didn't rewatch the recordings], only because I was too busy but I had a look at the Slide deck many times.” Luka, AR 3, INT 12, L30
Recordings	“Yeah, I'm pretty busy but I tried to watch the recordings before the actual session itself. If I couldn't watch the entire thing, I'd at least watch the part that pertained to my needs analysis query.” Oran, AR 4, INT 18, L27-28
Rewatched recordings	“The second session [recording] I did, yeah. I definitely found it useful to rewatch and I think I will rewatch others because within those five weeks there's a lot in it, it's good. I feel there's a bank of stuff to revisit and just become a little bit more familiar with the corpora tools, so yeah, a lot of lesson ideas in there, but I didn't have the time or an opportunity to try them all out in five weeks but there's a bank there to revisit.” Conley, AR 4, INT 19, L25-29
Using a learner need essential to learning to use corpora	“Yes. I had, for the perfume samples cosmetics course, I had a different lesson plan and I asked my student what would you like to focus on more? And she said past simple. So, she's like an A2 to B1 student, and so I took that and I designed afterwards, the lesson and I also used COCA for that.” Aleka, AR 2, INT 4, L47-50
<i>Searched corpora in free time or outside of training sessions</i>	“Yes, I did and it was quite interesting. I'm still exploring COCA, to tell you the truth, because there are so many things to learn.” Zenovia, AR 2, INT 3, L45-46
<i>Stress-free training</i>	“It was absolutely stress-free, and it was better, because particularly for me, coming from somebody who knew absolutely nothing, and so so busy, when I sat down to do things, I'd often forgotten. [So I] had to go back and look at my notes to see what I was supposed to be doing and to refer back to the course materials and that process helped me. So that was really, really good for me, because I was learning as I went.” Makenzie, AR 3, INT 8, L121-125

<i>Tried new corpora outside of training sessions</i>	I tried [building the activity] also in Sketch Engine but I wanted COCA colours! Aubrey, AR 3, RJ, L16
<i>Tried new corpus tools outside of training session</i>	“I tried everything that I could, that was possible [in COCA]. For example, I loved searching for clusters... The comparative, when you can compare two language forms and the Word [tool] when you just see the analysis of the word, that's also very helpful. And also I found it really useful when you can see the text, where I can see the sentence, but also I can see the text where it comes from, and yes. That too definitely.” Aleka, AR 2, INT 4, L45-48
<i>Less successful corpus activities taught</i>	“The most stressful ones were the ones that in order for you to get the sentence is, you need to open the context. Why was it stressful? Because the website takes too long, so it's not an easy search. So, it took them awhile to open it. So, they had to go back and then they lost everything, so they had to do another search, so it was stressful. Not because it's complicated, but because it takes too long. So, I tried it to do activities that did not require them to read the whole sentence in order to understand the meaning of the target language within this sentence.” Dalila, AR 1, INT 1, L117-122
<i>Teaching grammar</i>	“Because it is quite complex to explain and teach wishes, so it needs more practice. You cannot do it only with some exercises, you have to explain grammar, the rules, to do examples and then you can use it in corpora.” Zenovia, AR 2, INT 3, L63-65
More successful corpus activities taught	The student was enthusiastic about the number and variety of the context provided. She managed to work out the meanings of 10 verbs out of 10 correctly (the troubling ones being resent, shirk, endeavour). It was beneficial to see them in the appropriate structures from the start, so we don't have to dwell on this issue and start practicing the usage right away. The student plans to use the same kind of tasks for phrasal verbs with her B1-B2 students. Katyusha, AR 2, RJ, L83-88
<i>Comparing language forms</i>	“I liked that you could compare words, like when you put that slash and just gave you that function, that ability to do that, I thought that was very useful, yeah.” Ailbhe, AR 4, INT 16, L81-83
<i>Students are motivated and engaged</i>	By giving them more freedom to choose their sentences, they ended up selecting films/ TV shows they like, which made the lesson significantly more engaging. Dalila, AR 1, RJ, L218-220
<i>Teaching collocations and/or vocabulary</i>	I noticed them paying more attention to the “collocates” section and taking lots of notes from this. As a teacher, I am a big believer in the benefits of collocational knowledge and the Lexical Approach, so I would be confident that a lot was learned and that the experiment with using a corpus in class was very worthwhile. Conley, AR 4, RJ, L115-118
<i>Teaching grammar or colligations</i>	It was a good exercise and really got them thinking about different meanings. The most advanced student, as usual, really reflected and asked about a situation when one meaning could be used, and also came up with his own sentence to see if he understood correctly. Mind you,

	<p>he proudly states he loves phrasal verbs and is motivated by these challenges, so he had a great time puzzling over this with his partner. :) The others weren't frustrated, though it did force them to work hard on something so grammatically intense, when often times this class for them is relatively relaxing as they are there to maintain their levels. Maggie, AR 2, RJ, L161-168</p>
Reflection for learning to use corpora	<p>"Oh yeah definitely. There are those moments when you're reflecting on the lesson and thought, 'oh I could have used corpora for this.' Yeah, I think that happened to me once or twice, so that worked. Yeah, during the month when Cathryn was giving the [training] sessions." Luka, AR 3, INT 12, L120-122</p>
Reactions to the training sessions	<p>"...it was quite interesting to participate in the research. It was very nice for her to offer this to people, and it was a good opportunity that I'd be interested in, if she does other things, or if anybody does other training sessions with other corpora, for example. Yeah, to learn more and continue on with it because I think it's useful for me and the other teachers..." Maggie, AR 2, INT 6, L172-175</p>
Reactions to the trainer	<p>I was really happy with the activities offered by Cathryn in the session. I could immediately see how to use them at the lesson. Katyusha, AR 2, RJ, L58-59</p>

Parent Code: Ideas for future training sessions	
Child codes	Sample data
Flexibility to use textbook in needs analysis	<p>"...if we ask students 'what do you think you could improve on? ...' Chances are it is very unlikely that their needs will feed the syllabus and the syllabus is what we need to cover in the class ...' It means that we're going to target this piece of language specifically, and we might not have the materials to do it, so we have to come up with the materials. I tried to do both [covering the syllabus and their needs analysis to use with corpora], like an octopus. Of course, I managed, but I think that's something that needs taken into consideration for the future." Dalila, AR 1, INT 1, L44-52</p>
Inclusion of other corpora in training sessions	<p>"...looking at different corpora and not just COCA. It takes a little while, like two three weeks, to get the hang of the different tools, but perhaps it would be nice to compare how another corpus works or ones that are more student friendly. I don't know, depending on the type of students, maybe sketch engine? I sometimes use Just-the-word or [corpus websites] ones that are easier for students to navigate and that are free, so that they can look at a corpus instead of doing indirect activities." Maggie, AR 2, INT 6, L149-155</p>
More practice time	<p>"Cathryn came up with all these ideas about how to deal with but ... I kind of feel a bit spoon fed. Like, 'OK, here is step one.' A better way would be both of us making the activity together, but then I can see why she didn't do that. I'm really unfamiliar with corpora, so that's why she had to do it herself." Luka, AR 3, INT 12, L21-24</p>

Small tasks to complete in training sessions

“Maybe to give us a task in the online sessions. Yeah, to get us to do a task, so you're doing it in real time rather than doing it at home. Yeah, that's all I can think of yeah.” Ailbhe, AR 4, INT 16, L90-91

Appendix J: Co-participants' post-training interview transcripts

AR Cycle 1: Dalila Interview 1 Interview transcript Duration: 39.12

- 1 Interviewer (I): So what did you think about the number of training sessions?
- 2 Dalila: I think we may have done five to six sessions. I think it was really nice because I was able to get the
3 whole structure, so I had one session only with an introduction and every session was organised into a topic
4 [language point] and tool. I think it worked really nicely.
- 5 I: OK, and what about the length of the sessions?
- 6 Dalila: So I was by myself and that was a privilege. I know for one hour and 30, it felt perfect. I don't know how
7 things would have been if we had had other teachers or at least 3-4 teachers. I don't know if tht would be the
8 best, as different teachers can have different needs or different questions, so I don't know how that would word
9 in the future, but for now if there is a small number, I think that's doable.
- 10 I: Yeah, so if you had more teachers in the session, do you think an hour 30 might be too short? Or would it be
11 too long?
- 12 Dalila: I think it [a training session of an hour and a half] would be too short considering the amount of
13 information that we need to understand in order to choose or create an activity. If the goal were to create the
14 activity during this session, realistically, I don't think it's enough. However, if sessions are only to deliver an
15 explanation or introduce it, that's appropriate. But if we have to build an activity during this time, I don't think
16 that's enough because of the whole prep time that teachers usually have and trying to deal with the new tools.
17 So, there are a few challenges there.
- 18 I: This actually isn't a question from Cathryn, but I'm curious about the amount of work that you had to put in
19 outside of class. What do you think about the number of hours that you had to put in?
- 20 Dalila: So when it comes to design and activities that involve COCA or corpora, we need to bear in mind that
21 the students have no idea what it is, and as we are teaching online [in 2021], it's not that I can look at what
22 students are doing or have access to their screen. They're going to be in breakout rooms, so I invested more time
23 in making sure that my slides were clear, that the information that they needed was there. That is, step-by-step,
24 so that involved more preparation as well. Apart from that, there is also the fact that whatever we ask students to
25 do, we have to make sure that we have done it first, so we know what comes up and all of the searches that I got
26 my students to do, I had done them previously. Then there's [the fact that] COCA doesn't always work as it
27 should. Sometimes it asks you to wait, or sometimes you'll get the same search over and over again and don't
28 have the same results. A third factor is that students aren't familiar with it. I mentioned this is something we
29 need to do first, the searches. And 4th, and also pretty important, is the fact that I can also not just add COCA in
30 the middle of the lesson out of nowhere. So for instance, as I teach PBL, project based learning, we don't have
31 that PP sort of format to the class. So sometimes I was thinking, 'OK, my students want to work with grammar.
32 They want to know the passive voice, so how can I [work COCA into the lesson]? What kind of lead-in can I
33 have?' Because the [class] materials don't have it per say, and that can change in the future if we ask teachers to,
34 not only have the language analysis, but also to try to match the PBL syllabus with the language analysis [with
35 corpora]. Because there is a difference if we ask students 'what do you think you could improve on? What piece
36 of language would you like to work more on?' Chances are it is very unlikely that their needs will feed into the
37 syllabus and the syllabus is what we need to cover in the class you see. That's going to be different. So, if we
38 ask students, 'OK, what do you wanna learn?' It means that we're going to target this piece of language
39 specifically, and we might not have the materials to do it, so we have to come up with the materials. I tried to do
40 both [covering the syllabus and their needs analysis to use with corpora] like an octopus. Of course, I managed,
41 but I that's something that needs taken into consideration for the future.
- 42 I: Perfect. So what was your initial impression of COCA?
- 43 Dalila: Fantastic. It is fascinating, I love it because when I was at college they talked about it. I graduated in
44 languages. We have a different name for it in Portuguese, but it's like studying English as a second language
45 and is to study thinking and teaching methods as well. [At that time] we learned a lot about COCA, but we never

46 used it. So, for me it was like, 'oh, here you are again', but at the same time, it can also be over whelming. A lot
47 of linguists use it and I didn't know what to do, but it impressed me. You need to be specific to get what you're
48 looking for. Year, that was a big problem sometimes because I wanan know everything but I cannot. You have
49 to be really specific with your searches, so that is a bit complicated when you are first learning to use a corpus.

50 I: And did it get easier as the training sessions went on?

51 Dalila: Yeah, it definitely because easier.

52 I: So, did you get enough support during the training sessions in your developing your own corpus materials?

53 Dalila: Definitely. Cathryn has been really really good at everything. She's really attentive and not only did she
54 help me during the training sessions, but she also helped me during the crazy times on a Sunday evening when I
55 emailed saying that I could not access a tool or the search was not happening the same as in the training session.
56 She even met me on a Sunday afternoon so I could share my screen and she helped me find the things that I
57 wanted for my corpus activity that week. So she did her best and yeah she was really helpful in all of that.

58 I: OK, and did you rewatch any of the training sessions?

59 Dalila: I did, yeah, it was helpful to rewatch them because as much as I like talking about it in the practice
60 session, sometimes I might forget to add an asterisk, or sometimes I might forget that the word should be in
61 capitals or should not be in capitals. So whenever I look at the recording again, it's like, 'Ok, this is what she did
62 to get this result.' So yes, that was really helpful.

63 I: So when things go back to face-to-face teaching [after the pandemic], would you find the recordings
64 benefitital still? Or would you be OK just relying on notes?

65 Dalila: The recordings are good and it's better to be sage than sorry. Or if we don't have access to the
66 recordings, then we can have access to printed materials. After every session, for instance, it doesn't need to be
67 printed, it could be something similar. Like the [training] handbook, but specific to that session because what I
68 realised is that there is a lot of information and sometimes you don't even know where to look if you only have
69 the handbook.

70 I: So the visuals are really important. Having even just screenshots of COCA and what you did in the session
71 with it and how to search within it.

72 Dalila: Yeah, exactly. 100%

73 I: OK, so how did you find conducting a needs analysis with your students?

74 Dalila: I don't think I had any difficulties with this, but my own difficulty again was trying to fit it into the PBL
75 syllabus, that was my only issue. I only used one or two questions from the Need Analysis questionnaires [from
76 the handbook], but my other difficulty with this was that the students themselves gave me needs that were too
77 broad. Like, 'I want to know more about prepositions.' My class are C1 [level] students, so I asked them to give
78 me some examples and then I found out that they struggled with dependent prepositions, so sometimes they
79 don't know their own needs...So I think the questionnaire in the handbook needs to be more specific and give
80 the teacher an example.

81 I: Perfect and so how, if any, did the needs analysis help in designing new corpus-based activities?

82 Dalila: I think if we know what we want to focus on, we can make them more engaged by catering to these
83 difficulties, so I think that's how it happened. Designing the corpus-based activities, if students are struggling
84 between one verb tense and the other, that helps us to understand which tool to use with the corpus. For
85 instance, the compare tool. So think that's how it helps.

86 I: OK, you talked a lot about the syllabus versus the needs analyssi, so how did you negotiate that? How did you
87 fit in the needs analysis with the PBL syllabus?

88 Dalila: So at the end of every week we have a unit quiz which is basically a compulsory assessment. I had to
89 make sure that they were capable of doing that and also include corpora. So...I set one class aside only to use

90 corpora. I made sure I had a whole lesson on that without leaving any gaps and without the students feeling like
91 'why are we using this?' So I made sure to work corpora fully into the lesson.

92 I: So EP was used to stress playing with corpora and trialling new searches and activities. Did you try out
93 different searches outside of the training session, or different searches with different tools?

94 Dalila: Yeah, I tried different searches within the corpora because I had to make sure that I was getting the right
95 results. Also, I tried the same search using different tools. Yeah, just for fun and to see what happens.

96 I: So how long did you spend using COCA per week?

97 Dalila: In class or outside?

98 I: Outside:

99 Dalila: Maybe around 30-40 minutes. So I would use COCA in two different parts of my week: the prep part
100 and then again the day before teaching with it in class or a few minutes beforehand to make sure everything was
101 working. I would try all of them again.

102 I: OK, and how long did it take to make an activity with COCA? So how long did it take you to prep and create
103 an activity?

104 Dalila: 20 minutes I'd say. Yeah, 20-25 minutes. The only issue in creating [an activity] as I said, it [the search]
105 has to be really specific. It has to be really clear, so the first time took a bit longer, but after students were more
106 familiar I was like, 'I don't need to introduce corpora again. I don't need to teach them how to log in again', so it
107 went smoothly afterwards. So, the first couple of lessons were probably the most time intensive and then it go
108 less and less as it went on.

109 I: And which corpus informed websites and activities were your most stressful and why?

110 Dalila: The most stressful activities were the ones that use the Compare tool because I have to be really specific
111 and sometimes either you're not clear enough or COCA is not in the mood to help you. And the KWIC tool as
112 well because it doesn't always show the results I want.

113 I: Which ones were your least stressful? Which ones were the easiest?

114 Dalila: The Word [tool] is fantastic. Yeah, that's really nice because it gives you all the information that you
115 need about a word, so it's even better than a dictionary.

116 I: What about for your students, which ones were the most stressful and least stressful?

117 Dalila: Uh, the most stressful ones were the ones that in order for you to get the sentence, you need to open the
118 content. Why was it stressful? Because the website takes too long, so it's not an easy search. So it took them
119 awhile to open it. So they has to go back and then lost everything, so they had to do another search, so it was
120 stressful. Not because it's complicated, but because it takes too long. So I tried to do activities that did not
121 require them to read the whole sentence in order to understand the meaning of the target language within this
122 sentence.

123 I: OK, and which were the easiest or least stressful for your students?

124 Dalila: That was definitely the word and the list tools. Yeah, both of them were OK, simple, easy peasy lemon
125 squeezey.

126 I: Perfect, so how did your students respond to the new corpus-informed activities? What was their reaction in
127 response?

128 Dalila: So we have two different and even contrasting opinions. On the one hand, they love the fact that they
129 were exposed to so many different contexts and they could see language as it's used, so authentic materials. And
130 of course, sometimes when I worked with KWIC, they could see the series because we work with TV series and
131 movies they liked and were super, super happy and that was quite useful because it keeps them engaged. On the
132 other hand, the students found COCA not that much of a student-friendly website. It's too academic, we all
133 know it is anyways. Yeah, and I made sure to tell them 'Guys, this is not for students, this is for academics, this

134 is for research, but we can use it in the classroom.’ And then they felt really good about it like, ‘Wow, we’re
135 learning something that many teachers don’t even know how to use. Yes, and ‘let’ take advantage of it.’ So I
136 wanted them to have the impression that they can learn the language with different materials rather than their
137 coursebook. And I’ve managed to do that, so I think that’s a sign it was successful overall.

138 I: Perfect, so how did you feel teaching with a corpus in the classroom?

139 Dalila: Yeah, so here’s where it gets tricky. So, the whole experience I felt really, because I am super interested
140 and my students become interested because they see that I’m happy with it, that I see potential in us using it.
141 From a teacher’s perspective, it can be really, really challenging because of the unpredictability of the results.
142 So that’s something that I’m not going to say I struggled with but it kept me on my toes. For instance, I asked
143 the students to search for one specific structure. Having that structure in mind, I wasn’t expecting that they
144 would find many different examples. For instance, the dependent prepositions, I selected 3 or 4 ... and I got
145 them to try to guess the preposition that comes after, and then they had to use a corpus tool to find more
146 examples of that verb and check the prepositions that come after. But many of these verbs were followed with
147 ‘by’...because the sentences they came across had more passive voice structure, and I didn’t know that. So they
148 said, ‘teacher, we can use ‘by look’ and I was like, ‘yeah, but that’s a passive structure’ and then they got even
149 more confused. So it can be counterproductive as well. If students are not prepared, as I have said, I teach PBL,
150 which means our focus isn’t on grammar so much, so our students don’t sometimes even have the meta-
151 language in order to understand the difference between a passive structure and an active one. They don’t know
152 what a subject is, they don’t know what word comes after, inside the subject and object. So that was a bit tricky.
153 I think if I could have worked with vocabulary [as the pilot session focussed on the use of corpora for grammar
154 only], my students would have been better prepared than working with grammar. That is one of their
155 weaknesses, so I had to do a lot of scaffolding in order for them to understand the differences and why this one is
156 good and this one is not. I had to boost their confidence whenever they would give me like 10 sentences and I
157 would say, ‘yeah, but out of these 10 sentences, only 2 have the correct structure’ which is what we’re actually
158 trying to focus on.

159 I: OK, so was teaching with a corpus in the classroom what you expected prior to starting the session or was it
160 different and how?

161 Dalila: So the good thing about it is that I don’t usually create expectations on anything, so whatever comes is
162 always a surprise. And it did surprise me in different ways. So, a really positive way is that I see corpora give us
163 what we [teachers] lack in the classroom which is authentic language and exposure to authentic language.
164 Especially now that students are in locked level 5 restrictions, they don’t have many interactions in English, so
165 it’s good that they were able to have the opportunity to use it. So that’s really good, positive surprise that I had.
166 On the other hand, I realize that in order for a teacher to use corpora depending on the search they do with the
167 students, they need to be really confident about what they are going and about the language itself. My life is
168 studying English. It has always been since I was 13 and I’m 27, so I know things but I’m not sure if that would
169 be the case for other teachers, native or non-native, it doesn’t matter. What matters is your expertise when it
170 comes to knowing a language deeply, because if you don’t know and you’re working with corpora, that’s going
171 to be a *real* challenge and really overwhelming to the students. So yeah, that’s what would be my main
172 comment here.

173 I: So basically if the teachers themselves don’t really have a deep understanding of the language and how it’s
174 used in the rules and are able to explain that to the students then it might be less effective.

175 Dalila: Not only less effective, but if a student asks you a question and I see that you are confused and you don’t
176 get back to it after, you kind of lose their credibility in their classroom. It does not happen to me of course, but
177 that is something that can affect even the teacher’s self-esteem and their own image. It’s like a bit of a stretch, of
178 course, but that’s something that can be taken into consideration.

179 I: Yeah, perfect, so how has learning more about corpora affected your teaching, if any?

180 Dalila: So for me it made me realise that language teaching is much more than flipping the pages of a
181 coursebook. And when it comes to language, there are endless grammar constructions and of course the way that
182 we teach has to change after we have been exposed to such at all. Because we realise that why are we teaching
183 first conditional, second conditional, third conditional, and not drawing enough attention to the mixed
184 conditionals because those ones are used the most. Those ones are the ones that students are going to be exposed

185 to the most, so that helps us to narrow down what students need to know in order to be confident users of
186 language.

187 I: Yeah, I see. The training session included optional corpus activities for your class. Did you use any of those?

188 Dalila: Yeah, I did, but I just used the one which is 'Just-the-word'. Cathryn showed me at least another 4, but I
189 figured that I have enough challenges with using COCA. So I thought, 'I'm gonna leave that there for now and
190 I'm not going to use them yet because I wanted to learn bit by bit, learn it effectively, apply it in order to take
191 risks with other tools at a later time.

192 I: OK, and by the end of the training session, do you feel prepared to make them on your own?

193 Dalila: So the corpus activities, definitely. In the last [training] session, Cathryn gave me enough time because I
194 was by myself to build my own activity and it was OK yeah.

195 I: And so do you think that you'll continue using corpora in the classroom after the training ended?

196 Dalila: Definitely, this time I'm going to try to fit it into the syllabus in order to feel that my students aren't
197 missing anything. I also had another challenge when 2 of my classes merged because I had been working with
198 corpora with my afternoon students by my morning students had no idea what it was. So after they merged, I
199 had to decide what to do with it. This was actually this week, so I was trying to figure out how would I do this? I
200 want to teach the new students how to use corpora, but I'm going to do it slowly, by exposing them to materials
201 and then encouraging them to be more autonomous and do their own searches in the future. Of course, with a lot
202 of scaffolding because they need it.

203 I: Yeah, so that brings up a really good point about your classes merging, and I know that in Dublin at least, it's
204 really common to have rolling admission. So every Monday you could have new students in your classroom, or
205 new students could be leaving your classroom because they are moving up, or they're leaving the school
206 completely or whatever. How will you deal with the challenge of having a constantly changing class using
207 corpora?

208 Dalila: Yeah, I'm not sure if that applied to my context because in our school all of the students there are
209 enrolled together. So, we have at least 10 students starting and finishing at the same time. Of course, we might
210 have some students moving up or down a level or moving into another class in this case. It's not common, but
211 what I'm going to do and what can be done is to get the more experienced students to help the newbies.

212 I: Perfect. So, what changes would you suggest to the training session for teachers in the future?

213 Dalila: Yes, so as I have mentioned the needs analysis versus the syllabus [issue]. That's something that can be
214 discussed. Of course, that's something for Cathryn to decide what to focus on. The other thing is that having the
215 training sessions over MS Teams is horrible. Most teachers use Zoom on a regular basis, so I don't see why we
216 didn't use it for the training sessions.

217 I: yeah, right. Was there anything that you really liked or disliked about the training sessions?

218 Dalila: Sure, Cathryn is amazing. Have I mentioned that? She is super organised with her slides and she would
219 always make sure to put something different in the slides and that helps a lot, especially when you are dealing
220 with something so academic that tends to be serious. But she didn't make corpora that serious feeling, she's
221 always super engaging and the fact that she is excited makes us as teachers also excited, just like we do with our
222 students. And she's really organised, she would always give me time for me to share my screen and to do the
223 same searches that she was doing to make sure I knew what I was doing, so that's really really positive. What I
224 didn't like? Yeah, apart from MS Teams, I think that if I could see Cathryn doing the searches live, instead of
225 using the screenshots on the slides of how she did it, I think that I could have been more helpful. Show us live
226 and then saying, 'OK, now it's your turn.' Instead of having the screenshots, after each slide and she could do it
227 live, like 'now, let's do it together. I want to see you do it step-by-step.' She did it quite a few times, but I think
228 that the more she does it, the better.

229 I: Yeah, so actually pull up the website, share her screen and her doing a search. So that you can see exactly how
230 she navigates the website and then you can do it.

231 Dalila: She did it a lot of times, but I think she could turn it into a role.

232 I: OK, so what worked and didn't work for you in terms of teaching with corpora in your classroom?

233 Dalila: Yeah so I think I've already mentioned it but I'm gonna just make it clear. COCA is a bit slow and
234 students get impatient. And with them getting impatient every week, I think they might start to wonder, 'are we
235 doing this again? Why can't we just use the book?' So that's one [issue]. Second, the fact that the results are
236 unpredictable can be a bit counterproductive for students because you ask them one example of something very
237 specific [in the corpus] and they can come up with many others that I'm like 'OK, but that's not what I'm
238 looking for'...so that's it. Overall, I feel pretty positive, it keeps the teachers on their toes, definitely. It is good
239 to use for authentic language. I'm not sure how it would work with lower levels, so that could be a challenge. I
240 have worked only with corpora for supporting grammar, so there are many things around this context. My
241 context is PBL, so my students need more scaffolding when it come to that. Now I know, but I think that
242 overall, it was a really positive experience and I liked it. I felt privileged to be able to do this and Cathryn is
243 amazing and I'm really sure she will take this feedback into consideration for her new teachers.

244 I: Yeah, so that's the last question that I have written down, but are there other questions that you wished I had
245 asked that I didn't ask?

246 Dalila: Actually you covered everything. These are like my most sincere comments because I know that
247 whatever I'm telling you will help in the future.

248 I: Yeah, that you for participating.

- 1 Interviewer: Whenever you're ready, I can start asking the questions.
- 2 Katyusha: Yes, I'm ready.
- 3 I: Perfect um, so what did you think about the number of sessions and the length of sessions of the training?
- 4 Katyusha: It appears pretty like optimal to me, like neither too many, nor too few.
- 5 I: And the length of the sessions, where those okay? What were they an hour long or...?
- 6 Katyusha: Ahhh, yeah originally it was meant to be longer, but we were a small group we were just two
7 teachers, because Cathryn, kind of, went an extra mile and made two groups, and so we were a smaller one and
8 both of us who are kind of unknown, so we didn't take this part of the session, where we were supposed to do
9 some demos ourselves. I know, maybe because we were pretty comfortable with the tools. So they were shorter
10 than originally meant. The sessions.
- 11 I: Okay, and do you think if they had been the original length, do you think it would have been too sorry too
12 long, or what that have been OK, as well?
- 13 Katyusha: For me personally, it would be probably be wrong because I'm not very good at like concentrating in
14 Zoom and after an hour I lose part of my concentration and involvement like it feels a 5th grader. Yeah, but that's
15 absolutely personal.
- 16 I: Yeah I understand that, I'm like the same way. Okay perfect, so what was your initial impression of COCA?
17 of the corpus?
- 18 Katyusha: Well, actually my initial impression dates a bit longer ago, but what is remarkable about this project
19 was that I actually saw more corpora and I saw that now the interface, kind of the design, is unified in all of
20 them. And so I kind of updated by knowledge but yeah, I knew about COCA before and I was ready for what it
21 has to offer.
- 22 I: And do you think your experience with COCA before helped you in the training sessions?
- 23 Katyusha: Oh yeah, definitely because I was not at all.. neither embarrassed nor kind of lagged behind by the
24 tools, so by the language you have to use in the search box and anything so.
- 25 I: And, did you have enough support in developing your own corpus-informed materials during the training
26 sessions?
- 27 Katyusha: Yeah I mean. Maybe I didn't use much of the support for my own activities, but what Cathryn has
28 been offering was absolutely meaningful and I could take some of the activities to use. As they were or they
29 gave me some insights into what I could do, on my own so that was, of course, very supportive but, even though
30 I didn't ask for any specific help, but they were kind of inspiring and I opened in many ways.
- 31 I: And did you re-watch any of the recorded training sessions?
- 32 Katyusha: Oh no I didn't. I didn't because I'm in the habit of making notes when I'm in some session and they
33 usually have all the important things there what I actually reviewed or the pdfs so used and in combination with
34 a notes that was enough so I didn't re-watch any.
- 35 I: Okay, so you really relied on the pdfs and your own notes on...Did you find the pdfs to be thorough, did you
36 find them to be helpful?
- 37 Katyusha: Yeah, absolutely. They had all the necessary details, the summary, how to arrange the activity and
38 even what to type in the boxes, they were elaborate.
- 39 I: Perfect, so I'm going to move to the questions about Needs Analysis now. So how did you find conducting a
40 needs analysis with the students? Were there any difficulties with this?
- 41 Katyusha: So my students are private students so it's one-to-one classes it's not at all a problem to ask people
42 what they would like to probably enhance or yeah so no.

43 I: Okay, and though you don't teach in a school, do you use textbooks when you're with your private students or
44 do you do a mixture kind of everything?

45 Katyusha: I mean, I usually make up some lessons for them like from scratch, but I sometimes employ some
46 materials from textbooks usually from English File from different levels.

47 I: Okay, and so would you have preferred to use a needs analysis or using COCA with your textbook? Like
48 would you prefer to do everything from scratch with COCA or would you prefer to integrate COCA into pre-
49 existing lessons or textbooks that you had?

50 Katyusha: Of course, I guess, a combination is a better option to me.

51 I: Okay, and how, if any, to the needs analysis help in designing new activities with COCA? Did you use the
52 needs analysis and use what your students said that they needed, did you take that into consideration or did you
53 use that to inform your activities that you designed with COCA? so did you say like 'oh student A said she
54 wants to focus on passive voice', and so you went to COCA and said I'm going to design an activity for passive
55 voice'.

56 Katyusha: Oh yeah, yeah that was the way we worked. We had the need analysis and Cathryn asked what the
57 priority needs are and then she was offering some examples of activities for that. And it was like predetermined
58 that the activities are based on the needs analysis, yeah.

59 I: Okay, and how did you find that process? Was it easy to kind of design activities based on needs analysis was
60 there any difficulties with it or...?

61 Katyusha: Since we had Cathryn's support, so it was not a problem. Of course, if I started all on my own, and I
62 had, for example, articles, I probably would have wracked my brains, how to do that... but in the course of the
63 sessions, we could see that practically any topic or the grammar and vocabulary can be covered in this way, so
64 yeah.

65 I: Perfect. Okay, so now I'm going to go to Exploratory Practice. So exploratory practice was used to stress
66 playing with COCA. Did you try different searches outside of the training sessions so did you play around with
67 COCA? how did you find that?

68 Katyusha: Oh, oh that's interesting that's actually [I] was a little bit past that stage, when I was using it before.
69 So in this project I was more doing the searches that I need for the activities, so for the needs analysis but yeah.
70 Maybe sometimes I was a bit discouraged by the fact that sometimes you do not get what you want, so you have
71 to probably try out different tools. Maybe the tool that you're using and is good for one aspect is not good for the
72 other, so you have to combine them and so all this, but yeah that was probably what I most often did. Like trying
73 to find the best combination of tools, yeah.

74 I: Yeah, so about how long did you spend using COCA per week?

75 Katyusha: Per week would probably [be] approximately hour and a half, on average.

76 I: Okay and how long did it take you to make an activity with COCA on average?

77 Katyusha: So it depends, because I took a couple of activities as they were are so I just probably I mean, as they
78 were offered by Cathryn and just maybe searched for some examples, but that's pretty quick. And in some cases,
79 I actually spent more than two hours because I was preparing kind of an introductory activity for my student
80 who is also a teacher and I tried to combine, like, their language with the introduction to COCA itself so that she
81 can have a good idea of what there is. So this thing to a bit longer yeah but the average? Yeah maybe an hour.

82 I: Perfect and which COCA activities do you think were the most successful?

83 Katyusha: The most successful I think were those which was the students who are also teachers. I have 2 have
84 those and I had 2 students proper or just for practical needs and I probably would say that, with the first group, it
85 felt more rewarding because they could see something in this tools that they can use themselves like as teachers.
86 And the students who are students, proper and also being like private students, you know it's one hour and you
87 want to only produce, produce, produce language and then you are supposed to get exposed to something which
88 is not so immediate – you can see the very immediate use of that. I can't say it was not successful, but maybe

89 direct activities definitely did not feel like meaningful for this group of students, indirect ones who are okay,
90 because the yeah it was nice for them to know that this is like actual language taken from actual contexts and
91 yeah and not even from a textbook but like from everywhere.

92 I: Yeah and can you give an example of what you mean by indirect activities?

93 Katyusha: It means that you don't expose the student to corpus, but you just expose the student to the activities
94 that include the examples from COCA.

95 I: OK, so the most successful ones are kind of the ones where you, you had done all of the work with corpora,
96 with COCA and then brought it into the classroom as examples and stuff like that, whereas If you had the
97 students....

98 Katyusha: With the students proper yeah it was like that. With the students who are also teachers it was pretty
99 much okay to get them involved into the whole process.

100 I: Okay. Perfect and so now I want your reflection of corpus use. So how did you find teaching or how did you
101 feel teaching with corpus, was it what you expected prior to the training sessions?

102 Katyusha: I didn't expect anything at all. I got was a blank slate in terms of expectations so but, but I would say
103 exceeded probably if I had an expectations, I think. It would exceed that yeah, but teaching with a corpus and
104 yeah being a private teacher, I find it if we take this private tutoring one-to-one classes or speaking for language
105 use, practical language use, every day English, general English... probably it's a bit I don't know.... A bit too
106 much extra for the students. If the students, on the other hand, are studying for some exams, especially writing
107 exams or exams that involve part of writing, and are more focused like on grammar really – [unclear] into the
108 depth in the rules, then it also could be beneficial, yeah, but if it just the general English private students, I don't
109 know, I couldn't find a very, very natural way for that. Maybe somebody could, but I can imagine that, in a
110 group, it could work better. I mean if it's a group of even general English students, due to this competitive aspect
111 and some kind of peer teaching, yeah, that could be more involving, more fun. yeah but I haven't tried that. This
112 is my idea.

113 I: Yeah perfect. So how has learning more about corpora affected your teaching if any?

114 Katyusha: Well I think I can probably use it more often for examples yeah, that's really handy. Yeah that could
115 make probably-- because I make all the lessons practical from scratch and sometimes I'm at a loss for some
116 situation, so it can be like inspiring probably. It would be really great if there were a way to introduce our
117 students to [a] corpus naturally. I don't know, some kind of activity or yeah. It may sound very unrealistic,
118 maybe but when people are non-linguists, and they see language, you have to use to get what you need,
119 sometimes people feel that it's a bit too much. And they even have to make, maybe, an effort to try because it's a
120 bit too much for non language students who just want some general English, yeah.

121 I: And so the training sessions included optional activities for your class did you use these or did you create your
122 own with COCA?

123 Katyusha: Yeah I used some of those, yes.

124 I: You did. And would you say that they were successful, I think you've probably answered this already but...?

125 Katyusha: Yeah, it depended on this kind of student. Yeah.

126 I: Okay, and so, at this point, are you likely to continue using corpora in your classes? so after the session...

127 Katyusha: Probably more indirectly than directly.

128 I: Okay, and so what changes would you suggest to the training sessions for teachers in the future, so how could
129 it be improved?

130 Katyusha: I don't know. I didn't actually work in a larger group, so I couldn't see how teachers actually respond.
131 Like in our group, it seemed that we both were pretty comfortable, but I didn't know what others would
132 experience, but again, like for students, maybe for teachers, it also could be great if there could be some, I don't
133 know, user-friendly guide. Because of course, you can play around you can try it out, but maybe just to show a

134 bit more in the beginning, like how it works. because sometimes it's assumed that teachers, grown up people,
135 educated and everything, and they can figure out everything with some instructions and investing some time into
136 it, but I can see, that some webinars as I'm in the habit of attending some and sometimes people have questions
137 about very simple things even. Really simple things, but if they are new, they are not very certain and there are
138 people who are ready to kind of jump in and start trying, there are people who want like more explanation, more
139 kind of all this and try something out from simple to more complicated things. I don't know, I think this corpus
140 is pretty challenging if you want to use all the functions and of course, you may not use all the functions, but
141 then you feel that you have not been given, like everything that you are not like a full-fledged user and being a
142 teacher, you may not like this feeling. Yeah? so if I'm using something I should be confident that I understand,
143 like everything how it works and maybe this part, though, it could be tiring and or maybe monotonous or but I
144 think it could be rewarding in the long term.

145 I: So, having more training and instructions on how to actually use corpora ourselves before jumping into 'okay
146 we're going to make an activity with it'.

147 Katyusha: Yeah, yeah. Just like maybe even not one session, maybe, maybe even two sessions, maybe before
148 getting into some activities might make sense to just master in some way the tools and get some tasks like will
149 you now find these? will you now find that? and maybe have it also it's some kind of homework and then, when
150 you feel more comfortable with this, it can give you a better understanding of what you can do, and it can help
151 you create your activities and everything. It just, you know, from top of my head, even though I'm elaborating a
152 lot but I'm thinking like if I didn't have this experience was COCA and it was like my first time and I sold out
153 and I thought that maybe I would have been taken aback or wouldn't be comfortable with it so much.

154 I: Okay perfect, and so the last question: what worked or didn't work for you? she has a teaching and with
155 corpora in your classroom in your opinion, so what worked and didn't work?

156 Katyusha: So for me personally, I like everything to be planned in advance and organized and going smoothly
157 and so when I have some indirect activities that's the case. When I have direct activities and, for example, I'm
158 sharing my screen and show in something and then it doesn't work. It happens with corpora from time to time
159 and then, this was a bit like discouraging, yeah, you have to... and maybe this is something that also prevents
160 [some] from using it indirectly, especially with the kind of students proper yeah. That may be it, but nothing can
161 be done about it, even though I invested into this what it is, so that I don't... So I bought the subscription for this
162 [COCA], and so it didn't have any problems with like limited number of searches. But still sometimes and even
163 Cathryn commented on that it is possible that sometimes you need to give it a second chance yeah, but this is
164 something that I just did again, something personal I did not feel very comfortable with this natural thing.

165 I: Okay, perfect So is there anything else that you'd like to say or expressed any other suggestions or anything
166 like that?

167 Katyusha: Oh, I seem to have kind of said more than enough. It feels like talking, so I have my notes here which
168 are pretty concise. Now just maybe to extend my gratitude again to Cathryn, and to you, and to the people
169 involved into that because it's really a very beneficial of project for teachers and it's definitely like expanding the
170 opportunities and it's definitely kind of making language teaching more authentic, meaningful. Of course
171 Cathryn did great job that was just amazing, that she was able to come up with such a lot of activities for all the
172 variety of topics, very creative and all this, The design of the presentations, specific, yeah, deserve specific
173 mentioning because they were like aesthetically so nice and humorous sometimes, so yeah just this.

174 I: That's brilliant. Thank you so much. That's all the questions that I have for you, so i'll say thank you for
175 participating in this for Cathryn. I know that she really appreciates it and I know the effort she's put into and
176 how much she really appreciates having you know the teachers, working with her that she's training and
177 whatnot. She speaks very highly of all of you so yeah. Thank you so much.

178 Katyusha: Nice to know. Thank you.

179 I: Yeah thanks, take care. I'll stop the recording.

- 1 I: So if you're ready, I'll just start asking you questions?
- 2 Zenovia: Yes, please start.
- 3 I: Perfect. So, what did you think of the number of sessions and the length of the sessions of the training?
- 4 Zenovia: [They] were quite good. I would say, more than good, excellent I thought. Because Cathryn showed us
5 ways to use the corpora and that is so very interesting. Also, it is useful and essential for our work because
6 children, especially teenagers, see original writing so they can pick up phrases, tenses, idioms, collocations...
7 and so that's my opinion.
- 8 I: Yeah, so you think the training sessions, like, I think you had one meeting a week, that was an hour long
9 or...?
- 10 Zenovia: Yes, one hour.
- 11 I: Was that enough or too much? too little?
- 12 Zenovia: No, it was okay I think.
- 13 I: Yeah, okay. Perfect and so what was your initial impression of COCA? Of the corpus?
- 14 Zenovia: At first, when I saw COCA, I thought that it was quite complex, to tell you the truth, to use it. And I
15 felt, can I do it or not? But with Cathryn's help, I realized that it's not so difficult to use it.
- 16 I: Okay, um did you have enough support and developing your own corpus informed activities?
- 17 Zenovia: Yes, the support was quite enough. She explained everything in details. And she had prepared also the
18 exercises, so it was nothing difficult. I just took the exercises that she proposed and I tried to tried it out in my
19 lessons needs.
- 20 I: Okay, and did you re-watch any of the recorded training sessions?
- 21 Zenovia: Yes, I did because I wanted to see every detail.
- 22 I: Okay, and did you find them helpful were they helpful to re-watch them?
- 23 Zenovia: Yes, because I learned more, and I can understand more how to use corpora.
- 24 I: Okay, I see. I'm going to turn to the Needs Analysis now, so how did you find conducting a needs analysis
25 with your students, did you have any difficulties with that?
- 26 Zenovia: No. They wanted to take part in this needs analysis. I asked the top of my students who are in a B1
27 class and B2 level and they wanted things like vocabulary [of] natural disasters, a passive voice grammar, free
28 time activities and past tenses. Okay, this is what they wanted to know and then I used the exercises and COCA
29 to create/produce their own writing or speaking.
- 30 I: Okay, perfect. So, if you teach in a school, would you have preferred to use the needs analysis or would you
31 have preferred to use COCA with your textbook?
- 32 Zenovia: Ah, I would use needs analysis with COCA. Because, as we know, the [text]books are something
33 different. I mean, with COCA you come in touch with a real language. And it's not like the language that you
34 have in a course book, small dialogues or paragraphs that are at the level of the students. They can dive into the
35 real thing with COCA.
- 36 I: So how, if any, did the needs analysis help in designing new activities with COCA? You said that your
37 students wanted natural disaster vocabulary and passive voice, did you end up developing materials for that?
- 38 Zenovia: What I did, I used some text [sentences] from COCA to find passive voice examples and to use some
39 active sentences in order to transform them in passive voice. Every natural disaster, the things that I did was, I
40 used COCA and some text and I told the students, please go there, see and read whatever you like, and try and
41 write a news report about a natural disaster that happened either in Greece or somewhere else in the world.

42 I: Okay, perfect. So, going on to Exploratory Practice. So Exploratory Practice was used to stress playing with
43 COCA. So, did you try different searches outside of the training sessions by yourself?

44 Zenovia: Yes, I did and it was quite interesting. I'm still exploring COCA, to tell you the truth, because there are
45 too many things to learn.

46 I: Mm hmm. Okay, and how long did you spend using COCA each week?

47 Zenovia: Say about one in one hour and a half - two.

48 I: Okay, and how long did it take you to make an activity using COCA?

49 Zenovia: It didn't take quite long [to build a corpus activity] because I had everything there on the screen, so I
50 could choose the specific language that I wanted and adapt to my exercises, so it didn't take too much.

51 I: Okay, and did it get quicker as the training went on?

52 Zenovia: Yes, yes.

53 I: Okay, perfect and which COCA activities do you think are the most successful?

54 Zenovia: The news report.

55 I: Why was that the most successful?

56 Zenovia: Because the student was quite enthusiastic about that project, and she wanted to help me and she used
57 many texts from the corpora and took some vocabulary words, idioms, and so on, and she produced an excellent
58 news report.

59 I: Brilliant, and what was the least successful activity?

60 Zenovia: I would say 'wishes'.

61 I: Okay, why was that the least successful?

62 Zenovia: Because it is quite complex to explain and teach wishes, so it needs more practice. You cannot do it
63 only with some exercises, you have to explain grammar, the rules, to do examples and then you can use it in
64 corpora.

65 I: Okay. perfect and so going on to teacher reflection. How did you feel teaching with a corpus?

66 Zenovia: It was, of course, interesting and also it gave me another [more] confidence, the way to use the
67 language.

68 I: Okay, and was using COCA to teach, was it what you expected prior to starting the training sessions?

69 Zenovia: No.

70 I: How was it different? What did you expect in the beginning?

71 Zenovia: I thought it would be something like a long texts to read or to find different things in books. Or not to
72 find so many genres, I feel that it would be something like literature, formal writing and then I saw that it had
73 spoken language, idioms, magazines, newspapers, TV and so on.

74 I: Okay, perfect and so how has learning more about corpora affected your teaching, if at all?

75 Zenovia: Yes, of course, because now I am looking at my exercises from a different angle. I know that COCA is
76 there, so I can go there and I can find the things that I want to present to students.

77 I: Okay. The training sessions included optional activities for your class. Did you use these or did you create
78 your own with COCA?

79 Zenovia: No, I used the optional activities.

80 I: Okay and how did you find the optional activities?

81 Zenovia: They were nice. I didn't have any problem, the students didn't have any problems, so it was okay, yeah.

82 I: Perfect and so at this point, are you likely to continue using corpora in your class?

83 Zenovia: Definitely with levels from B1 to C2, because it is quite difficult to use the corpora with A1 and A2
84 levels.

85 I: Okay brilliant, so what changes would you suggest to the training for teachers in the future? Anything that
86 you feel that could be improved in the training?

87 Zenovia: In the training...since that was my first experience with COCA, I will say that it was quite good for
88 me, so it's something new and I'm trying to learn more things using the corpora so I wouldn't. I'm okay with
89 what I said so I don't have to add anything else.

90 I: Okay perfect. So, what worked and didn't work for you when teaching with corpora in your classroom?

91 Zenovia: No, everything went okay, there was no problem. The students understood what they had to do.

92 I: Mm hmm, perfect. And so that's actually my last question, but is there anything that you'd like to say that I
93 didn't ask or anything that you'd like to express?

94 Zenovia: I would like to say something about Cathryn, [who] is very dedicated to her own cause. I don't know if
95 this is a PhD or something else, and I think she's an excellent teacher and teacher trainer. That's my comment.

96 I: That's brilliant. Thank you so much for participating.

97 Zenovia: Thank you.

98 I: Yeah and I know Cathryn has loved training, so I'm sure she says thank you as well.

99 Zenovia: Yes

100 I: Yeah that's brilliant, so I'm going to hit stop record.

- 1 Interviewer: If you're ready to start, I'll go ahead and start asking questions. What did you think about the
2 number of sessions and the length of the session? So, the number of weeks and how long the training was?
- 3 Aleka: I think we could use some more, to be honest. It was a very, how can I say, it was well structured, it was
4 very informative, but I think it was a bit, like shorter than it should [be]. In the sense that it was a bit confusing,
5 especially like the first two ones [sessions], until we actually understood what we had to do.
- 6 I: Yeah, so it could have been a bit longer. Longer in terms of weeks? or longer in terms of each individual
7 session?
- 8 Aleka: I think both actually.
- 9 I: Okay perfect, so what was your initial impression of COCA? Of the corpus?
- 10 Aleka: Initially, I felt that the software looks a bit old. I think that was the first thing that popped up in my mind.
11 Afterwards, it seemed a bit complicated, but it turned out not to be actually.
- 12 I: Okay, yeah perfect. And did you have enough support in developing your own corpus-informed materials
13 during the training sessions?
- 14 Aleka: Yes, definitely. Cathryn was very helpful and very willing to provide the information so that was a very,
15 very good aspect for the course.
- 16 I: Perfect, and did you re-watch any of the recorded training sessions?
- 17 Aleka: Yes, not the whole of it but, yes I was re-watching parts.
- 18 I: Was that helpful? Was that useful to have?
- 19 Aleka: Definitely. Because ... when you watch something, like a training or instruction, I think your memory ...
20 can just hold some of it and when you have the ability to re-watch it, that's really good. It really helps with
21 learning.
- 22 I: Okay, perfect. So I'm going to go to Needs Analysis. How did you find conducting a Needs Analysis with
23 students? Were there any difficulties with that?
- 24 Aleka: It was very easy because I teach business English, so I conduct a way more detailed needs analysis
25 anyway with my students, so this part was nothing difficult.
- 26 I: Perfect. Do you use a textbook at all with your students?
- 27 Aleka: It depends on the student and on their needs. For example, I was training a girl for [unclear] higher
28 exams, of course, so we're using the textbook. But the student I chose for my teaching with corpora, the model
29 teaching, I could apply the corpora. This one was a course on perfumes and cosmetics, so of course we didn't
30 have a course book in that case.
- 31 I: Okay, and so would prefer using COCA with a needs analysis or would you prefer using it with a textbook?
- 32 Aleka: I think it depends on the occasion. I think it would also fit in a textbook lesson, if you had, for example,
33 like to compare 2 language forms, or something like that. And I think I found it particularly useful for the needs
34 analysis non-textbook courses. There, it was a huge help.
- 35 I: Perfect. So how did the needs analysis, if at all, how did it help you in designing the new activities with
36 COCA?
- 37 Aleka: Ah, I'm not sure exactly. You mean deciding what the student needs are?
- 38 I: Yeah, so the needs analysis that you conducted. Did you use that in any way to design any activities? Did you
39 say, 'oh my students said they wanted to learn this so I'm going to do this activity.'

40 Aleka: Yes. I had, for the perfume samples cosmetics course, I had a different lesson plan and I asked my
41 student what would you like to focus on more? And she said past simple. So, she's like an A2 to B1 student, and
42 so I took that and I designed afterwards, the lesson and I also used COCA for that.

43 I: Okay, perfect. So I'm going to move to Exploratory Practice. EP was used to stress playing with COCA. Did
44 you try out different searches on your own outside of the training session?

45 Aleka: I tried everything that I could, that was possible [in COCA]. For example, I loved searching for
46 clusters... The comparative, when you can compare two language forms and the Word [tool] when you just see
47 the analysis of the word, that's also very helpful. And also I found it really useful when you can see the text,
48 where I can see the sentence, but also I can see the text where it comes from, and yes. That too definitely.

49 I: Perfect. So, about how long did you spend using COCA outside of the training sessions?

50 Aleka: On a weekly basis, you mean?

51 I: Yeah, yeah.

52 Aleka: I think one to one and a half hour.

53 I: Okay, and about how long did it take you to make an activity with COCA on average?

54 Aleka: I would say 20 minutes.

55 I: And I did it get quicker as the training went on, as it became more familiar?

56 Aleka: Yes. Also... honestly I don't use it only for teaching, I use it because I'm a master's student, I use it in
57 my assignments and if I want to think about more academic collocations and everything, I use COCA for that.
58 So I think the more you familiarize yourself with COCA, the easier it becomes... Yes, it seems complex in the
59 beginning, but it's actually not.

60 I: Perfect, that's brilliant and so which COCA activities do you think were the most successful?

61 Aleka: I think comparing a language form. That can be confusing to the learners, this one was very good. Also,
62 finding dependent prepositions. You know, finding the adjectives and the prepositions, that was also very, very
63 useful... and something that was very important for my students. For example, she needs collocations, like: 'I
64 wear a perfume' instead of, in Greek they use, 'I put a perfume'. So collocations, ones [that] she actually needs
65 for her job. It was very helpful, yeah.

66 I: Okay, and so, which activities do you think are the least successful?

67 Aleka: From the ones that I tried, I'm very satisfied. The ones that I didn't try was letting the student use COCA
68 themselves. Because the students are not very familiarize with it... My student also has been having problems
69 with her internet and connecting to Zoom, so I think that if I would have tried to implement COCA directly in
70 my teaching, that would have been problematic.

71 I: Okay. So how did you feel teaching with a corpus?

72 Aleka: More secure, actually, and I find [using] it better because I had the feeling that I actually provide and
73 teach language, that is used. It's real language, and I find that it makes the lesson richer.

74 I: Perfect, so was teaching with a corpus what you expected prior to taking the training?

75 Aleka: No, I thought it would be more difficult. I thought it would be maybe more technical even, how can I
76 say, I think that the training opens a world in front of me and that's very, yeah very satisfying and makes me
77 really happy because I have another really useful tool to further explore language.

78 I: That's brilliant. So how has learning more about corpora affected your teaching, if at all?

79 Aleka: Because of corpora, I think it brought my teaching closer to reality. Yes, as I said before, like I think
80 even enriches the teaching.

81 I: Perfect, so the training session included optional activities for your class. Did you use the optional activities or
82 did you create your own activities?

83 Aleka: I did some combinations. I don't think that I used an exact activity that was introduced by Cathryn, but
84 was based on what she was saying, I created things that were closer to my students' needs, but they were really
85 also close to what Cathryn introduced.

86 I: Okay, perfect and at this point, are you likely to continue using corpora in your classes?

87 Aleka: Definitely, definitely. Not only in my class, but I have a tab with COCA open at the moment because I'm
88 working on my master's assignment because I'm just checking collocations, so.

89 I: That's brilliant. I love how you're doing it, not just for your professional life, but also for your studies, that's
90 super useful. And so, are there any changes or like what changes would you suggest to the training session for
91 teachers in the future?

92 Aleka: I think we didn't have enough input on the structures of the [training sessions]. On what we were asked
93 to do, so the introduction [to the training course], I would make it clearer regarding maybe the lesson or the
94 course aims and [the] reflections. For me, I was super confused until the fourth lesson [session]. Yeah, so what's
95 required of the teachers, a little bit clearer.

96 I: Okay, so yeah the expectation, so what you actually have to do for the training?

97 Aleka: Yes, exactly.

98 I: Okay perfect. So what worked for you teaching with COCA in your classroom?

99 Aleka: So the comparison aspects and yeah, like introducing the real life, real language in the classroom, I think
100 that were the most important aspect.

101 I: And is there anything that didn't work for you?

102 Aleka: I wouldn't say that ...the only thing that I found difficult was in the beginning to understand how it
103 [COCA] works. But after you invest a certain time on learning the software, yeah I think it was pretty okay.

104 I: Perfect. That's actually the last question that Cat gave me to ask you, but is there anything else that you'd like
105 to express or anything else that you'd like to say that I didn't ask?

106 Aleka: I don't think so, I mean I would really like to thank personally Cathryn, because unfortunately I couldn't
107 attend the last session. I think it was very informative. The stuff that I would change is a little bit with the
108 structure, so it should be more clear [when] we started because I think I felt frustrated with it regarding what do
109 I have to do? so yeah, but apart from that, it was a very eye-opening experience. I really enjoyed it and I'm very
110 happy and grateful --because I'm super busy -- that I actually took the time to do it.

111 I: That's brilliant, so thank you so much for participating.

- 1 Interviewer: Perfect, okay ... so if you're ready I'll go ahead and start asking questions.
- 2 Korina: Yes, go ahead.
- 3 I: Okay, perfect. So first, what did you think of the number of sessions of the training and the length of the
4 sessions?
- 5 Korina: I think that they were perfectly matched. I mean, I felt that the induction had the appropriate length,
6 although I didn't have any time to do the introduction [lesson with COCA] in the first week with my students,
7 but then I caught up in the following week and I dedicated more time during the lesson. The sessions were long
8 enough, they were very informative, so I didn't have any problem with the time; it was perfect.
- 9 I: Okay, perfect. And so what was your initial impression of COCA, the corpus?
- 10 Korina: I was impressed because I was not familiar with the full application of the corpora. I had only used
11 concordances in the past but only, you know partially, so I was impressed with all the potentials that it gives and
12 very positive feelings about it.
- 13 I: Okay, brilliant. Did you have enough support in developing your own corpus informed materials during the
14 training session?
- 15 Korina: Yeah, Cat was very supportive and very enthusiastic and she encouraged us very much to try it. She was
16 always very, you know, she offered her assistance whenever we had any questions. That's all.
- 17 I: Did you re-watch any of the recorded training sessions?
- 18 Korina: Yeah, definitely. I didn't have time because we spent a lot of time nowadays online, so I didn't have
19 time to watch all of the sessions, but the ones that I was more interested in applying in class, I re-watched them.
20 Yes, I looked back into the slides of the Slide deck. Very, how can say, innovative and every week, she had to
21 offer, you know, new backgrounds and so it was very helpful, when I wanted to do something myself, I usually
22 resulted back to what she told us.
- 23 I: Okay, perfect. So now I'm going to ask questions about the needs analysis. How did you find conducting the
24 needs analysis with students? Did you have any difficulties, was it easy? What was your experience?
- 25 Korina: No, it was very fairly easy and I asked my students which areas they were struggling with, and most of
26 them said about the tenses but in fact, they didn't remember the name of the tenses not that they didn't remember
27 how to use them. And I thought it was something they weren't actually struggling with. So yeah it was fine I
28 didn't have any problem with that.
- 29 I: Okay, and you teach in a school right, so you have like a full class?
- 30 Korina: Yeah.
- 31 I: So, would you have preferred a needs analysis or would you prefer using COCA with your textbook?
- 32 Korina: I tried to combine both because I couldn't do something absolutely different from what we were doing
33 in class, so they were more motivated to do something extra [than] what we did in class. So I prefer a
34 combination of both of them.
- 35 I: Okay perfect and so how, if needed, the needs analysis help in designing new activities with COCA?
- 36 Korina: It helped, it really helped. Because when they talked about tenses, and we were in that particular module
37 of the textbook [where] I was supposed to teach reported speech, so obviously it was very helpful because it
38 really matched our needs at the moment.
- 39 I: That's perfect. So I'm going to ask questions about Exploratory Practice. So Exploratory Practice was used to
40 stress playing with COCA. Did you try different searches outside of the training session?

41 Korina: Ah, not really. I mean, I tried subconsciously because obviously I couldn't remember everything, but I
42 think that I only used the ones that we were guided to use. So, when I was trying to explore obviously there
43 were new things coming up, but the ones that I used in class were the ones that we were introduced to.

44 I: So why was that? When you were outside the training session and exploring on your own, was it just easier to
45 use ones that were guided or why was the reason that you didn't...?

46 Korina: Ah, it was easier. Obviously it was easier at the beginning, the first three weeks, it was easier. In the last
47 session because there was a misunderstanding about what I had asked for. For example, I had asked Cat for the
48 causative form, but it goes not exactly what Cathryn understood that I needed, so then, at the last session, I was
49 forced to explore more and to design my own activities.

50 I: Okay.

51 Korina: So that that came, you know, really naturally, I think. And after the sessions with Cat for four weeks,
52 the last week, I managed to do something really new and authentic.

53 I: Perfect, so about how long did you spend using COCA per week?

54 Korina: Both designing the activities and in class?

55 I: I'd say outside of class.

56 Korina: Outside of class... approximately two hours.

57 I: Okay, and how long did it take you to make an activity with COCA on average?

58 Korina: Half an hour, 45 minutes.

59 I: Okay and did it get quicker/easier, as the sessions when on or was it..?

60 Korina: Yes, exactly.

61 I: Okay, perfect. So which COCA activity, do you think was the most successful?

62 Korina: Ah the one with the vocabulary, not the one with the grammar. Because along with a reported speech,
63 the same module [in my textbook] introduced environmental vocabulary, so I think that we did the two activities
64 with vocabulary, because they had to do some homework using COCA and when they came back in class, they
65 presented their findings. So it was before, during and after and I think that it was, not only concise but it had to
66 be some sense of giving feedback and completing everything. It was a full course, if I can say that, a full
67 session.

68 I: Okay, yeah and which one was the least successful?

69 Korina: The one I told you with the causative form. We had to skip this and do something else instead.

70 I: Okay, and why did you have to skip it?

71 Korina: Because it was not the causative form we use in Greece: when somebody else does something for us.
72 For example, I had my haircut, and the activities that were designed had nothing to do with it, so there was a
73 misunderstanding and I had to do something else, something new.

74 I: And what did you do instead, just out of curiosity?

75 Korina: Ah, I didn't do grammar. I did again, because I saw that the students were also very interested in
76 vocabulary, I did some extra vocabulary consolidation. It was actually something like a game.

77 I: Okay and how was the experience of making a switch kind of suddenly?

78 Korina: Yeah, it was time. I didn't feel that it was Cat's fault, so I didn't ask for extra support. I was confident
79 enough to design it. In the [reflective] journal, I just informed her of the steps I followed, the goals, and how it
80 worked with the students, so it was perfect. I have no complaints about it, I mean it was normal, to have
81 misunderstandings. It was not Cat's fault at any point.

82 I: That's brilliant. So now I'm going to switch to teacher reflection of corpus use. So how did you feel teaching
83 with a corpus?

84 Korina: Ah, I tried to be as enthusiastic as Cat although I was not very confident. The students, they really
85 responded well, especially when I told them that it is something that usually high level students use, when they
86 self-study. I tried to pinpoint how much more information it gives instead of it, not like a dictionary compared to
87 an online dictionary and so I think that it was a success. Although I have to mention it's a blended class. I mean
88 not all the students are all B1 level, so I counted on the strong ones to help with the weak ones, and I always
89 used to assign them pairwork or teamwork. I think I didn't ask them, you know clearly, 'what did you think of
90 that?' but from their answers from the exercises and the way that they responded, I can see that they were quite
91 happy.

92 I: Mm hmm. That's good.

93 Korina: A new tool, let's say.

94 I: Yeah, that's brilliant and so was it what you expected prior to starting the training sessions?

95 Korina: I didn't know what to expect. I knew that it was going to be a new application, a new way to look up
96 things and I think, yes, that it lived up to my expectations.

97 I: So how has learning more about using corpora affected your teaching if any?

98 Korina: Ah it has affected, of course, my teaching and now I've got more ideas for even other classes, you
99 know, maybe C1- C2 classes also. I intend to do that. Actually I think I with one C1 class, I have already
100 introduced them to it and show them the way and how to use it and they assign them some vocabulary exercises,
101 again using the clusters and to come up with new ideas, synonyms opposites, and so on. And it has really helped
102 me while, I was correcting some essays for my students, that is preparing for another American test, the GRE I
103 think. And while I was correcting them, I fell back to corpora to check whether some expressions that were used
104 were correct or could be improved, so I use it for my outside class also.

105 I: Yeah, brilliant. So do you intend to continue using corpora both inside and outside of class?

106 Korina: Definitely, yes.

107 I: Yes, that's brilliant, and so the training sessions included optional activities for your class, did you use these or
108 did you create your own? You said you created your own...

109 Korina: I used to the optional as well.

110 I: Okay, and how did you feel about those?

111 Korina: They were very well designed they were very well presented. They predicted difficulties that we may
112 meet and what else...I especially liked that the slides that we had, had pictures of the corpus and with the steps
113 that we had to take...It was very explicit I think and they will fine exercises, fine activities.

114 I: Okay perfect. Um, so what changes would you suggest to the training sessions for teachers in the future?

115 Korina: Ah, if we had time it would be great to work in teams and, of course, Cat suggested that ... most of the
116 teachers and I didn't have the time, but maybe in a later stage, maybe we could do some workshops together all
117 the teachers? I feel that it [COCA] has more things to explore and more applications... to design activities, to
118 look for information, all this stuff, and I think that this would be really useful and, of course, it not only useful,
119 but it would be more motivating, that's all.

120 I: Okay, and so what worked and/or didn't work for you and your opinion?

121 Korina: I don't think that there was something that didn't work. Everything worked. I told you I was very
122 impressed every week with a new applications because we watched what the others teachers [in the sessions]
123 wanted to teach [their students], so we were presented with different applications and everything was fine. I was
124 really astonished by the fact that there's so much information [that] gets presented in such a short time. It was
125 condensed, it was really effective.

126 I: Okay, brilliant so that's actually my last question, but is there anything else that you'd like to say or express?

127 Korina: My overall impression is very positive and she's a very a good teacher, for us as well. And the fact that
128 she uses it so... she's very at ease in using it, and at the beginning, I told you she encouraged us, her way, her
129 positive manner, also to try to use it, she was very supportive. I considered myself lucky that I participated in the
130 sessions. And I wish you good luck with everything that you do.

131 I: She'll love hearing that. Thank you so much for participating and being willing to do an interview so thank
132 you for me and from Cat because I know she's she would say thank you as well.

133 Korina: Thank you very much for letting me be a part of that, really.

134 I: Thanks. I'm going to stop the recording now.

- 1 Interviewer: Alright and if you're ready i'll go ahead and start asking questions.
- 2 Maggie: Sure yeah.
- 3 I: Perfect So the first question is, what did you think about the number of sessions and the length of the
4 sessions?
- 5 Maggie: Um well, at first I thought it was going to be an hour and a half each session, so I thought it was going
6 to be a little bit long but turns out, then afterwards we didn't do the second half, where we had to kind of just
7 play around on our own. And it was fine, I think that you know, for an explanation and asking some questions
8 things like that, 45 minutes was a reasonable amount of time. okay.
- 9 I: On the number of weeks to do you think that that was too long, of a course or just right? Short?
- 10 Maggie: Um five weeks? I mean it went by pretty quickly so I don't know. I don't know if I think it's too short or
11 too long in this way, because it's based on one. I guess it kind of connects to other questions or other answers
12 that I will get to later on, but I think, maybe. Within the five weeks we were using I mean myself, I was using
13 mostly, just like the list tool, so that was a little bit repetitive, but then I would like, on the other hand, I think,
14 maybe it's a bit short in order to be able to explore I don't know more detailed, other tools that I didn't really get
15 a chance to use? Maybe because of the activities that I was doing with my class, not because she didn't explain it
16 to us, or anything, or I mean it could be longer, we [the trainer and I] have discussed this a little bit, to be able to
17 look at other corpora as well. So, I don't know I didn't really give you an answer there, whether it was too long
18 or too short. It depends.
- 19 I: It's a lot of variables, kind of. So, what was your initial impression of COCA?
- 20 Maggie: Before the start or...?
- 21 I: Ah, Were you familiar with COCA before?
- 22 Maggie: I had looked at it a little bit. I had looked at it, but I hadn't really used it because I wasn't really sure
23 what to do... is not, as we have talked about it's not and very kind of user-friendly interface, so it doesn't look
24 very welcoming it looks very technical.
- 25 I: Mm hmm.
- 26 Maggie: I didn't have a chance to study in any... now that I know that there's, you know, help functions to be
27 able to go through it and it's easier, I feel less intimidated, but, before starting the sessions, I wasn't sure how to
28 go about using it.
- 29 I: Yeah, that's perfect. Did you have enough support in developing your own corpus materials during the
30 training session?
- 31 Maggie: Yeah, definitely. I did. Well, basically for each week when Cat gave us the activities, then I looked at
32 those and a lot of times I use those or I tweaked it a little bit for my students, but if I had any questions or she
33 was very quick to respond, so definitely.
- 34 I: That's brilliant and did you re-watch any of the recorded training sessions?
- 35 Maggie: Ah not ours. I wrote down notes, as we went on so, instead of just looking at, I mean looked at the
36 slides that she sent us afterwards, but I wrote down my own notes. And then there was the other session on
37 Thursday, that I started watching one, but then I didn't have time to go back to it so maybe and later on in the
38 future, but the weeks go by very quickly there's no time to sit and watch another.
- 39 I: Yeah, alright perfect. So, now I'm going to go to the Needs Analysis. So how did you find conducting a needs
40 analysis with students, did you have any difficulties or...?
- 41 Maggie: No, not at all. My group is a group that's in a company, so I used to go and teach them there, but now
42 we're online and I do it all the time with them. Kind of informally at the beginning of the year, so they know and
43 they're quite open to just telling me okay. I think we should work on this or I'm interested in that or the ones that

44 didn't attend actually one of them was very good and he sent me an email with different things, but he is the
45 very kind of like studious one.

46 I: Brilliant. So would you do you use a textbook with your students or...?

47 Maggie: No, not with this group.

48 I: Okay, all right so then I'm going to skip that question. um so, how, if any, did the needs analysis, help and
49 designing new activities with COCA?

50 Maggie: um... I mean it identified grammatical parts or vocabulary, some of the vocabulary came up. So then
51 one of, for example, my students says he is interested in learning a bit about cooking vocabulary, because he
52 doesn't know anything about it. And the other one said 'oh yeah, me too'. I don't have much knowledge, so
53 gives an idea for like a theme, to kind of research and then other times for like grammatical functions. More
54 conditionals right? Things that rather than me saying what they should be practicing, then you know got them to
55 kind of think about analyzing their own weak areas.

56 I: Okay, so i'm going to go to Explore Practice and so exploratory practice was used to stress playing with
57 COCA. Did you try out different searches outside of the training sessions on your own?

58 Maggie: Yeah because we didn't do the second half of the training, then I tried to do you know that.

59 I: Yeah and how did you find that was it more difficult to do on your own, or do you think you would have been
60 beneficial to have done it in the training session or...?

61 Maggie: Um, no, I mean after seeing the demonstration, because she demonstrated for us, and then you know a
62 lot of times we're following along, so after following along then searching on our own, I think that was not too
63 tricky. Sometimes at the very beginning, I didn't really know what to put in for a search terms, but after a while
64 it got a bit easier.

65 I: Perfect, so how long, on average, did you spend using COCA per week?

66 Maggie: To prepare for the class, I think it took approximately an hour, although sometimes I just forget to keep
67 track of the time but about an hour for the class. Although sometimes though something would occur to me, and
68 I would just search it, you know, on another day.

69 I: Yeah so creating the activities took about an hour. But then kind of playing around with it just for you to
70 become familiar, about how long did that did you do that each week or was it really in conjunction with the
71 class?

72 Maggie: Yeah I was pretty much together. There's another class that I teach that's more like ESP and so once or
73 twice. I've used it a little bit, I didn't really keep track because it was just like a quick thing that occurred to me
74 that I could use, but maybe not very long.

75 I: Yeah. Okay, perfect. So what COCA activities do you think were the most successful?

76 Maggie: Hmm, I'll have to look back because it was so many weeks... With this group I did mostly indirect
77 because I thought that maybe besides the one or two that are a little bit more kind of serious about you know
78 studying English, the other ones come to destroy practice because they want to keep up with their mostly
79 speaking for English, so I did more indirect activities, so I found some example sentences and incorporated
80 those and I think they like bad because they enjoy watching TV shows or movies, and things like that so they're
81 more into spoken language. So this is basically what I mostly based my searches on and finding examples from
82 shows that they've watched or shows that they've heard of I think was really interesting for them. They actually
83 like, kind of, unusual things, like I don't know, Star Trek dialogue or something like that, so I think they quite
84 like that. What else? Trying to take a look... Yeah, so using that as authentic language to find like gap sentences.
85 They found that challenging. I think they found it difficult, but interesting because they know that it comes from
86 a source that they're aware of right, instead of just me inventing some sentences, which is what it used to do.

87 I: Mm hmm. So which activities do you think were the least successful?

88 Maggie: There was one activity I did with the food vocabulary-- for most of the weeks I did similar activities,
89 like finding sentences to give them an example and then doing either a gap fill or analyzing the sentences and
90 that way. There was the one where it was about creating word lists, so looking at food related vocabulary. So
91 rather than talking about preparing, because a lot of them don't like to cook but I know that they like to eat, so I
92 thought, 'Okay, then let's describe food instead of talking about preparing food' because I have no idea anyway.
93 So I got adjectives for them to think about and it wasn't as well... first of all, a lot of them didn't show up, so
94 there are only three, so I couldn't put them into different groups because they're supposed to be in different
95 groups and then to discuss together, then come back and talk about it as a class. So there were only three of
96 them and they did it together, I expected them to be more into it, but you know, we looked at adjectives to
97 describe texture taste and things like that, and they got kind of stuck I don't know, maybe because it was a long
98 day or it wasn't as interactive or dynamic, as I thought it would be. I mean there was some of the stuff was new
99 to them, but I expected them to kind of be like 'oh' and to use the language and talk about things that they liked
100 or didn't like to eat. Yeah, but I don't know if that's related to use of COCA. Maybe it wasn't related to use the
101 use of COCA at all, it was just them.

102 I: Yeah. It can always just be an off day or something like that.

103 Maggie: Yeah or maybe they didn't want to talk about food. I don't know.

104 I: That's perfect. So now we're going to go to your teacher reflection. So, how did you feel teaching with
105 corpus?

106 Maggie: Um, I think.. I don't well ... how can I say? I don't feel like I'm super comfortable with all of the tools
107 that are available, but a little bit more than at the beginning because of being able to use kind of basic searches. I
108 think there's a lot more to kind of learn about that maybe different ways of finding the same information, but I
109 always use the same way, instead of using a different tool, right? So in that way, I think I've learned a little bit
110 and I think the main benefit that I see if it is that it gives me real language, so I can tell the students, 'Okay, this
111 is, you know these are some examples, instead of saying 'Okay, give them a rule' right give them some
112 examples and they're both able to analyze it and say, 'Okay, this is the way that follows the rule is this' or 'it
113 doesn't follow the rule' because there was one we're talking about mix conditional and they had never heard
114 about mix conditionals because in textbooks they know okay 0, 1, 2, 3 and then in here in this region of Spain,
115 in Spanish, they do what we consider incorrect conditional with the if and the would together. But they always
116 learn, oh 'no if and would to put together', except that it does occur in spoken language right so it's non-
117 standard. Yeah, so being able to show them things like that or showing, 'Okay, you can mix second and third
118 conditional together because it does work, even though you were never told that in the textbook' until maybe
119 you get to a really advanced level.

120 I: Mm hmm.

121 Maggie: So, showing them things like that, you know, tells them, 'okay, it's not just these rules' right? And use
122 of language differs according to regions, for example.

123 I: Mm hmm. Yeah brilliant. So teaching with a corpus, was it what you expected prior to the training session?

124 Maggie: Hmm. I don't know if I really knew what to expect. Right? I was just interested because I thought, 'okay
125 there's this tool that is supposed to be very useful for us to analyze language' but I didn't know what it could
126 offer. So I didn't really come into it, you know, thinking that I'm going to learn one thing or another, just kind of
127 open to see how it would help.

128 I: Brilliant and so how has the learning more about using corpora affected your teaching, if at all?

129 Maggie: Hmm, how has it affected my teaching? Well, giving authentic examples of language being able to, I
130 don't know um, I think more just that, having real life examples for students to look at.

131 I: So, the training session included optional activities for your class. Did you use these or did you create your
132 own with COCA?

133 Maggie: I used them quite a lot of the times because I thought, after discussing with Cathryn one day she was
134 like 'Oh, do you know this game family feud?' 'Oh yes, I do' and she said 'Oh, maybe you could use something
135 like that', so my students do you like to play games, so I use Quizlet with them. So one day I found some

136 sentences and I incorporated them into questions with the vocabulary or to discuss. And they like competition,
 137 so a lot of times, you know, Cathryn knew that and so she was like, 'Oh, you can do this game and have them
 138 compete against each other' and so I and she developed activities that were very useful for my group based on
 139 their interests, so a lot of times I use those or tweaked them a little bit so that it could be done.

140 I: [Do you] have anything else to add to that or ...?

141 Maggie: In the training sessions, she'd propose different activities, and also for different levels, not only for me
 142 because one day, I think she was talking about dependent prepositions? I think it was that the other teacher and I
 143 thought, 'oh that could be useful for another one of my students that I teach not in this group' but separately
 144 right? So she had a variety of different activities and also variations for different levels, so I think that was very
 145 good so she took into account, okay maybe if you have students that are a lower level, you can do this activity
 146 and maybe a higher level this activity, so I thought she seemed like she prepared a lot for each time not just one
 147 activity but different options that we can we can choose.

148 I: That's brilliant perfect. So at this point, are you likely to continue using corpora in your classes?

149 Maggie: Yeah I think so, you know, maybe not every week with this group, but I think that it's good as well, for
 150 example, the quizlet that I do with this for revising vocabulary for a month I'll use that to find some sentences
 151 and things like that or use examples, maybe also with another class that I have like a ESP because there are
 152 medical students to look specifically for examples. In that way, so definitely we use it perhaps not as a dominant
 153 activity, but more like regular smaller activities in my classes definitely.

154 I: Brilliant. So what changes would you suggest to the training for teachers in the future is there anything that
 155 you would change?

156 Maggie: I don't know, we [Cathryn and I] had talked about ... looking at different corpora and not just COCA.
 157 It takes a little while maybe like two, three weeks to get the hang of the different tools, but perhaps it would be
 158 nice to kind of compare how another one works or ones that are more student friendly. I don't know, depending
 159 on the type of students but sketch engine? or I use sometimes Just-the-word or you know, ones that are easier for
 160 students to navigate and that are free, so that they can look into okay well instead of doing indirect activities. If
 161 you want them to do direct activities, I feel like they would maybe react I don't know in a similar to the way I
 162 was thinking about it before, when you first look at COCA you're like 'What is that? How do we use it?'
 163 especially because they haven't they're not familiar with this kind of thing right? So, something that would be
 164 easier to work with how to use those types of websites and in class, so that they can use to, and we can do more
 165 like direct activities.

166 I: Okay perfect and so what worked and didn't work for you when teaching corpora in your opinion? What
 167 worked and didn't work.

168 Maggie: I think finding the sentences... I have to admit, I think, maybe a lot of the weeks I did kind of similar
 169 things finding some example sentences, because I think that's an easy way for students to use the language but
 170 doesn't require too much, I don't know, too much involvement, I don't know if that's the word.

171 I: Mm hmm.

172 Maggie: So I would pick simple sentences for them to analyze or discuss together or think about the rule or
 173 think about what goes into the gap, so that seemed to work-- using it [COCA] as the examples. Mmmm and
 174 didn't work.... I don't know if there's so much that didn't work, as I said, I did kind of similar activities from
 175 week to week.

176 I: Mm hmm.

177 Maggie: So I don't mean much didn't work, except for the food, one that was a little bit, but it was not because
 178 the activity, the corpora activity and work I think they just didn't want to describe food.

179 I: Okay yeah so that's actually the last question that I have from Cat, but is there anything that you'd like to
 180 express or anything that you'd like to say that I didn't ask?

181 Maggie: That it was quite interesting, I mean the research, I was very nice for her to you know offer this to
 182 people, and it was a good opportunity I'd be interested in. If she does other things, or if I don't know anybody

183 does other training sessions with other corpora, for example. Yeah to learn more and continue on with it because
184 I think it's useful for us that, I don't know, I think me and the other teacher, it was easier for us to be able to
185 make use of it because we're not using textbooks.

186 I: Mm hmm.

187 MAGGIE: But if you're tied to a textbook in a school when you have to get through specific curriculum then
188 maybe it's more difficult, but I'd be interested in exploring more for sure yeah.

189 I: Okay that's brilliant so um thanks so much I'm going to press stop recording if that's everything that you'd like
190 to say.

191 Maggie: yeah, perfect.

- 1 I: So the first question is: what did you think about the number of training sessions? and too many? The right
2 number?
- 3 Viktoriia: I'm delighted to be invited because it's something I have never done. I think that for me, it's not enough
4 but for just starting, it's fine. I would wish to have more of course. I'm interested in [learning] more but actually
5 for the basics, for those who are new into the subject, it's OK.
- 6 I: And in terms of how long the sessions were?
- 7 Viktoriia: You know it was quite OK, but I guess I could [have had] even more but people are different... I feel I
8 could do more [sessions], but on average it was pretty good and well structured.
- 9 I: What was your initial impression of the corpora?
- 10 Viktoriia: Oh, I wish I had known about it when I started teaching! It is pretty effective and fruitful for didactic
11 practices. It's time sparing if you are quite skilled at using these them. I will be using them throughout my
12 didactics once I settle more on the topic because they prove extremely useful for saving time and making
13 lessons with more authentic language in context [which] is something that we like as nonnative speakers.
- 14 I: In terms of the specific websites, would you have a preference? Would you see yourself using sketch engine
15 or COCA or one in particular more than the others?
- 16 Viktoriia: For me, sketch engine was a bit less complicated. It was OK to get into the subject with sketch engine
17 [and] for doing my Medical English research, I would probably use the academic corpora in sketch engine.
18 COCA has some medical texts, but I'm still making my first steps [using it], so in the long run I guess that I will
19 familiarize myself fully with both of them.
- 20 I: Did you feel like you had enough support in developing your own corpus activities in the training sessions?
- 21 Viktoriia: Yes,...after Cathryn has explained and has provided us with the Slide deck presentations, she cleared
22 up many specifics on technicalities, so I feel quite positive. It was probably just the lack of time and such
23 adversity I'm having now [as a Ukrainian teacher having fled from the War in Ukraine], that I cannot focus to
24 the fullest. On Cathryn's side, it was perfectly presented and well structured. I feel that she is pretty skilled at
25 what she's doing and she is eager to teach us. She went into every detail. For example, the part of speech was
26 introduced in the [concordances] sentences, so she was quite professional explaining the steps of how to build
27 one activity to another, how we can link them. So it was quite OK on Cathryn's part, [it's] just a matter of
28 [needing more] time on my part and practice.
- 29 I: I know you've mentioned time and circumstances are obviously an issue, but the next question is did you
30 rewatch any of the recordings?
- 31 Viktoriia: Yes, I was watching one thing and then pausing to practise. Sometimes doing [the search] with my
32 fingers is a different thing, so just watching I feel that I'm OK with the material. But for me to be more
33 confident, I need to click on these buttons to practise. To be honest I haven't been able to utilize to the fullest,
34 but this type of instructional tutorial is so necessary.
- 35 I: Did you think the videos were important for the learning?
- 36 Viktoriia: Yes, because without such technical videos, I feel a bit helpless because when I see just the screen, I
37 feel a bit lost. So having instructions, I feel quite confident. For me, just three instructions is not enough.
38 Watching and practicing [how to use corpora are] is a different thing, so it's good that Cathryn helped us with
39 this: where to click, how to shift from one part [tool/feature] to another, where to find for example sentences. I
40 prefer to learn from the person/individual, not just reading on the screen. The instructional part [of the training
41 sessions] has a personal approach which matters a lot to me.
- 42 I: Yeah and then how long did it take to make an activity with a corpus?
- 43 Viktoriia: I know some basics, so I would say approximately half an hour. I guess that's about how much time I
44 should invest into such things on my part.

45 I: Yeah you're saying that it would take a half an hour. Do you think it would take less time with more practice?
46 or do you think it takes time?

47 Vikoriia: I guess, to learn how to look for words, lemmas and create some formulas it could take less time. But
48 [30 minutes] it's enough time for me to go over what we have been doing, in order not to forget. But if I want to
49 use corpora for conducting research and preparing for with my classes, I guess it would take more time.

50 I: So at this point would you see yourself continuing to use corpora in your classes?

51 Vikoriia: Yeah. My students are tired of routine stuff from translation books for synonyms, antonyms taken
52 from some publisher... it's better to instruct them on how we can use some texts [in corpora] and they value the
53 original, authentic text. This type of discovery learning is gives them a new perspective from using language
54 which is not just boring stuff with doing exercises but looking for synonyms, antonyms in corpora itself. I will
55 focus on only simple [searches] for them and simple tasks. For example if I'm teaching grammar and/or looking
56 at lexi in Medical English corpora.

57 I: OK, in terms of the training framework and did you conduct a needs analysis with your students?

58 Vikoriia: Yeah, my students and I have discussed it.

59 I: Were there any issues in doing the needs analysis?

60 Vikoriia: For the needs analysis, I would focus on parts of speech on word formation and phrasals.

61 I: Do you prefer to work from a need analysis or from an activity in a textbook? or would you have a
62 preference?

63 Vikoriia: The problem is that the textbooks are not updated and everything. We need to cover the terminology
64 related to the topic. I always thought ... a more interactive way is needed and that's where I can use corpora. The
65 students were quite enthusiastic with Sketch Engine and COCA, it was something we had never seen or used
66 before. It was quite challenging, but I will put more effort into preparing a well structured practical for them in
67 the future. But I guess that I would not [use] the book, I would ... teach class with some topic related words,
68 terminology, some basic ones they would like to set to show my students.

69 I: Do you think it's helpful to have a specific need from the learners or a specific activity in mind when you
70 working with the corpora?

71 Vikoriia: It's not necessary if I'm just doing general search[es] but if I'm supposed to conduct the class, I need to
72 stick to the topic. So in the course book I can spot the word/phrases that are used throughout the text, and find
73 the similar ones in sketch engine and create a list of sentences. Like these basic things, and [students] will be
74 able to see or I will print out at least two pages - enough for them to see the language in context with that phrase
75 or 2 compound adjectives for example... So I guess that before starting a lesson, I prepared examples from the
76 corpus to use during the class, so corpora is necessary here yes.

77 I: How did you feel when the trainer introduced new activities with the corpora each week?

78 Vikoriia: Ha, I immensely enjoyed it. I wish Cathryn were by my side every time I start lessons during the first
79 months with corpora, it was great. I didn't feel any frustration or anxiety because I'm quite into linguistics. I'm
80 curious to know how it works, so for me it was the discovery learning really. I even want to say that I will miss
81 the [sessions] because I need more [practice] skills but it's quite OK.

82 I: So in terms of using the corpus, did you incorporate corpora into an existing lesson plan or did you design a
83 new lesson plan with corpora?

84 Vikoriia: No, I integrated it because we have got [a] small number of classes and I cannot allow myself for a lot
85 of creativity like designing a lesson with corpora even if I would love it.

86 I: The training sessions had some predesigned activities, did you use these or did you create your own activities?

87 Vikoriia: No, I didn't create anything, but yeah Cathryn ... just introduced examples [of] how corpora can be
88 applied to teaching which proved quite productive during classes because she has taught me how to do it, so
89 [quite] practical yeah.

90 I: And did you find the training sessions stress free as an environment?

91 Vikoriia: Of course it was pretty stress free and I behave in the same manner during my lectures. Sometimes my
92 son says, 'Mom, you seem so free of stress, how can you manage it?' I think that during these hard times, it's
93 important to create some portion of empathy on the opposite part, especially when we are doing online classes.
94 So I feel pretty fine. I guess [if] I arrive in Ireland, we will be able to have a cup of coffee, so it's OK, I'm pretty
95 satisfied with this emotional, directional and human approach.

96 I: And in terms of kind of an efficient way to learn, did you think that the training was like an efficient way to
97 learn how to use corpora?

98 Vikoriia: Yes, I like such simple, basic [approach].

99 I: And do you have any ideas for how it could be improved?

100 Vikoriia: I have no suggestions with Cathryn. I have all these suggestions for my preparation ... but I guess that
101 because it was so structured and instructional, I thought, 'My gosh, why can't we meet before?' so it's OK in
102 terms of the material... and of the objectives Cathryn has set, she has managed to fulfill all her tasks she has
103 planned. She asked us for questions, and she conducted [the sessions] in this way, [with] constant interaction
104 and support, so it was pretty fun. It would be incorrect to complain because it was OK from the didactic and
105 directional part.

106 I: Which activities did you think were most successful or least successful?

107 Vikoriia: I enjoy collocates, comparing collocates. For me it was interesting. At first I was stressed while doing
108 this with the British Academic Written English (BAWE) corpus. Cathryn introduced the lemmas search with
109 this part of speech, left, right context, blah blah blah. So it's quite specific this kind of search, for example, right
110 side of the word, then left side, then in the middle, two words, for one to five in this criteria... Quite difficult
111 for me to catch because I need to practise it myself. She was quite efficient because she's an expert, she's well
112 trained in doing [corpus searches] but for me, it will take more time. Cathryn usually reviewed the previous
113 session in asking us whether we're following [building the activities from the slide decks], had we got any
114 questions, [but maybe a suggestion to improve] so we might go back to the basic inquiry and she might repeat
115 the session. I mean the procedures, in order to help everyone grasp how it can be done and [how to search] he
116 formulas for doing this lemma search. And actually, what was difficult for me, was when we did the activity for
117 conditionals with asterisks [wildcards]. It's easy for a professional, but it takes me more time but I would use
118 these strategies Cathryn has shown us because my students usually have problems with conditionals and in
119 COCA you can find a variety of sentences readymade, so you can benefit from providing students with the
120 natural environment. Plus, you can practice the specialized, new words. I [teach] medical [English] ... so in this
121 case grammar was difficult.

122 I: Has learning more about corpora affected your teaching?

123 Vikoriia: Yes of course considerably and positively. Now I feel that I know more than others, it's not like I'm
124 ever going to say so because I'm eager to learn such skills [and] provide more perspectives on efficient teaching.
125 That's why I'm positive about it yeah.

126 I: Did you find reflecting on planning and teaching with corpora helpful in learning how to use them?

127 Vikoriia: Yes of course

128 I: In terms of bringing it into your classroom, what worked or didn't work for you?

129 Vikoriia: For me, it was good to do it with my students. The most frequent words, word searches and some
130 synonyms and the collocates. They're not good at comparing, but the collocates and medical terms were quite
131 OK for them. For me as a teacher, it was interesting to compare collocates in concordance lines with grammar
132 forms. For example, looking for past continuous, past simple or passive forms though I'm not very efficient yet
133 at this kind of search. I need to practise more so I guess that this grammar and sketch engine and COCA still
134 remain the tasks I should be practice again. But in terms of lexi, my students enjoyed this, although we didn't
135 have a lot of classes, we met on it twice, so I cannot boast of some achievement so far. I'm very interested in and
136 I would like to proceed with this in class.

137 I: And then in terms of the training sessions going forward, do you have any suggestions or changes or anything
138 like that to suggest?

139 Vikoriia: If I were an expert, I would probably suggest something but with Cathryn we have covered so many
140 aspects and if the slide decks [were] not limited only to learner needs we gave her at the start of the training, I
141 would be open to [other] sessions. For example, linguistic terms/notions in Sociolinguistics which look for some
142 changes in the language and frequency. Basically, I have no suggestions because I need time to digest
143 everything I have been offered...I would also be happy to [return for] some training sessions within two or three
144 months, once I managed to practise more with everything she has introduced. I'm satisfied with everything I
145 received during [sessions].

146 I: Is there anything that you'd like to add or clarify or anything like that?

147 Vikoriia: No, I'm very grateful for being given such a chance. I consider myself brave because I was probably
148 the first to ask for the training sessions when Cathryn mentioned there could be some [training with corpora for
149 her research last summer 2021]. I was patient enough to wait and ...the work that Cathryn is doing is very
150 important. It's something ... extra to do, to try and take up the challenge yeah. I would be happy to continue in
151 this ...and to brush [up] my knowledge in corpora.

152 I: Perfect, thank you so much for talking with me and I wish you all the best.

1 I: First of all, I'd like to ask you about the training sessions: what you thought about the number of sessions you
2 had? and the length of each session?

3 Makenzie: Okay, I think the number of sessions was just right. I'm not sure if the last one was necessary,
4 because we covered quite a lot of ground, and I think that by the last one, we were recycling a little bit. But I did
5 appreciate it, so that's not to say that we shouldn't have it or that it should be shorter, but I think for the last one--
6 i'm not sure that it was necessary. It was helpful for me, but i'm not sure about the people that were in the group,
7 and in terms of the of each session.

8 I: Would you say that the length was what you felt was needed?

9 Makenzie: Yeah, I think it was absolutely right. I had a little bit of a timetable issue, [so] my sessions were run
10 on a Saturday evening and by that time, it's the end of the working day for me, and I've found it a little bit hard
11 going, and it also meant that it was difficult to stay on for the practical sessions afterwards. I feel like I got a lot
12 of the theory out of the sessions, but not as much practical help as I would have had if it was in the middle of the
13 working day for example. But I know that's not anybody's fault, that's just the people who join the course, and I
14 know that it's very difficult to find times for people to speak and to get together. So that's more of an observation
15 than a criticism, or anything.

16 I: Right. If the sessions were earlier in the day, or in the morning, would you have stayed then for the practical
17 aspect? Or was it not something that you would have benefited from?

18 Makenzie: I think I would have benefited from it but that being said, I wouldn't have had time to do it in the
19 morning...I don't know what it's like for other teachers but for me, I have a very full workload. So, finding time
20 to be able to do the practical [part of the training sessions], regardless of the time of day... It was particularly
21 hard with it being a Saturday evening, because as soon as the session finished, I was like that's the weekend.
22 Whereas, if it was in the middle of the week, I might be more inclined to think about it. As I was going into the
23 next lesson. But no, my timetable is pretty full, perhaps because I live quite a distance away from where I teach,
24 so I have an hour and a half commute.

25 I: So whether the sessions were in a different part of the day, it might have made a big difference, but it wouldn't
26 have made a significant difference. So the next question: Do you remember what your initial impression was?
27 And which of the 2 that were presented, sketch engine and COCA, would you say was your preference for
28 teaching?

29 Makenzie: Well, my first impressions were, 'oh, my God, there's so much information.' I was really blown away
30 about the fact that I hadn't come across them before, and I really truly, hadn't. I've been teaching since 2003, so
31 it's a long time, but I just didn't know that these things existed, so I was really impressed with what is there and
32 what there is to look at. So I found that really really helpful. Now, in terms of which one I would use, I went for
33 sketch engine in the first instance, because [there was] a limited free trial, so I made as much use of that as I
34 could. However, it expires soon, so whether or not I would pay to use that it, I'm less sure. So, using COCA,
35 would be probably on the cards, even though I found Sketch engine, a little bit more user-friendly, and I just
36 found it easier to use. So I did.

37 I: If you had free access, would that be your preference of choice?

38 Makenzie: Yeah, I would say so.

39 I: When it came to the aspect of the training session where you had to develop sort of your own corpus-based
40 activities. How did you go about developing them?

41 Makenzie: By using a lot of the ideas that Cathryn gave us. I've taught some of the activities that I've planned
42 but in my reflective journal, i've only completed one week. I've done 2 activities with it which I need to update,
43 but it's also going back to being busy. I really want to go back and spend some time working on things a little bit
44 more, because, even though we've had the training, I still don't think I've used the knowledge that I've got and I
45 still want to go back and have a look at it. but I just haven't had the opportunity to do it yet. It's partly the way
46 that things work in France. I'll get this opportunity, and try to do it even when I don't have enough time. When I
47 started this course, I found the first session so useful, I'm going to share what i've learned with some of my

48 colleagues. So i'm going to put together a 'mini-corpus training' session for my colleagues, so that means that I
49 will be going back and I will be looking through things properly. I'm not just going to skim over it.

50 I: That's very good. And did you feel supported from these sessions even without having revisited them or re
51 watched them? Did you feel that they supported you in the design of the corpus-based activities? Or could you
52 have done this without these sessions?

53 Makenzie: No, I couldn't have done it without them. I found Cathryn's very very helpful and very supportive. So
54 the [activity] ideas that she had, and the knowledge that she shared, it was brilliant.

55 I: With regard to designing these activities, do you recall how much time it would take you to design each
56 activity?

57 Makenzie: ... I think some teachers would use the corpora as the basis for the lesson, [but] that doesn't really fit
58 with my style of teaching because my lesson plans are very open. I know where I want to go, but I don't
59 necessarily know how I'm going to get there. So corpora for me is more looking at exercises and doing
60 experiments [searches] with the kids and the people that I work with. Using it as a tool in the classroom, rather
61 than something that I would necessarily use to develop activities with from and for. I wouldn't have a whole
62 lesson using it because I think that wouldn't fit with the way that I teach, because I very much like my classes to
63 be driven by the students. For example, they sit down and i'll say to them, 'What do you want to look up?' so
64 I'm quite free in terms of the syllabus. I've got a lot of flexibility. I have absolutely nobody looking over my
65 shoulder at all, and I know that some people in universities have very, very strict guidelines, and there is
66 something that they need to teach and therefore build an activity into a lesson.

67 I: You said it's much freer bringing it into the classroom, getting the learners perhaps to look things up and use
68 it?

69 Makenzie: Yeah, but I wouldn't have it as a focus of the lesson, because I don't have a strict syllabus which
70 would require it. I don't really have any time scales, and I also like my lessons to be driven by what the students
71 know. So, for example, if we're doing a session on linking expressions, it might start with my list of 6 that I
72 want to teach them. But if they have a different 6, then i'm not going to tell them that their 6 are wrong. So I like
73 to have this kind of fluidity where we'll say, 'Okay, well, you like this one, I like that one, why, don't we swap?'
74 I like to have a lot more exchange, and I think that the idea of having a full lesson based on corpora probably
75 wouldn't work for me because it's perhaps a little bit dry. Can I say that?

76 I: Absolutely. And so I take it that you would like to continue using corpora in the future, but in a way that fits
77 your style of teaching or your teaching, and learning, context?

78 Makenzie: That's right. Like I said my teaching and learning context, it's not structured. It is, but it's not
79 restricted by anybody. Apart from me and the students. I don't do the same thing from day to day, year to year,
80 class to class. It's always different, so if I find an activity that works, for example with the corpora, I did a
81 ranking activity on collocates, with noun+ verb, collocates and adjective+ noun collocates and I got the students
82 to match them. So I gave them the adjectives and asked them to select the top 10, and I gave them the nouns,
83 and asked them to select the top 10 adjectives and that kind of ranking activity because there's an element of
84 competition to it. So i'll use the activities and i'll use the corpora, but not necessarily always.

85 I: A very informal kind of way.

86 Makenzie: Absolutely, it's more that if I find activities that I like. Then i'll stick with them and i'll probably use
87 them.

88 I: Do you remember how time it took to create that activity with the corpus?

89 Makenzie: Yeah, okay, not long. So 15-20 minutes. I'm like that, super quick. But that's because I'm creating
90 activities rather than lessons.

91 I: Let's move on to looking at the training framework. Did you do a needs analysis with your students?

92 Makenzie: No, I knew what they needed from previous discussions. I didn't do a specific 'I'm studying corpora,
93 what are your needs?' So that I can build the corpora into it. The needs analysis is based on the conversations
94 that I had with the students I already knew what their needs were.

95 I: So you brought that knowledge into the [training] sessions.

96 Makenzie: That's it. I didn't do a specific or separate needs analysis for them because I already knew what those
97 needs were. I'd use the corpora to give them a different or alternative way of meeting those needs then I would
98 have normally.

99 I: Do you? Because you said, you tailor everything according to the learners needs. Do you use a specific book,
100 or do you pick and choose activities from very sources, or design your own?

101 Makenzie: A mixture. If the people that I teach have something that they want to talk about, then I let them talk
102 about it. I usually have, like a flowchart of what I want to get out of the lesson in terms of either vocabulary or
103 grammar. I know what I want to do, but I will let them drive the conversation. If, for example, i'm doing
104 comparisons with some kids this afternoon, and I want to do it based on descriptions of people, but if they've
105 been at school and they want to talk about their teachers, then we'll talk about their teachers, and if they want to
106 talk about their family, then we'll talk about family. Whatever it happens to be that they're interested in. The
107 vocabulary will change, but the objective will stay the same. So they have a lot of flexibility in terms of what
108 they choose, and they have some influence on how I want the lesson to go, because I think that if they're not in
109 the right frame of mind to get something out of the lesson. Then there's no point pursuing it, so i'm always more
110 than happy just to drop things and say, 'Okay, you'll find in this very boring. Let's stop.'

111 I: So EP was chosen to reflect a stress free manner. Was that the feeling you had when the trainer introduced a
112 corpus or the corpus tool each week? Did you have a different experience?

113 Makenzie: It was absolutely stress-free, and it was better, because particularly for me, coming from somebody
114 who knew absolutely nothing, and so so busy, when I sat down to do things, i'd often forgotten. [So I] had to go
115 back and look at my notes to see what I was supposed to be doing and to refer back to the course materials and
116 that process helped me . So that was really really good for me, because I was learning as I went. I did get
117 frustrated one time, and I actually deleted my membership to one. But that was just for 24 hours, because I was
118 trying to do something, and I just couldn't do it and COCA said I used the pool of my searches and I just gave
119 up with it and I went away. But then I came back and eventually got what I wanted. But yeah, that's that's a
120 brilliant way to learn, I think, really.

121 I: And in this example, when you got what you wanted was this for an activity as part of a lesson?

122 Makenzie: Part of the lesson, yes.

123 I: With the pre-designed activities, did you use them, or did you use the ones you created? mixed?

124 Makenzie: I used the ones that Cathryn gave us as the starting point. Not necessarily with the same objective. I
125 looked at how she did things to get the results, but not necessarily by looking at the same things. So, for
126 example, I wanted to use the activity idea, but just with a different vocabulary item. I just looked at how she did
127 it, and then yes, re-constructed it myself. So the activities were the same, but the content was different.

128 I: And again, it was more tailored to your learners.

129 Makenzie: It's exactly the same as the way I teach. I know what I want to do, but how I get there is not
130 necessarily clear at the outset.

131 I: Do you think that there was a stress-free environment created?

132 Makenzie: Absolutely.

133 I: Would there be anything that you would suggest as a change that could make it even better for future
134 participants?

135 Makenzie: No, I think it was great, there was no stress at all. The sessions were enjoyable. And also we knew
136 that Cathryn was there to be able to help, as if we had any difficulties at the time and though there was nothing,
137 she was always happy to answer questions, and it was really great. What else could you want? So yeah, i'm
138 really pleased with that.

139 I: Do you happen to remember any of the most successful activities of the ones that you [taught] during the
140 course?

141 Makenzie: No, nothing that I want to pick out immediately.

142 I: Okay. You said that you didn't know much about corpora before the training session, so now, looking back at
143 it, has your teaching changed as a result of attending these sessions?

144 Makenzie: It's not changed my teaching, but it's a changed my thought process, and the preparation.

145 I: Do you mind elaborating a little bit on that?

146 Makenzie: So normally when I plan a lesson, the objective is very clear. I think of [corpora]now as an additional
147 resource. [For example] when we [teachers] get free books from publishers, I've got some current textbooks,
148 I've got some old textbooks. I've got some textbooks and worksheets that are found on the Internet. We've got
149 YouTube, we've got listening extracts, and I've kind of got this mental library when I'm planning the lesson. I
150 think, 'what have I got that could be useful to achieve that?'. But now that I know about the corpora, it's like
151 having another book in the library. So when I prepare for the lessons, I think, 'Hmm! I wonder what I would
152 find if I looked that on corpora, and I wonder what I could do with it?' So it's more about how I prepare the
153 lesson, how I approach [the objective]. So it's another book in the library for me. It's a resource that I can go
154 back to, and probably one that I would use regularly as well. But also now I'll swap with other tools to keep my
155 students interested. I think once the kids see [it] once, they know what's going to happen, then they switch off.
156 So you can take it so far because they're not necessarily going to be keep engaged. So it's finding the balance.

157 I: Absolutely. Do you think reflection contributes to your learning of using corpora? Was it a necessary part of
158 the of the session of that framework?

159 Makenzie: Yeah, it is but I don't feel like [I] have completed yet. I'm planning to go back and revisit what we've
160 learned and do more things with it... I haven't taught all of the activities that I need to do as part of the course.
161 So i'm still learning, i'm still improving. So that is very much an important part, because you have to use it to get
162 to know it.

163 I: What worked and what maybe didn't work for you with regard to teaching with corpora in the classroom?

164 Makenzie: ... If I found something didn't work, then I just wouldn't use it. The fact that i'm going back and i'm
165 using it is a sign that is working, but for me, if the student isn't engaged or if it doesn't work then I go back and
166 rethink my strategy and think about how I can do things differently, which may involve sticking with corpora
167 but doing it differently or not using corpus tools. That's what I would like to find out.

168 I: So with what you've used so far has there been something about the using corpora that you found is not
169 working?

170 Makenzie: Only when they've asked me questions that I haven't known their answers to, that's not a sign of it not
171 working. It's just a sign of me being caught off guard....This comes back to the kids and the flexibility [of my
172 lessons], if I'm not quite sure what they're going to ask me put into corpora, I don't necessarily know I'll get out.
173 For example, seeing a curse word in the sentences ... What it gives you, you can't always control that, so I
174 should be a little bit better prepared for results which i'm not expecting but it's good because it's still the
175 language that we use, isn't it?

176 I: For future sessions, would you have any suggestions as to how to improve the sessions?

177 Makenzie: I don't think so. I think perhaps it might be worthwhile letting people have access to the corpora and
178 having the first training session be a bit more practical, but just the first one, because I found that when I sat
179 down to build my first activity, both COCA and sketch engine were not quite as intuitive as I thought they
180 would be. I would probably suggest setting up the very first session a little bit differently, just so that people can
181 actually do it themselves alongside Cathryn, and understand how things work rather than being I want to say
182 'top down' and you know that's not how we came across, but if effectively that's what was happening. She was
183 explaining how to use it. She was showing us but then it finishes, and then we don't have the practical
184 experience that goes with it. So I think, perhaps just that first session. It just could just be a little bit different.

- 1 I: So, the first question is related to the corpus training sessions themselves. What did you think about the
2 number of sessions as well as the length?
- 3 Aubrey: I thought both were perfect in terms of the time commitment. It would be lovely to do [a session] every
4 Saturday, but I don't think Cathryn has the time and unfortunately, maybe us teachers neither. So it was perfect
5 to give us an overview and to get started ourselves. There's a balance between giving enough information, but
6 also not taking up too much time. Yeah, definitely, for me it was they were both fine, yeah.
- 7 I: Fantastic and what was your initial impression of the corpora?
- 8 Aubrey: So I have used some [corpus] websites before ... but we were working on 2 sites that I hadn't used
9 before. We used COCA and we used sketch engine and I liked both, but I was glad that Cathryn was there
10 because [although] I had actually seen COCA before, I've never used it. I just found the color[coding of
11 concordance lines] really confusing and I didn't know what they all meant and so it was helpful that Cathryn
12 showed us essentially the basics of COCA.
- 13 I: So which of these websites could you foresee yourself using more in future classes and why?
- 14 Aubrey: Definitely COCA because for me, it's free and I can get access, but sketch engine I can't get access and
15 I think that the free monthly trial will soon be up, but I liked both of them for different reasons, yeah.
- 16 I: Did you have enough support in developing your own corpus based activities during the training sessions?
- 17 Aubrey: Yeah we did because Cathryn, she collected right at the beginning, like language points that we wanted
18 to focus on, and she had an activity ready for us each week, so definitely. And she had the other activities for
19 other teachers, so there was a variety. It gave me at least an idea of the different ways that you could use corpora
20 and the different activities that you could create.
- 21 I: And did you happen to re-watch any of the recorded training sessions? Did you find that they were essential in
22 learning to use a corpus?
- 23 Aubrey: I haven't but I've saved her slide decks or you know the visuals that she sent. The actual [videos]
24 sessions? No, because maybe the [videos] would be useful to re-watch, if I hadn't been there, but I went to every
25 session. I made notes of the useful things that Cathryn did, like when she shared her screen, she showed us the
26 steps - what to click on and so forth and how she got the results. So in a way I [didn't] need to watch the
27 sessions again.
- 28 I: How long did it take to make an activity with a corpus on average for it for you?
- 29 Aubrey: Well, maybe I cheated and I used Cathryn's activities because in each session she had planned an
30 activity that I could use and so I didn't need to plan an activity.
- 31 I: I will have to come back to you on that one.
- 32 Aubrey: Yeah
- 33 I: At this point are you likely to continue using corpora in your classes? And why or why not?
- 34 Aubrey: Definitely. I mean, I was interested in it beforehand, but I was interested in corpora in a different way.
35 As in, to decide on what to teach in class because I used corpora to do a little bit of research for a program that
36 was teaching. The program was called 'Language for Law' and it was teaching English to postgraduate law
37 students that were going on to do a postgraduate law course. So I used corpora to check to see what kind of
38 modal verbs were used in certain law journals. And so which type of modal verbs we should then teach for the
39 law course. Whereas what Cathryn I think wanted us to do is actually use corpora in class and get the students to
40 be doing the activities and researching it and finding out about language for themselves. So it was a different
41 approach. And definitely, yeah. I know that Cathryn talked about other teachers planning like entire lessons
42 based on corpora, but I used Cathryn's activities just to put in like maybe 10 minutes of an activity with corpora,
43 so it also seems it can be flexible. It doesn't have to be the whole lesson, but it can just be 5 minutes, 10 minutes.
44 Yeah.

45 I: Yeah, adapting it to what you need. The next set of questions are related to the training framework. Did you
46 conduct a needs analysis with your students?

47 Aubrey: Let's say that the needs analysis had already been done because I used a group that I teach at a
48 university and their syllabus is already fixed and so I picked out some things to focus on because of the
49 difficulties that they have. They were happy 'cause the term has almost come to an end, so I didn't really involve
50 the students, [they] weren't involved in the needs analysis because it had already been done.

51 I: Do you prefer to conduct a needs analysis or to use a textbook? For example, using the grammar and
52 vocabulary in the textbook as a basis for activities with the corpus?

53 Aubrey: To be honest, I would have preferred... to talk with the students and to conduct the needs analysis with
54 their input, rather than using a textbook or using this list of grammar points that we had or this advanced
55 grammar textbook that we already had. But unfortunately we are essentially teaching to an exam and so it's out
56 of my hands. But I would have preferred the needs analysis to have it come from the students.

57 I: Do you think having a specific learner need or textbook activity in mind helped you to learn to use a corpus or
58 specific corpus tool?

59 Aubrey: I think so because it gave us a starting point, otherwise, without a need I wouldn't have known what to
60 look for in in the corpus. Absolutely.

61 I: EP was chosen to emphasize exploring corpora in a stress-free manner. How did you feel when the trainer
62 introduced a corpus or a corpus tool or activity each week?

63 Aubrey: Regarding the idea that it's to promote stress free use of corpora, I definitely think it worked because
64 the approach... had visuals to show us, like different steps and then the final result and then she had 'live'
65 [parts] screen sharing, so we could see the different steps. And also what was helpful [was] how sometimes it
66 didn't work: maybe the question that we asked the corpus was too broad and the result it gave us flashed a
67 message like 'narrow your search' this kind of thing. So it was stress free and it emphasized the kind of trial and
68 error type of approach. That 'have a go' and if it doesn't work, try again and change the parameters of your
69 search in some way. So it definitely did, that type of approach definitely did help.

70 I: Did you incorporate a corpus activity into an existing lesson plan or did you create a new lesson to teach an
71 activity with the corpus?

72 Aubrey: Um, I used, I don't know if they were existing lesson plans, but they were existing materials I had.
73 Essentially texts that simplify the language point that I needed to teach. And then I used a corpus activity to
74 exemplify that language point in a more learner oriented type of way. Quite often I used the [corpus] activity to
75 help the students figure out what the grammatical rules were regarding the language point. So yeah, [I added an
76 activity into] you could say existing materials.

77 I: Alright. The training sessions included predesigned activities for your students. Did you use these or did you
78 prefer to create your own activities? You've spoken to this point a bit...

79 Aubrey: Yeah, I used Cathryn's. I always used Cathryn's but I think, because I'm still to do another session
80 with these students, I will create my own [next time] but I [mainly] used Cathryn's because I thought that's what
81 they were there for.

82 I: Absolutely and do you think the training sessions provided a stress-free environment and if so, was it an
83 effective way to learn to use a corpus? If not, how could it be improved?

84 Aubrey: No, I definitely think it was [stress-free] because as I said before Cathryn seemed to plan in the session
85 this two-pronged attack with a corpus. She had her slide decks/her visuals, that she shared with us and then she
86 showed us actually 'live' how we could do it. Also, after the first session, she hung around, just so that we could
87 have a bash. You know and actually get us to use it, so I think it was such a successful way to learn how to do it
88 and maybe demystify the sites that we would use. COCA, I'd never used it because I found it like really really
89 confusing, visually confusing and Cathryn's sessions helped to again demystify COCA and just show that it is
90 actually really rather simple.

91 I: Which of the corpus activities do you think were the most successful and why is that? and also if there was
92 one that you thought was the least successful, which one would you say was the least successful and why would
93 you say that?

94 Aubrey: I don't think that there were any most or least successful. I think that what didn't work because I'm
95 thinking about the students that I had and how I used it with these students and maybe what I should have done
96 is in the first corpus activity that I did with them, what I should have done is half introduce corpora before
97 getting them to use it. In the training materials, the handbook that Cathryn sent us, there was an activity about
98 introducing corpora, just to explain what corpora is and maybe I should have done that before getting the
99 students to use a corpus activity because I think that would have helped them kind of understand what it is. So I
100 don't think in itself there were any more or less successful activities. I just think that I should have introduced
101 the idea of corpora, what it is, beforehand.

102 I: Absolutely. How has learning more about using corpora affected your teaching?

103 Aubrey: I think so. I'm still thinking about the group that I used corpora with and they are a group of students
104 doing a degree in translation and interpreting and I think that it has affected ... how I mark their work because
105 they send their translations to me and sometimes when I'm marking it I have just gone on my intuition and said
106 no that doesn't sound right and then I will go and check. Maybe I will check on COCA which is American
107 English even though I am originally English, so I think 'What sounds right to me?' and yet a lot of my students
108 get more content from American English and so maybe what they have heard is right? and my intuitions then are
109 wrong. So I tend to check more of my student's work and I put their stuff through COCA just to check. But also,
110 maybe how it's affected my teaching [is] I give them it [COCA] in classes more, in the lessons, more
111 opportunity when we're doing a translation. I tell them to go and look on COCA or to look SKELL which is an
112 easier version, of sketch engine. So maybe, how it's affected my teaching is leaving more space and time in
113 lessons for them to go off and have a look and not to rely on what I tell them or importantly that they don't just
114 look in an online dictionary or maybe a word but actually to go and use COCA and use one of the tools on
115 COCA.

116 I: Was reflecting on planning and teaching with corpora helpful and learning to use a corpus? If so, why do you
117 think that was? if not again, why do you think that was?

118 Aubrey: Yeah, because again it goes to not relying on my own intuition and in thinking about what's right
119 language-wise and what's not. Often as well, what I did was, I would do the language searches before the lesson
120 on COCA or on sketch engine, just to make sure that it worked and if it gave the results that I wanted the
121 students to see or what I thought that could be helpful for the students.

122 I: What worked or didn't work for you as regards to teaching with corpora in your classroom?

123 Aubrey: I think it all worked for me. So, I'm not much use really in saying what could improve because I was
124 happy with all of the sessions and how Cathryn approached the sessions.

125 I: So you didn't have any suggestions for changes or anything like that?

126 Aubrey: No, sorry.

127 I: Not a problem. Is there anything that you would like to add, that you think maybe you haven't said about the
128 training sessions, that you'd like to let the researchers know? I'll give you that opportunity now.

129 Aubrey: I don't think I'm much help in this regard either because I found the whole thing very helpful. I thought
130 that Cathryn calibrated the sessions really really well in terms of input for novices and then allowing us to go
131 away and do our own thing. So I was happy with the whole thing and I found the whole thing really useful and
132 really helpful and I found her guided approach very helpful in just looking at the bare bones of it. Because I've
133 done other courses and they either think that you have a higher level than you already have, I thought it was just
134 very very useful to just do the real basics, you know. This is a search, this is how you do it, this is what you get
135 if you use these parameters, so I thought that she did a stellar job.

136 I: Well thank you so much for giving your time and taking time to have this interview and to share your
137 thoughts with us. We really appreciate it

- 1 I: The first question is: what did you think about the number of sessions as well as the length of each session?
- 2 Nana: Because I have a little bit of background on this, for me it was good. We had enough time between every
3 session to practise what we learned in the training sessions, so I think it was good for me. It was enough.
- 4 I: Excellent, so you don't wish they had been longer or shorter?
- 5 Nana: No, it was really enough.
- 6 I: Yeah, wonderful. What was your initial impression of corpora and which corpus websites do you foresee
7 using more in future classes: sketch engine or COCA and why?
- 8 Nana: Well I have been using COCA only because it was free for me. I cannot subscribe [pay] for sketch engine
9 so I focused on COCA which worked best for me. I found it useful because it suits the learner's needs that I was
10 looking for... I will be trying sketch engine in the future because I am interested in the corpus. My initial
11 question was, 'how I can use it in the classroom?' because although I already know what's in [a corpus], I didn't
12 know how I would use in lesson preparation in terms of having exercises and activities in the classroom. So with
13 the ideas that we got in the training sessions, I can see how to use Sketch Engine in the future if I'm able to
14 subscribe, so that I can have the ability to use all the corpus features that we learned about. That's gonna be
15 beneficial for me. Having access for me and for the students is important 'cause they also learned how to use it
16 and at the same time and every activity I had in my mind I made using sentences from COCA.
- 17 I: Lovely. Did you have enough support in developing your own corpus-based activities during the training
18 sessions and did you happen to rewatch any of the recorded sessions?
- 19 Nana: Yes, I got the help that I needed and I actually used the idea that Cathryn gave me and they worked very
20 well. You asked if I watched the recordings. I attended all the sessions, so I had the slide decks and I knew what
21 we were talking about, but I will be calling back to the recordings in the future. There were things in COCA that
22 would help you to narrow down the search, so I might forget what those were after a few weeks, so I will need
23 to go back just to see what Cathryn taught us regarding the narrowing down of our search if we want to, so yeah
24 that would be the reason I would go back to recording.
- 25 I: How long did it take to make an activity with a corpus on average?
- 26 Nana: Not long because during the [training] sessions, I would think about how I can use what Cathryn is saying
27 for my own classes, so the planning was happening in my head during the training. So when I wanna go back
28 and prepare for my class, I just needed to go back to the corpus to look for the things that I needed for the
29 lesson. For me, I did really very basic searches. I'm actually still using the corpus right now even after we
30 finished with the training. I'm still going back to get some sentences for my students. It's really really helpful, so
31 for now the search[es] that I need really don't require a lot of planning, so on average not more than 15 minutes.
- 32 I: Wonderful and at this point, are you likely to continue using corpora in your classes? And why?
- 33 Nana: Yes for sure. I'm using it because one thing I notice is, especially when you are preparing like for exams,
34 you always worry that students might find the sentences or the things that you are getting from just a simple
35 Google search or just going to an online dictionary. So looking up sentences and examples from the corpus has
36 2 benefits first) I know I am using authentic sentences and usage 2) the other students ... don't know ... where
37 I'm getting my sentences from, so it helps me to guarantee that students are not finding the answers easily
38 online.
- 39 I: Fantastic. The next group of questions are related to the training framework: Did you conduct a needs analysis
40 with your students?
- 41 Nana: Yes, at the beginning.
- 42 I: Did you have any difficulties with this?
- 43 Nana: No, I'm familiar with it and I already kind of know my students so I already had in mind what they would
44 need, but no I'm familiar with needs analysis and it was helpful to do that.

45 I: Do you prefer to conduct a needs analysis or to use a textbook?

46 Nana: I think both because there are many [published] books right now, we cannot really keep up with all the
47 publications that are coming out, so it's easier for me to narrow down what I want in terms of textbooks and
48 content by determining the needs of my students because sometimes you might need more than one source to
49 kind of meet your learners needs and they might not be all available in one textbook. So I will start with the
50 needs analysis and from there I can set my objectives to be able to get to find the materials.

51 I: Fantastic. Do you think that having a specific learner need or a textbook activity in mind helped you learn to
52 use a corpus or a specific corpus tool?

53 Nana: Because I already know my students are focusing on improving their speaking skills whether in the
54 business world 'cause that's what their fields are all in, so meetings, interviews, being able to go to the office,
55 and so on and to pass the speaking test, so they want to focus more on their sentence structure. They wanna
56 learn how to connect their ideas together, so using transitions and also a little bit of grammar would help
57 especially when they wanna use conditionals or they want to use certain phrases. Like looking for relative
58 clauses, how they can use that in order to form complex sentences. So because I know all of this, I will be able
59 to narrow down my search in the corpus. I'm not searching for everything in the corpus, I'm just looking for
60 these specific things that I would like to be able to use to form an activity for my class.

61 I: So, EP was chosen to emphasize exploring corpora in a stress free manner. How did you feel when the trainer
62 introduced a corpus or corpus tool or activity each week?

63 Nana: It was fine. I was able to cope with it. I always like to apply things to be able to understand, so I was
64 applying what we were learning in the training sessions, so that I don't forget it after two weeks. So to keep up
65 with the training classes because they were every week, it was fine for me.

66 I: Excellent and so did you incorporate a corpus activity into an existing lesson plan or did you create a new
67 lesson to teach an activity with the corpus?

68 Nana: No I incorporated it in[to] my lesson plan... it was easy for me to just add it to my lesson.

69 I: The training sessions included pre-designed activities for your students. Did you use these or did you prefer to
70 create your own specific activities with the corpus?

71 Nana: I did both. I just wanted to first feel comfortable with what I'm giving the students and then I was able to
72 create my own activities with COCA.

73 I: Do you think that the training sessions provided a stress free environment? And if so, was it an effective way
74 to learn to use a corpus? and if not how could that be improved?

75 I: For me the sessions were very helpful. The meeting times were really good. We have our working schedules,
76 so we had actually the option to attend either one of two days per week. So there was flexibility and I was
77 relieved in terms of the schedule. The second thing was a flexibility in the time. So the sessions were not really
78 like pressuring in anyway because so we had time to discuss what Cathryn was showing us, to talk at the
79 beginning whether we're fine with the lessons that she had chosen for us and questions were welcomed at the
80 end as well. So I mean, everything was well planned.

81 I: Excellent. Which of the corpus activities do you think were the most successful? And then also, which do you
82 think might have been the least successful and why?

83 Nana: More so for my specific case, I was focusing a lot on vocabulary content because I'm focusing on
84 speaking and my students don't need a lot of grammar 'cause they're fine with that. So the activities that I was
85 designing, they were all successful because that's exactly what my students need. So looking at the sentences
86 and the examples that I gave them and having them search for sentences with the vocabulary words that we were
87 targeting in our lessons, it was successful because students were able to see this is how we use this word and
88 seeing it in context was very helpful. Because sometimes you plan a fill in the blank exercise or something like
89 that you're just giving them a very short passage or sentences and sometimes you really never use those
90 sentences in real life, so seeing it in the corpus made it look real and authentic and ... when it comes to the
91 Business world, they see those real examples [that] I'm not creating any example from my head, that probably

92 will never be said at any point in their life, so that's the most effective thing. At this point it's fine, it's working
93 for me.

94 I: How has learning more about using corpora affected your teaching?

95 Nana: So at the beginning, because I didn't know how I will use it and just attending the training sessions, I can
96 now use it in my teaching and I'm still using it right now. It makes it faster for preparing [lessons] because in
97 our [teaching] field in English, we need a lot [of] examples. We need a lot of sentences in order to have students
98 do exercises on the lesson, so we always have to have a whole new sentence that the students haven't seen
99 before, so the corpus saves me a lot of time. Instead of thinking about what examples I want to use, I can just go
100 to the corpus. Another thing actually I noticed recently is the levels [of my students]. So if my students are not
101 that good in English, I can choose from [easier] examples that would show up [in a corpus search] ... like [ones
102 that] doesn't have those difficult words and I was really surprised. I found some examples that would like be
103 really challenging and that's exactly what I wanted for my students, so I just needed to read them you know and
104 select the ones that would be challenging for my students and not very easy. And for those [students] who would
105 need a simple sentence rather than a sentence that would require more time to think about.

106 I: Was reflecting on planning and teaching with corpora helpful and learning to use a corpus? If so why, and if
107 not, why?

108 Nana: For me, I will need actually to really spend more time on how I can use corpora more in my classroom. I
109 teach different courses so the speaking class because I was giving it during that time that was the one that I can
110 use. I have flexibility in adding corpora activities in my lesson planning, but I teach other courses as well, so I
111 need to spend more time on exploring how I can use it - not just for regular English classes or so I have to think
112 about this to see how I can benefit from what is available. Other than that. I think I will also learn more about
113 [corpora from] the teachers as I was saying. So, it would help me figure out if I wanna plan an activity for other
114 students, for other classes, maybe [I will] give them guidelines or a manual where it would teach them how to
115 benefit from the corpus by themselves. If they want to learn how it's used in context, so maybe I would also
116 have to provide them with assistance.

117 I: What worked for you, as regards to teaching with corpora in your classroom?

118 Nana: So preparing for activities, preparing for tests. I'm using that right now, having students basically think
119 for themselves instead of me always bringing [in] these sentences. So let's say we wanna learn about transitions
120 or... any kind of specific structure or let's say how to use certain locations. That's the thing that I was also
121 focusing on, so instead of me bringing in these sentences and have the traditional fill in the blanks exercise, I
122 can have the students look for those examples. This is why I ... would prepare [writing] the steps on how they
123 can use the corpus and this would be helpful for them so they would go and look for those examples and figure
124 out the collocation themselves, how was it used in context instead of me giving it to them.

125 I: Was there something in the training that didn't work for you in regards to teaching with corpora in your
126 classroom?

127 Nana: No, it was all fine.

128 I: What changes would you suggest to the training sessions for teachers in the future?

129 Nana: Yeah, I thought about that. I don't think there is anything that I would suggest right now. For me because
130 I have a corpus background, I know about it so maybe that helped me out [in the training sessions]. If someone
131 doesn't have a background, they might need more time to figure out what to do. But Cathryn was giving us the
132 activity, so even if you don't have a background, if you just try 1 time, you will practice what you know. You
133 don't have to figure it out by yourself, so I think for me it was excellent.

134 I: Is it is there anything else that you would like to let the researcher know?

135 Nana: I think it's all fine, yeah. I really benefited from this and it was really an opportunity to learn how to use
136 the corpus and I think it's very important for teachers to know, so this was a great opportunity.

- 1 I: OK so the first question is: what did you think about the number of corpus training sessions?
2 Luka: ... I would say it's about right.
3 I: OK and the length of each session?
4 Luka: I think it's about right, yeah, not too long, not too short.
5 I: Yeah, OK. And then what was your initial impression of working with the corpora?
6 Luka: Um, it is quite technical... it's very detailed. You need to have very good attention to details. I think it
7 takes a while, until you say 'I know the answer to this. I can use corpora to answer your question'. I think it
8 takes a while until you can get to that stage.
9 I: And would you see yourself using them (sketch engine or COCA) in your future classes? Would you have a
10 preference?
11 Luka: I do in fact. I'm not sure how often I will use it, but I did use it after the sessions ended a couple of weeks
12 ago.
13 I: And did you use one or both?
14 Luka: Just one, sketch engine.
15 I: And could you give a reason?
16 Luka: I was on the school computer and I was dealing with emergent language and at that time, I couldn't login
17 into COCA and I just happened to have sketch engine bookmarked in the computer, so that's the only reason. I
18 used sketch engine before I met Cathryn, so I was kind of more familiar with it. I can use it without logging in
19 here.
20 I: Do you think you had enough support in developing corpus-based activities during the sessions?
21 Luka: Yes and no. Yes, because Cathryn came up with all these ideas about how to deal with [adding corpus
22 activities into our lessons] but ... I kind of feel a bit spoon fed. Like, 'OK, here is step one.' A better way would
23 be both of us making the activity together, but then I can see why she didn't do that. I'm really unfamiliar with
24 corpora, so that's why she had to do it herself.
25 I: That's wonderful. So would you be interested in doing something where it was kind of a collaborative -- I
26 know you can't do that at the beginning but maybe later on?
27 Luka: Yeah, maybe more hands on.
28 I: And did you rewatch any of the recorded sessions at any point?
29 Luka: No, only because I was too busy but I had a look at the Slide deck many times.
30 I: So for you, were the slide decks essential to learning?
31 Luka: Correct, especially all the screenshots, that really counts.
32 I: And how long did it take you to make an activity using a corpus?
33 Luka: I didn't make any actually, I was just using what Cathryn gave us.
34 I: OK, so you could apply them to your own teaching?
35 Luka: Yeah, I had to adjust it a little bit, but yeah generally. It's Cathryn's activity, so even just those
36 adjustments wouldn't have taken long.
37 I: And so do you think you would continue to use corpora and why or why not?
38 Luka: Yes and no. The last time I used was literally because the students were asking for examples of
39 contrastive language 'whereas', things like that. The students were asking 'what does it mean?' and that's the sort
40 of thing I cannot explain and so I was like, 'OK, rather than explaining the meaning to you because I don't speak

41 your language, why don't we look at some examples of how we use it; if it's a good beginning or in the middle
42 of the sentence' things like that. So yes, I will in that kind of situation, I would use corpora again definitely. But
43 I think this kind of thing requires a lot of practice, until I can naturally think how I can answer the students, I'll
44 open the corpora for them and then show them... I think it takes a bit of practice. And to be honest, I don't really
45 have time to refine the skill, so that it makes sense.

46 I: And then in terms of the training framework: did you conduct a needs analysis with your students?

47 Luka: Yeah, I did.

48 I: And how was that? Were there any problems?

49 Luka: It was simple questions: their type of needs. Most of the needs analysis came from me, not from the
50 students, because I know the students quite well, so I can sort of pinpoint what kind of things they need help on.
51 So I used their answers from the [Needs analysis] questionnaire [from the back of the training handbook], just to
52 confirm that.

53 I: And did they know you were doing the needs analysis?

54 Luka: Yeah because it's outside the lesson.

55 I: And if you were choosing, would you prefer to do a needs analysis or to work with a textbook?

56 Luka: A needs analysis.

57 I: And then in terms of working with the corpus, do you think that there's any kind of preference? that it works
58 better with a specific need or a textbook activity?

59 Luka: Yeah definitely. I'm really not experienced with corpora, so take it with a grain of salt, but I feel like
60 corpus is really good for certain things but not good for other things.

61 I: Will you give me some examples?

62 Luka: Yeah, for example maybe I want to teach aspects or tenses. Maybe.. I'll just use a traditional timeline and
63 things like that. If you are teaching the contrasting language, like whereas, maybe it's a good idea to use a
64 corpus, so I feel that there is no need to force using a corpus like, 'OK, I need to teach the continuous aspects or
65 the perfect aspect, [I'll] use [a] corpus' if you know it's not a good idea. There's no need to push it. There should
66 be a specific reason to use a corpus. If you went to corpora for something like tenses, a concern could be if the
67 teacher can process it [explain concordance lines] and it might get confusing for the students 'cause their brains
68 are overloaded with all this new information, new knowledge and they're just trying to get the concept..So
69 corpus can help or maybe not.

70 I: EP was chosen to emphasize exploring corpora in a stress free manner. How did you feel when the trainer
71 introduced a corpus or tool activity each week?

72 Luka: Yeah, it is very exploratory. I can see I have to come with an open mind and then forget what I know. I
73 mean it's not stressful for me in the sense that it's not a university course. I'm not graded for it, so it's not
74 stressful in that way. So I feel OK. If I can fit this neatly into my lesson, great you know, but if not then it's fine.

75 I: So when you were working with corpus activities, did you incorporate them into existing lesson plans or did
76 you create a new lesson to introduce the corpus into the lesson?

77 Luka: I integrated into my current lesson. It's not possible to just create a new lesson for purpose.

78 I: So the training sessions included predesigned activities and did you use these or did you prefer to create your
79 own?

80 Luka: I prefer to use existing, yeah whatever is provided and then adapt it to my classroom.

81 I: Would that be due to your workload or unfamiliarity with using corpora?

82 Luka: Yeah, workload is the main reason. We don't have time for absolutely anything special.

83 I: Really?

84 Luka: If I had more time than definitely, I would dedicate a few hours to learn about this then. Maybe I tried to
85 use it more but just logistically, it's impossible. Whereas in the predesigned activities, that was easy enough to
86 work in and at the same time, we learned about the corpora.

87 I: That's really interesting. So do you think the training sessions provided a stress free environment? and was it
88 effective way of learning to use the corpora stress free?

89 Luka: Yeah I would say relatively stress free.

90 I: And how was it in terms of efficiency? Was it a good way to learn how to use the corpora?

91 Luka: I would say yeah because we're using relevant scenarios; we're using our own needs analysis, so yeah I
92 think it's a good way to learn.

93 I: And then any kind of suggestions on how it could be improved?

94 Luka: Maybe coming back to what I said before, I don't believe that corpora it's the best method, so we're gonna
95 use it. Whatever the context is, I'm gonna use it. ... Instead maybe demo some contexts where corpora is really
96 efficient, and really good for teaching certain aspects. For example, teaching advanced vocabulary, and this is
97 how we do it [in using a corpus] and maybe that's a good way. Instead of preparing the session based on our
98 needs analysis, maybe start with, 'OK this is what corpora is really good for', so maybe like a tool.

99 I: So kind of, one of the tools...

100 Luka: That's right. Like 50 years ago the Audiolingo method was OK, but today that would be ridiculous. It's
101 still relevant, we can still use it for like 5 minutes of your lesson, and this is the same with corpora. I think it's
102 one of the tools that is good to know. You're not gonna use it in every lesson, but I know it's an option.

103 I: Yeah, and then which activities do you think were most successful or least successful from Cathryn's
104 sessions?

105 Luka: I've been looking back at some of the slides. Noun phrases was a good one. It wasn't prepared for me, but
106 for another teacher but I think that was very useful. I think anything related to vocabulary and collocations is
107 also very good. Sometimes you want to see what collocates with 'have' and then you think, 'I just wanna let the
108 corpus give some real examples. I don't wanna keep giving them examples [from myself].'

109 I: I know exactly what you mean yeah. So has learning more about corpora affected your teaching?

110 Luka: I would say not yet, but I think I can it can grow on me. Yeah, I think it has potential to change the way I
111 teach.

112 I: Has reflecting on planning and teaching with corpora been helpful in learning to use the corpora?

113 Luka: Oh yeah definitely. There are those moments when you're reflecting on the lesson and thought, 'oh I
114 could have used corpora for this.' Yeah, I think that happened to me once or twice, so that worked. Yeah, during
115 the month when Cathryn was giving the [training] sessions.

116 I: In terms of suggestions for improving the course or the training sessions: what worked or didn't work in
117 regards to teaching with corpora?

118 Luka: yeah, I think to make it more hands-on. I think that would be that would be great.

119 I: OK, anything you'd like to add or anything like that?

120 Luka: No, not really. Just thank you for introducing her and the project.

121 I: Perfect. OK well thanks million for taking the time.

- 1 I: What did you think about the number of the sessions as well as the length of each session?
- 2 Trina: I thought it was pretty much perfect. It was really useful; it was explained well and it was quite involved.
3 We had to do quite a bit of work but it's the only way really. It's actually a little complicated and if you've never
4 had any experience using corpora before, you need that time to settle in, to understand what it's all about and to
5 get to know it. So yeah, I thought it was great. Not too short, not too long. Not too many, not too few. Kind of
6 balanced.
- 7 I: Fantastic. What was your initial impression of corpora and which corpus websites do you foresee using more
8 in future classes and why?
- 9 Trina: So I've been teaching a PhD student trying to help him, so I think sketch engine would be the one that I'd
10 focus on, but then I think I'd choose both actually because COCA... well I used it with this particular student. ...
11 So I think for that [advanced] level and one to one teaching, I'd mostly use examples from sketch engine with
12 the academic word list, for the most commonly used words in academic writing. I have found that very useful
13 too, especially with the word families to give to my student and to ask him to create sentences with those words.
14 And I've incorporated it into other resources that I teach with and so it was useful.
- 15 I: So, you had previous experience with corpora or was this your first?
- 16 Trina: When I was doing my CELTA recently, corpora were mentioned with an example of words was put up,
17 showing that this sort of thing and databases like this exist and it can be very useful, but I've never actually used
18 them before. When I tried to use corpora before I met Cathryn, I didn't have much success actually, sort of
19 navigating how to use this and so I sort of left it and I didn't really use it. So it was actually quite a revelation for
20 me, to learn how to use these tools.
- 21 I: Did you have enough support in developing your own corpus based activities during the training session and
22 did you rewatch any of the recorded training sessions?
- 23 Trina: Yes, to both of those and I suppose I was in a lucky situation because I'm on Australian time I had one to
24 one training sessions with Cathryn all the time, so it meant that I could ask her questions directly and get
25 answers to them. She was very helpful, so yes to both of those.
- 26 I: Did you find that being able to go back to the recording sessions was essential and learning the corpus?
- 27 Trina: Being able to go back to it, yes because if time passed and I was busy with other things I think, 'hang on,
28 what was that she said?' and so I'd go back. I don't think I watched all of them again but most of them, yeah.
- 29 I: How long did it take to make an activity with the corpus on average?
- 30 Trina: Yeah, kind of longer than I'd hoped. I think now that I know the resource is there, I know better how to
31 use it and it's like anything: you get quicker with things on average. Probably because I was exploring as well.
32 On average, it was probably 2 1/2 to three hours or something like that. [...] I just did what I could until I got
33 the result I wanted. [...] I put quite a lot [of effort] into preparing... to structure and create exercises and to find
34 what I was looking for. Also to correct some things that were incorrect, sort of grammar and spelling, was even
35 in in the [BAWE] examples that I found which I think were probably from undergraduate papers. So I had to do
36 quite a lot of checking and changing/adapting sentences to be helpful, but in the searching for these things, in
37 the creation of these things, I was learning a lot.
- 38 I: At this point, are you likely to continue to use corpora?
- 39 Trina: Yes definitely, especially if I teach somebody at the PhD level or masters level or something like that. I
40 think it's great. I think it's quite reassuring for my student who really understands statistics and he's quite maths-
41 oriented and so I think for him, it was kind of reassuring to know this was a database. I showed him typical
42 words and the most commonly occurring words in academic writing, so I thought if he can master those, it's
43 gonna aid him in writing and speaking and the rest of it. So it's reassuring for me to give him a tool that
44 reinforced that learning.
- 45 I: Did you conduct a needs analysis with your students and did you have any difficulty with this?

46 Trina: [...] Every session we have together I ask him, 'what do you need? what do you need this week? Is there
47 something you'd like to focus on?' But I've been teaching him for a year now and I pretty much know where his
48 weaknesses are. So I basically did that myself, it was easy to write down the areas that he needs help with and
49 I've spoken to his thesis supervisor about where I can best help in his needs. So yes, I have over time conducted
50 a needs analysis and that's an ongoing thing as it should be. It wasn't difficult and this is just broadly speaking.

51 I: Do you prefer to conduct a needs analysis or do you prefer to use a textbook's activity?

52 Trina: When I had been teaching classes of about 16 to 18 students at undergraduate level, they had all been
53 assessed at B2 level prior to joining the class. So [...] I think using a textbook in that situation, we were
54 pressured to get through to certain testing levels and so on, to achieve a certain level up by the end of the five
55 weeks. There were five week mini terms, that we had to test the students on before they could progress to the
56 next level and so on. Now, teaching one to one is a totally different thing. As much as I tried to give one to one
57 attention to my 18 students, it was different because I was teaching those students six hours a day, whereas this
58 student I only teach two hours a week. So it's an entirely different situation and I think, where possible, I would
59 always try to do a needs analysis of the individual but in a large class, it's more difficult. Teaching one to one
60 without an agenda or a level that he has to pass or anything, it's more creative. We can just tailor it exactly for
61 what I perceive his needs are and for his requests. But I think I'm probably a better judge of what he needs than
62 he is. It's easy for me to say.

63 I: Do you think that having a specific learner need or textbook activity in mind helps you learn to use a corpus
64 or a specific corpus tool?

65 Trina: Yeah, it definitely gave me a focus in aiming for a particular thing, yes.

66 I: EP was chosen to emphasize exploring corpora and stress-free manner, how did you feel when the trainer
67 introduced a corpus or corpus tool/ activity each week?

68 Trina: I found the whole thing very good. I mean Cathryn is quite an intense person and the way she presents
69 things, but I really like that. Some people might find it a little too intense, but I actually appreciate that. She's
70 very succinct and clear in her explanations and always open to questions. She explained something that I might
71 not have caught the first time, so yeah it's all been very good.

72 I: Did you incorporate a corpus activity into an existing lesson plan or did you create a new lesson to teach an
73 activity with the corpus?

74 Trina: At first I did the latter and then for the final two activities, there were five training sessions in total, I used
75 the academic word list from COCA into what I had been using before with another list. This particular PhD
76 student I'm tutoring is a midwifery student and professional, so I had researched a list of midwifery terms from
77 the European Journal of Midwifery and that gave us a better list of commonly used terms in the profession. It
78 was a really good indicator of target language so I asked my student to create sentences using these words and
79 then I incorporated this activity and to use the academic word list as well as using the other list. Then, because
80 this particular student has trouble with pronunciation and fluency in speaking, [...] I would record them on
81 WhatsApp and send the recordings to him and then he would read them aloud and send them back in WhatsApp,
82 to try and imitate the way I was speaking. [...]

83 I: The training sessions include pre-designed activities, did you use these or did you prefer to create your own?

84 Trina: Many I adapted and I created my own, yeah.

85 I: Do you think the training sessions provided a stress-free environment and if so was it an effective way to learn
86 to use a corpus? if not, how do you think it could have been improved?

87 Trina: OK, I thought there was one weakness with it, and that was for someone like me who just found it really
88 hard to find what the hell it was all about. I knew there were lists and I knew it was sort of databases and stuff
89 and more frequently occurring stuff, but to actually find these stuff...? So when a friend suggested to me to do
90 this training with Cathryn, I thought, 'Great, I'll finally find a way to use corpora' but I think at the very
91 beginning it would have been more useful to explain from scratch. From zero knowledge, because I think there
92 was an assumption that I knew what on earth this was all about, so going from zero to 15% was a real struggle.

93 I'm nowhere near 100% conversant with it now, but at least I know what it's about and I get how to use it. I can
94 see how to explore it, but I think the initial session might have assumed too much of my knowledge.

95 I: Which of the corpus activities do you think were the most or least successful?

96 Trina: Most successful? The one with the Word families list from COCA. I thought that was really useful. It was
97 good to say, 'hey, look this this list. It gives you the most frequently occurring words. It's 3000 words, print it
98 off and you'll be really very conversant with using these words and it will help you.' So I think that was
99 probably the most successful for me. I think they were all successful, the things that I looked for, getting into
100 really detailed searches in Sketch engine or adding extra details [to the searches]. I'm still getting used to that
101 and as I say I'm not up to 100% speed with it yet, but I'm getting to know some of the terminologies and which
102 buttons to press. Perhaps it wasn't even too technical for me, it's just the amount of time one spends on it is. It
103 would be rewarding in the end, so I wouldn't say any of it wasn't successful. I think it's all really useful and I can
104 see if I were to take on students at masters/PhD level, I think it would actually be very useful. The thing that I
105 mentioned before about some of the materials in the [BAWE] corpus is using undergraduate essays. There were
106 mistakes [in the corpus], so that's my main concern, that even if a student were to look at that them, they could
107 be misled in thinking one of these sentences is correct, when it's not. Also, I was on the free trial version of
108 sketch engine, so that didn't allow me into the Medical Web corpus which would have been really useful.
109 Cathryn told me that it's quite possible to just search for published medical journals. So students would be less
110 likely to run into that problem of mistakes, so it's all those parameters and what you search for that that will end
111 in a better result. I actually had some trouble with these technical things, and getting a subscription with Sketch
112 Engine. [...] If I were to continue teaching, I would definitely join as a paying member of sketch engine but I'd
113 also use COCA as well.

114 I: How has learning more about using corpora affected your teaching?

115 Trina: I've been feeling... because of the research Cathryn's doing and being involved in this and I need to
116 actually incorporate this into my lessons, but it's been a welcome resource. It's been something that's become an
117 extra string to my bow, so I'm really happy with that.

118 I: Was reflecting on planning and teaching with the corpora helpful in using and learning to use a corpus for
119 language teaching?

120 Trina: Definitely, yeah.

121 I: In regard to teaching with a corpus, what works or didn't work for you?

122 Trina: The mistakes for with the undergraduate examples [in BAWE] didn't work and the things that worked
123 really well, using it as a creative tool for my student to create sentences. It was really good and even though
124 there were mistakes in some of those undergraduate examples, it was topical stuff that I was able to grasp onto.
125 So I don't mind using my own creative powers to create sentences for examples from my students, but it's really
126 nice to search [samples from] the Biological Sciences or something like that and so I was able to get sentences
127 that he could really relate to. I'm not putting words about lactation or something like that. Things would come
128 up and that were really relevant to his key language/vocabulary and put them in scientific or analytical context.
129 So there were matched to his field.

130 I: Are there any other changes that you might suggest to the training sessions?

131 Trina: I think even though it may feel like you might be talking down to people, assuming too little, I think it's
132 really good to go over things right from the start, that was my main concern, but Cathryn did a great job. She
133 was terrific.

134 I: Yeah, thank you so much.

- 1 I: What did you think about the number of sessions as well as the length of each session?
- 2 Neve: I thought they were really beneficial. 4 was a nice number and we did a lot of each section but the good
3 thing is there is a video, so I can go back and look at the video and kind of practice and things like that. So I
4 thought it was a good number, it was really beneficial.
- 5 I: Excellent and in terms of the length of each session?
- 6 Neve: The time flew personally. I thought it went very quickly.
- 7 I: Would you want longer sessions?
- 8 Neve: For me, probably, because I'm working to usually 12:30 or 1pm every day, and then I work in the
9 evenings. For me personally an hour is probably perfect.
- 10 I: Right so they flew but you would not want it to be longer?
- 11 Neve: No, because even though I don't feel tired afterwards, you're a little bit tired if you might have other
12 things to do, so I just thought the hour was nice.
- 13 I: What was your initial impression of corpora and which corpus sites do you foresee using more in future
14 classes and why?
- 15 Neve: So I had used corpora before, I had used the BNC but I didn't realize that that was such an old corpus. So
16 I had used corpora before but in a really basic way and from the first meeting straight away, I realized that
17 COCA was much more modern, the different genres and sketch engine..I hadn't used Sketch Engine before, so
18 since the training sessions I've been using it more, but I suppose COCA is easier because I used the BNC before
19 so just naturally I recognize it and it just feels a little bit easier. But the more I practice with sketch engine, the
20 better I get.
- 21 I: Fantastic. Did you have enough support in developing your own corpus based activities during the training
22 sessions?
- 23 Neve: Yeah, for example, I had one private class with Cathryn and also there was lots of time in the training
24 sessions to ask questions and she would ask if we had questions. So for me I thought it was lots of time and lots
25 of support, but for me now, I have to go back and practice and use it all now because there's so much
26 information there.
- 27 I: Excellent and did you rewatch any other recorded training sessions and were they essential in learning to use a
28 corpus?
- 29 Neve: I've rewatched 2 of Cathryn's videos from the training sessions and literally I will stop and pause and try
30 and do the query. Like I'll go from one screen and I'll go to the other screen. The problem is last week we were
31 doing testing in school, so I haven't had time this week but next week I can really start using more corpora in the
32 classroom.
- 33 I: Right, so you think they were beneficial to have the recordings?
- 34 Neve: A benefit for me, I'm a visual learner, so I literally stop the recording, go into the corpus, do the query, go
35 back and check it, it's really beneficial for me. yeah I work really well like that.
- 36 I: Excellent. How long did it take to make an activity with a corpus on average?
- 37 Neve: Well, I've only done two activities so far so I suppose maybe about 20 minutes, but it was just finding
38 example sentences of what we were working on in class. We didn't do very technical queries, it was just to find
39 example sentences. For example, some phrasal verbs and then it was active and passive sentences or verbs as
40 well.
- 41 I: At this point are you likely to continue using corpora in your classes? why or why not?

42 Neve: I definitely will because when I did my masters we read more about it [corpora] and did the pedagogy and
43 used some corpora but it's really beneficial for my classes. I will use it, it's just time for me. The last few weeks
44 have been a bit busy, definitely, from now on I will incorporate it more into the class.

45 I: Did you conduct a needs analysis with your students and had you any difficulties with this if you did?

46 Neve: No, our school actually does a needs analysis for the teachers. [...] From about maybe pre intermediate
47 [...] it's there if you want to do it, they already have it printed out and everything else. So I did the needs
48 analysis with them, yeah and it was very useful. Probably if I had more time, if I was doing it again, we started it
49 in class but I let them take it home [to finish]. I should have done the whole thing in class because I think if you
50 do it with them and talk them through it, you get more detailed answers. Some of the answers weren't as
51 detailed as they could have been.

52 I: Do you prefer to conduct a needs analysis or to use a textbook, like a grammar or vocabulary in the textbook
53 as the basis for activities?

54 Neve: Well we have learner outcomes. So every week, we have to cover certain things in grammar, vocabulary,
55 listening, reading, and speaking. So sometimes it's quicker to use the book. But that's where I think the corpus
56 comes in, you might have great samples in the book or they mightn't give enough practice in the book and then
57 the corpus as an add on is really beneficial.

58 I: Do you think having a specific learner need or textbook activity in mind helped you to learn to use a corpus or
59 a specific corpus tool better?

60 Neve: It definitely focuses you, yeah, because corpora are so big and there's so much information there. I always
61 think for me, the more specific the query, the better. And sometimes for the students, when they look at it. if
62 they have a really specific query, if they have a really good question and they want to find an answer, then it's
63 more beneficial for them. So for me, the more specific the better.

64 I: So, EP was chosen to emphasize exploring corpora in a stress-free manner, how did you feel when the trainer
65 introduced a corpus or corpus tool/ activity each week?

66 Neve: In terms of anxiety? Well, I came into teaching at a later stage and if I don't know something, I don't mind
67 if I don't understand. If I don't, I'll tell them I don't know that, I'll check it and I'll tell you tomorrow. Some
68 people don't like to say that but I'd be really honest and if I don't know I'm just like, 'God I don't know that, let
69 me check it' or the students might find the answer quicker than me and I let them or I'll try and find the answer.
70 So I don't mind if I don't understand something.

71 I: Did you incorporate a corpus activity into an existing lesson plan or did you create a new lesson plan to teach
72 an activity with the corpus?

73 Neve: I introduced it into what we were doing, something in the book and I introduced it as an add on to the
74 book.

75 I: The training sessions included predesigned activities for your students, did you use these, or did you prefer to
76 create your own specific activities?

77 Neve: One activity I have used that Cathryn prepared for me, one activity I created. Hopefully I will get to use
78 all the other activities, it's just I haven't had time yet.

79 I: it wasn't whether you prefer to use the predesigned ones or do your own depending on what you needed ...?

80 Neve: Yes exactly, what was specific to the lesson.

81 I: Yeah excellent. Do you think that the training sessions provided a stress-free environment and if so, was it an
82 effective way to learn to use a corpus? if not, how do you think it could be improved?

83 Neve: I've used corpora before, so for me it was stress free. Probably if people haven't used it before, ... Cathryn
84 would know to start like at a more basic level. But for me, I used it before so I could follow it. Yeah, there was
85 no problem with it.

86 I: Lovely. Which corpus activities do you think were the most or least successful and why?

87 Neve: Again, I've only used 2 corpus activities so far in my lessons and the students were interested. Some
88 activities I could see straightaway as useful; others were like, 'this is new, I'm sure when I eventually get to
89 teach them they'll all be really beneficial' but it's just I haven't taught all of the exercises yet or the activities that
90 Cathryn planned.

91 I: How has learning more about using corpora affected your teaching?

92 Neve: Just to know there is something there that is really useful for teaching grammar and vocabulary so instead
93 of getting a bit stressed or asking 'how can I show that?' or 'what can I use there?' and you mightn't be able to
94 find a book, but that there's an online resource which pretty much, if you know how to do the query, you can
95 pretty much do anything with it. So it's just a really useful resource -a really, really useful resource - in lesson
96 planning and teaching.

97 I: Was reflecting on planning and teaching with corpora helpful in learning to use a corpus? and how was it
98 helpful if it was, if not? why do you think it wasn't helpful?

99 Neve: So I have done one reflection. It is useful because sometimes it certainly wouldn't work right in class and
100 it might be the way I presented it or the way I explained it or something like that and then when I reflect on it,
101 it's usually when you teach it the second time or you bring it to class the second time, you kind of go about it a
102 different way, so you learn. You definitely learn.

103 I: Yeah, and taking time to reflect on that helps with that process.

104 Neve: Yeah, definitely.

105 I: Alright, so what worked or didn't work for you as regards to teaching with corpora in your classrooms?

106 Neve: Well what worked for me was I had introduced corpora [to my students] before I did the training sessions
107 with Cathryn, but I just used to use the BNC and I would mainly look up difficult words and I'd be like, 'oh, let's
108 use a corpus.' And I would just get example sentences and it was very general. Lots of the students would be
109 like, 'what is she doing? this isn't in the book.' Whereas now, it's much more specific, it's much more directed
110 towards what they're actually learning and they can nearly relate it to their vocabulary or grammar exercise, so
111 it's more structured. It makes more sense, so it's easier to use now because I have a plan, I know what to do. I
112 have specific queries to look up in corpora. Yeah, it's like I know how to use it now properly.

113 I: Was there anything that you found that just didn't work for you?

114 Neve: The problem is I haven't tried all of the activities, so I can't say it doesn't work because I haven't gotten to
115 them yet. In a few months, I'll send you an email saying what didn't work.

116 I: I'm sure Cathryn would greatly appreciate that information. What changes would you suggest for the training
117 sessions for teachers in the future?

118 Neve: I don't know if I'd change anything. it's really well done, it's really specific. The videos, that's really good,
119 the fact that we get the videos of the training sessions, then we can practice the activity beforehand, so for me
120 the only thing would be I suppose it depends on the group: if people have previous experience or not, but then
121 you have to kind of start at a certain level and you start to basically lose some people who may only know the
122 basics. Then you might take people who know more than the basics. So there's probably a happy medium but I
123 enjoyed the sessions.

124 I: One session for complete beginners and one for people who have some experience, that's actually a really
125 good point.

126 Neve: Yeah, as if she doesn't have enough work to do, but in a perfect world that might be for future. I couldn't
127 understand why schools and/or directors wouldn't bring Cathryn into schools because to give this skill to
128 people, I think is unbelievable. But probably in that setting, you might have to start at a very basic level.

129 I: Absolutely. Well, is there anything that you'd like to share about your experience?

130 Neve: Just that I learned so much and it's been really beneficial. Cathryn was so friendly and just nice; I loved
131 her style. Yeah, I loved the way she presented everything, there's so much information, I just have to give it time
132 and practice and bring it into my class and that's it.

133 I: Thank you very much.

- 1 I: What did you think about the number of sessions and the length of sessions?
- 2 Ailbhe: Yeah, I thought it was quite a good number. There was four in total, each approximately an hour. Yeah,
3 I think an hour, it's just about right and yeah, I think the number of sessions was a good number as well.
- 4 I: What was your initial impression of corpora?
- 5 Ailbhe: I think it's useful, for me as a teacher as well as the students. Yeah.
- 6 I: And do you foresee using 1 corpus more than another? for example sketch engine or coca, is there a particular
7 reason why you would choose one over the other?
- 8 Ailbhe: Not at the moment. I'm still familiarizing myself with both of them, so probably in the future I will lean
9 towards one that I feel more comfortable with and then I would probably just use that one yeah.
- 10 I: During the training sessions, did you receive enough support in developing your own corpus based activities?
- 11 Ailbhe: Yes, Cathryn was always available and always helpful and came up with suggestions. Yeah and the
12 sessions were recorded, so she would forward them onto us.
- 13 I: Did you rewatch any of the recording sessions?
- 14 Ailbhe: I did not initially but later on I did, yeah.
- 15 I: Would you say that the recordings were essential in learning to use a corpus or was it just some extra support?
- 16 Ailbhe: No, I think they were necessary, because if you're unfamiliar with corpora there's quite a lot of different
17 tools and there's quite a lot to learn that time frame [of the training sessions]. In the hour, Cathryn is very
18 familiar with corpora, so she would say 'you could do this', 'you could do this', 'you can do this', so you would
19 miss out things. So the beauty of having it recorded meant you didn't have to try to scribble things down to
20 remember them. You knew that it was being recorded and you could go back and you'd have the opportunity to
21 pause things. So no, I think it was necessary. Yeah, I think was really good.
- 22 I: Before, I asked about you designing a corpus-based activities, do you remember how long it took you to make
23 each activity on average?
- 24 Ailbhe: That's hard to answer because I was more playing around with it rather than saying 'yes, I'm going to
25 make an activity'. So yeah it was kind of hard to say.
- 26 I: Yeah I understand absolutely.
- 27 Ailbhe: Maybe if you were familiar with it and knew exactly what you wanted, I think maybe 20 minutes to half
28 an hour, I think would be plenty. When you know, 'hey I'm gonna do this and this'. I was more like, 'Oh yeah,
29 what's this? what's this?' I didn't have a kind of, an end goal in mind, yeah.
- 30 I: So today, at this point, are you likely to continue using corpora in your classes?
- 31 Ailbhe: Yes, I think I definitely will. I haven't done as much with it at the moment as I would like to because of
32 various reasons. For example, a progress week test [in school] or I've got new afternoon classes. But yes, it's
33 something that I am interested in and I signed up for this because I am and I think it's very useful and it is
34 definitely something I will use in the future.
- 35 I: Thank you. Regarding the framework, did you conduct a needs analysis with your students and if you did, any
36 difficulties doing so?
- 37 Ailbhe: No I didn't ask them what they needed. It was more based on what we were doing in the class, I decided
38 what they needed and because if you ask students what they need, they say, 'I need grammar', 'I need
39 everything', so I didn't see the point with my classes. And because they were in A2 and B1 [CEFR levels],
40 maybe in higher levels, it would be more useful [to ask students their needs] but in this case I didn't.
- 41 I: Do you prefer to conduct a needs analysis or use the textbook?

42 Ailbhe: A bit of both. So initially we would have a curriculum with a textbook and maybe through the 1st few
43 weeks, I would stick to that, but then as I get to know the students and we've covered a little bit then I would ask
44 them. I don't particularly find it useful in the beginning to ask them but once we've settled in with each other and
45 I can see what level they are and what they need and then ask them [their needs].

46 I: So do you think having a specific learning needs in mind helps you to learn to use a corpus or a specific
47 corpus tool?

48 Ailbhe: I think it's definitely useful to have a goal in mind, otherwise I think you could get lost or go down a
49 rabbit hole clicking buttons. 'Oh what does this do? What does this do?' and so I think it's good to have a goal in
50 mind.

51 I: Exploratory practice was chosen to emphasize exploring corpora in a stress free manner. How did you feel
52 when the trainer introduced a corpus or a corpus tool or an activity each week?

53 Ailbhe: Uh I thought it was good that we got exposure to something new, yeah and yet we had a week in
54 between [which] was good for looking at different things and to see what else you could do with it.

55 I: Did you incorporate a corpus activity into an existing lesson plan or did you create a new lesson to teach an
56 activity with the corpora?

57 Ailbhe: No, it would be just to incorporate it into what I was doing.

58 I: So, the training sessions included predesigned activities for your students, did you use these predesigned
59 activities or did you prefer to create your own specific activities?

60 Ailbhe: Yeah, at this stage I was very happy to stick with the predesigned.

61 I: Was this a matter of time and convenience or a matter of relevance?

62 Ailbhe: It's just a matter of time and convenience, yeah. I just didn't have as much time as I wanted to play
63 around with it and why fix what isn't broken? So...

64 I: Absolutely. So, do you think the sessions provided a stress-free environment and if so was it an effective way
65 to learn to use a corpus? if not how could it be improved?

66 Ailbhe: So yes I would say it was stress free. Cathryn asked us beforehand if there was something we wanted so
67 she could prepare it in advance, and we had plenty of opportunity if we wanted to ask something during the
68 session. There were many opportunities for us to ask questions and you had the opportunity to ask her
69 something beforehand, you could always contact her if you didn't feel comfortable doing it online in front of the
70 other teachers. So, I think it was a good system, she was very approachable, online [in the sessions] or by email.

71 I: Reflecting back, which corpus activities do you think were the most and the least successful ones?

72 Ailbhe: I don't think I can really say the least successful because everything was useful for me. I liked that you
73 could compare words, like when you put that slash and just gave you that function, that ability to do that, I
74 thought that was very useful, yeah.

75 I: How has learning more about using corpora affected your teaching so far?

76 Ailbhe: It's good to know [how to use corpora]. I haven't really put a lot in practice, but it's good to know that
77 you have this additional tool to fall back on and something different for the students which is always good and
78 interesting.

79 I: Was reflecting on planning and teaching with corpora during those sessions helpful in learning to use a
80 corpus?

81 Ailbhe: Yes, I would say so. Without a doubt.

82 I: I have two final questions: what worked but also what didn't work for you with regard to teaching with
83 corpora in your classroom?

84 Ailbhe: OK I can't really answer a lot because I haven't done so much with it, so I couldn't really say that
85 something didn't work with them and we did a little bit just because I didn't want to overwhelm them and again
86 it was pretty new to me, so I can't really say that something didn't work for me. I just made them aware of this
87 [how] they could compare the different things and see for themselves and so that worked for us in the class.
88 They could see the different examples and pick out the different situations.

89 I: So, what changes would you suggest in the training sessions for teachers in the future?

90 Ailbhe: Maybe to give us a task in the online sessions. Yeah, to get us to do a task, so you're doing it in real time
91 rather than doing it at home. Yeah, that's all I can think of yeah.

92 I: Do you think this can help perhaps people be more engaged with creating tasks because you know once the
93 session is over then life happens ...

94 Ailbhe: Yeah, basically because Cathryn was so familiar with it, she would be like 'well you can just go here,
95 here and here' and it was a lot to take in and although I said the videos are very useful for you afterwards, but as
96 you say sometimes, you don't do as much as you want to because yeah, life just takes over. So maybe it might
97 be useful to get us to do a simple task at the start of the training session. So yeah, I know there's only a certain
98 amount of time that she didn't wanna spend too much time doing it but you're more engaged [when given a task]
99 and you're using it rather than observing it. So that would be my only suggestion, but yeah I think it was well
100 thought out and I said she's very approachable and you could ask before or online but that might have been more
101 engaging.

102 I: Well, thank you very much that was the end all the questions.

- 1 I: What did you think about the number of sessions and the length of sessions?
- 2 Oran: I remember it was quite difficult to organize when the sessions would be – different people have different
3 schedules -- so I think asking for more than four sessions would increase that difficulty. I think it's a fair enough
4 number for people volunteering their time.
- 5 I: And what about the length of each session?
- 6 Oran: Again, that kind of comes down to if you ask for more than an hour of people's time as it increases the
7 difficulty of meeting altogether. I think we're probably lucky that we managed to find the one hour of time, but
8 of course, Cathryn is always happy to stay on longer than the hour if you wanted to.
- 9 I: So, when the sessions started, what was your initial impression of corpora?
- 10 Oran: Well I had some understanding of what corpora was, but when I tried to use the tools on my own I found
11 it hard to get my head around. I wasn't sure what I was looking at and if I had made an activity for class, I didn't
12 have the faith in myself that the results were something I'd present to my students. Is it 'backed by corpora' just
13 because I fooled around with a tool for 20 minutes? It doesn't mean that I've actually done the right thing.
- 14 I: Which corpus websites do you foresee using more in future classes? I think you covered sketch engine and
15 COCA.
- 16 Oran: Yeah, I find sketch engine is easier to look at, something about the layout is more manageable but if it's
17 an activity where the students have to use the corpus, they're not gonna pay to subscribe to sketch engine. So if
18 we would be looking at a corpus for in class activities, we were looking at COCA. I have tried SKELL which is
19 kind of a tool with through sketch engine but not sketch engine.
- 20 I: Did you have enough support when you were developing your own corpus-based activities during the training
21 sessions?
- 22 Oran: Yeah, Cathryn is always very quick to respond to emails.
- 23 I: The sessions were recorded. Did you make use of those recordings?
- 24 Oran: Yeah, I'm pretty busy but I tried to watch the recordings before the actual session itself. If I couldn't watch
25 the entire thing, I'd at least watch the part that pertained to my needs analysis query.
- 26 I: Would you say that the recordings were essential in learning to use a corpus?
- 27 Oran: I think you either provide the recordings or you provide the step-by-step slide decks of how to do some of
28 the little techniques which are tricky. Like if you type in 'verb' in all caps, that means you're searching for every
29 verb, whereas if it's a lower case it's literally searching the word. I think that you might forget to do the thing, or
30 the corpus isn't doing what you want it to do, but now I can just go back and watch the recording. It's almost like
31 a YouTube tutorial.
- 32 I: During the training sessions, how long did it take you to make an activity with corpora on average?
- 33 Oran: So, I just used the activities that Cathryn gave and I tried to keep them as simple as possible because I
34 wasn't very sure footed with this technology.
- 35 I: At this point, are you likely to continue using corpora in your classes?
- 36 Oran: Yeah, I mean I'm starting a class next week for six weeks. I'm gonna teach Media Studies through
37 English, so that's gonna be quite academic and I think it could be useful showing them the difference between a
38 corpus of TV and movie language and a corpus of academic text language, so I'll definitely incorporate it in
39 some way... But I have noticed the students don't love it at first. They don't really know what they're looking at.
40 Yeah, it's not really fun [for them], so I think trying to gamify it as a base for an activity will be the challenge.
- 41 I: Did you conduct the needs analysis with your students?

42 Oran: No, I noticed where they made mistakes or I knew they would need X this week because we're doing
43 something the following week that will feed into that. So it was more from observation. In fact, one of my needs
44 changed for the 4th week 'cause I realized like students didn't like the corpus, so I changed my [teacher] need to
45 using COCA with games. Something where there's a winner and there's an edge. Cathryn came up with
46 something, but I had to retroactively change a need.

47 I: Do you prefer to conduct a needs analysis, or do you use the grammar and vocabulary from a textbook?

48 Oran: When I was doing the corpus training sessions, I didn't have a textbook. But the next six weeks course
49 there will be. We're using a Leaving Certificate Sociology textbook, so that's something to think about moving
50 forward but when I was doing the training I didn't have the textbook to work from. I focused on topic specific
51 vocabulary, as the only thing I could anticipate. The class was Art & Culture, so Cathryn said before that you
52 know through observational experience, you could identify certain needs your learners had at the time.

53 I: Do you think that having those specific learning needs in mind or a textbook activity, that this helped you to
54 learn how to use a corpus or how to use a specific corpus tool?

55 Oran: if I'm honest, I only learned what Cathryn showed me... she made [activity] suggestions and I gave that a
56 go, but if a totally different [learner] need arose, I'm not sure I have the confidence to come up with my own
57 activity independently after.

58 I: So exploratory practice was chosen to emphasize exploring corpora in a stress-free environment. How did you
59 feel when the trainer introduced a corpus or a corpus tool/ activity each week?

60 Oran: Yeah, I don't think I panicked when she produced an activity, but I always felt like I was just one class in
61 front of the students, so I felt like a lot of the activities were not about me making an activity but were about the
62 students using corpora themselves. Like the students were using COCA and then they'd have questions for me,
63 and I didn't wanna show my hand, but I didn't really have the confidence to back it up. So, I feel like the first
64 few tasks should not involve students using the corpus, because the people doing this training don't have the
65 skills to reinforce corpus or maybe the students don't like it, because yeah, I didn't know what I was doing so
66 why would they? Like if I was learning to drive a car and I've had five lessons and you only had two lessons,
67 but I'm gonna teach you...

68 I: Did you incorporate a corpus activity into an existing lesson plan, or did you create a new lesson to teach an
69 activity with a corpus?

70 Oran: I incorporated it into the lesson, usually to do task work. Like, they might read an article and I would say,
71 'OK, there's gonna be a lot of new vocabulary in here. Just pick five words and use a dictionary find out what
72 those words mean.' And then they have to put it into a sentence in a shared Google Doc. I've started to do the
73 same activity, but now I incorporate SKELL. I get them to put that in and look at other examples sentences so
74 they might notice the preposition that's always used, they might notice something so that would be an example
75 of something that is maybe not a corpus itself but it's corpus-based.

76 I: The training sessions included those predesigned activities for your students. Did you use these activities or
77 did you prefer to create your own specific activities?

78 Oran: I haven't used all of the ones she designed yet. I used the first one kind of verbatim and then the second
79 one was when I adapted it to huge scale. I can't remember what the designed second activity was, but around
80 that time SKELL had been introduced to me and I realized, 'oh that's much easier to look at and to use from the
81 student's perspective'. It's almost like Google, it's just a search bar and put in what it wants me to get the results.
82 Whereas COCA is a bit confusing since it cuts off at either end. SKELL is just one sentence, tidy.

83 I: So do you think the training sessions provided a stress free environment?

84 Oran: Cathryn was quite flexible with the time, actually quite accommodating. I work until slightly after 4:00
85 o'clock, so I usually joined the Wednesday session, but she made herself available on Saturday as well. No, I
86 never felt stressed but maybe it could be a good idea to have some time allotted for the people taking the
87 training to use the tools live? Like, 'OK, I've shown you a tool, now everybody take 10 minutes to go away and
88 try it.' Sometimes the live session would be just a repetition of the video which I have already seen.

89 I: Of the corpus activities that you used, which ones do you think were the most and least successful?

90 Oran: Well there's a couple that I haven't actually tried yet. Of the two activities, I used SKELL to put sentences
91 into their own personalized ones, this was the most successful but the first one [with COCA] was just so chunky
92 'cause I wasn't familiar myself. It's hard to say, if the first was a failure now. Students found the Word tool in
93 COCA, the word association, that was interesting, but that concordance function is hard to look at. I'm not sure
94 if students understand why-- like I know it's color coded so students can say all those [of a color] are adjectives,
95 but I don't think they intuitively know that.

96 I: For you as a teacher, how has learning more about using corpora affected your teaching if at all?

97 Oran: In the classes that I'm teaching now we're trying to teach more independent learning and if students could
98 wrap their heads around corpus tools, it would allow them to learn more independently. But again, it's just
99 getting them hooked on it, that's the challenge. Even I wouldn't say that I'm necessarily hooked on it but I'm still
100 doing it, even though it's not an easy tool.

101 I: Reflection was part of the core of the of these training sessions where you had to reflect on planning and
102 teaching with corpora. Was it helpful in learning to use a corpus?

103 Oran: I don't know that it was helpful in learning to use the corpus, but it was helpful for the needs analysis. I
104 could reflect on 'how does this speech act in COCA' but I changed my [teacher] need to 'I need to make this
105 more fun'.

106 I: I have two final questions: what worked and what didn't work for you as regards to teaching with corpora in
107 your classroom?

108 Oran: As regards to using it in the classroom, COCA and it happens sometimes with sketch engine as well, and
109 even it happened in the live sessions, sometimes you search a word or you use a tool and it just wouldn't work.
110 The corpus just didn't do the thing it was supposed to do. You prepare the search, click 'go' and the corpus says
111 it doesn't work, the screen is blank or the search times out. And if you're trying to get the students on board with
112 using a corpus and the search didn't work, we'll just do something else. So that was probably kind of frustrating.

113 I: Finally what changes would you suggest to the training sessions for teachers in the future?

114 Oran: yeah I think the first couple of sessions or at least the first session shouldn't involve students at all, like
115 you shouldn't think about this is a tool you're gonna bring into the classroom. It should be: 'this is the tool you're
116 gonna use yourself, like how would you use corpus to plan [an activity]?' Rather than how could you make an
117 activity that students are then going a log on to and fiddle around with it themselves. So more like a teaching aid
118 rather than a learning aid. And I would give myself more practice before bringing it into the classroom ... and
119 yeah, some kind of tasks where students aren't involved at all maybe would make the trainees more sure footed.

120 I: Sure. Is there anything else you would like to add in?

121 Oran: No I don't think so.

122 I: Perfect.

1 I: What did you think about the number of sessions as well as the length of the sessions?

2 Conley: Yeah, it was good. There's a lot to get through with corpora, so the length of sessions was good 'cause I
3 think if they had been any longer, it would be information overload. There was a lot in the sessions, the
4 recordings and slide decks she sent on. I definitely felt it was useful to go back over notes I took and then taking
5 some time to look back over recordings, it's really helpful.

6 I: Excellent. What was your initial impression of corpora and which corpus sites do you foresee using more in
7 future classes, why or why not?

8 Conley: I learned about corpora a bit while doing the DELTA, and I guess I could be called an evangelist for the
9 lexical approach, so I was familiar with the ideas and I'd watched a few talks by Scott Thornbury, for example
10 on corpora, so I was keen anyway from the start. I was more familiar with COCA compared to the others and for
11 some reason or other I just find it a little bit more user friendly. It's the one I can foresee myself using more in
12 the future, but I definitely wanna take time to play around with sketch engine a bit more. Also, the fact that
13 COCA is free and sketch engine is not, I think that's makes a difference as well, but I just find COCA a little bit
14 more intuitive but that's perhaps because I'm more familiar with it having done the training sessions now and
15 any lessons I did were with COCA.

16 I: So, did you have enough support in developing your own corpus based activities during the training sessions?

17 Conley: Totally. Those Slide deck slides that Cathryn sent over, I'm impressed by how many ideas she's able to
18 generate, so it was really, really good. It was like, 'oh, I could go that way and plan an activity like that.' so, a lot
19 of choice. So yeah definitely more than enough support.

20 I: Did you rewatch any of the recording training sessions or and if you did were they essential and learning to
21 use a corpus?

22 Conley: The second session I did, yeah. I definitely found it useful to rewatch and I think I will rewatch others
23 because within those five weeks there's a lot in it, it's good. I feel there's a bank of stuff to revisit and just
24 become a little bit more familiar with the corpora tools, so yeah a lot of lesson ideas in there, but I didn't have
25 the time or an opportunity to try them all out in five weeks but there's a bank there to revisit.

26 I: How long did it take to make an activity with the corpus on average?

27 Conley: The first one took me a little bit longer 'cause I was just getting a little bit more familiar with the tools
28 and the different searches, so that's probably not a good indication. I spent a good 45 minutes to an hour on that,
29 whereas the second one took me 10-15 minutes which the intention was for that to be half an hour or 40 minutes
30 in the lesson. It took an hour and a half, the students were engaged better than I thought, so that was good. I had
31 more language production as a result.

32 I: Wow, that's fantastic. At this point are you likely to continue using corpora in your classes and why or why
33 not?

34 Conley: Definitely. I was keen anyways because it is like the lexical approach: teaching lexical chunks and even
35 just like an idea of useful language. I think students are engaged by the idea of seeing real examples and training
36 those students with higher levels to become researchers and collectors of language themselves or even just for
37 me, just to nerd out on frequency of modal verbs or phrasal verbs, just to know a little bit more about frequency
38 going in [to the lesson]. So that the content of my lesson, the language points that I'm teaching, are based on
39 evidence not just a hunch.

40 I: Wonderful. So did you conduct a needs analysis with your students and if you did, did you have any
41 difficulties with this?

42 Conley: No, I didn't ask the students. For the classes I taught, my schedule has been a little bit irregular over the
43 last while, so I was doing the corpus activities as a kind of free afternoon activity, so it wasn't following a
44 curriculum necessarily. And so the needs analysis was based on my observations and conversations with
45 students, just sort of informally and feedback interviews that kind of stuff. So I based it on that.

- 46 I: Do you prefer if you have the opportunity to conduct a needs analysis or to use a textbook?
- 47 Conley: When working with the students, I definitely prefer just having the dialogue with them and being clear
48 about what their intentions are or what they hope to learn, what they perceive are their strengths and
49 weaknesses, and to have that dialogue with them. I think that's a better way of doing a needs analysis. Course
50 books can be useful sometimes if students don't know how to articulate their needs – of course you can't scrap
51 the curriculum, but I prefer it to teach what the learners need rather than what the coursebook prescribes.
- 52 I: Lovely. Do you think having a specific learner need or a specific textbook activity helped you learn to use the
53 corpus or a specific corpus tool?
- 54 Conley: Yeah, I do. For example, the learners had been looking at the present perfect and I anticipated from my
55 observations, they would be OK on the perfect itself. But the colligations, the prepositions they might use with
56 present perfect or what comes after, the bigger picture of the grammar structure, we could look at in a corpus. So
57 taking that specific need that I knew they had done in the course book and extending on it in COCA, that
58 definitely informed where I was gonna go with the activity.
- 59 I: EP was chosen to emphasize exploring corpora in a stress free manner. How did you feel when the trainer
60 introduced a corpus or corpus tool or activity each week?
- 61 Conley: Yeah it was good, really really good. Cathryn obviously knew her stuff which was great. It was great to
62 see the wealth of information and to have a recording of it just to chase up on things 'cause often you get told
63 what about this or that and then you might forget about it and just come back to it. So yeah, it was really good to
64 see, especially towards the latter half [of the sessions] when we saw other corpora, not just COCA. We looked at
65 GLoWbE, which looked really really cool, looking at BAWE, a couple of different corpora I wasn't aware of
66 before, it was really interesting.
- 67 I: Excellent, so it wasn't like overwhelming or anxiety inducing?
- 68 Conley: No, definitely not. Guilt-inducing maybe. Knowing I could have done more, just to keep up with
69 everything in the sessions.
- 70 I: Well you can moving forward into the future. Did you incorporate a corpus activity into an existing lesson
71 plan or did you create a new lesson plan to teach an activity with a corpus?
- 72 Conley: I took a couple of Cathryn's ideas and kind of meshed them together into activity. One of the activities I
73 came up with on my own in the end, so yeah, they definitely served as a launchpad and then just tailored it
74 slightly and yet there's a wealth of ideas there.
- 75 I: Excellent and so the training sessions include predesigned activities for the students, did you use these or did
76 you prefer to create your own specific activities?
- 77 Conley: They definitely helped me to prepare a better activity than if I had been starting from scratch.
- 78 I: Excellent. You said that you combined some of the predesigned ones, so like you took them and then you kind
79 of maybe made them your own?
- 80 Conley: Exactly, yeah, so there was just some of the search tools on COCA I wasn't exactly sure the difference
81 between the different types of searches. For example, the List and KWIC tools or just the general concordance
82 search. So that definitely helped too. For an activity there were two different searches, and I came up with
83 different patterns to get a speaking class out of it 'cause it said it was a free afternoon activity class, so I took the
84 basic one and just turned it more into a speaking activity.
- 85 I: Do you think the training sessions provided a stress-free environment and if so, was it an effective way to
86 learn to use a corpus and if not how do you think it might be improved?
- 87 Conley: No, there's a nice report. Cathryn did a good job of engaging with everybody and it was a supportive,
88 stress-free environment.
- 89 I: Wonderful. Which corpus activities do you think were the most or perhaps the least successful and why?

90 Conley: It's probably more down to me and not being as familiar with sketch engine I suppose and the Word
91 tool in COCA, I can I definitely see myself using that a lot with the class. I used that with the lower-level ones,
92 who found it a little bit overwhelming, whereas I had a new corpus devotee and when the classes ended, they
93 said, 'this is so cool' and I asked, 'would you use this in the future?' she said 'no, it's not would I, I will use this
94 in the future.' So, it was nice to see that kind of reaction and yeah, the Word tool in particular. I read somewhere
95 that when students are using technology in the classroom and it's an authentic experience of technology that is
96 very multimodal, so there is audio, there is video, it's not just a block of text, like when they use the Word tool
97 in COCA, they are experiencing English online. So just to have that kind of corpus tool to get links to media
98 recordings and stuff like that, I think that was really engaging for the students.

99 I: How has learning more about using corpora affected your teaching?

100 Conley: Ideally it would mean less planning and I do want to see that in the future when I'll be teaching the AP
101 courses. I can see exploring some other more academic corpora on there and doing a lot more learner training.
102 Hopefully, that's the plan. Like I said I haven't had enough time to put everything into practise yet.

103 I: Understandable. Was reflecting on planning and teaching with corpora helpful and learning to use a corpus?
104 Why?

105 Conley: It's just good teaching practice anyway. I think when it came to writing it down it was more thinking
106 about each student's impression of what happened in the class 'cause often I find your most abiding memory of
107 what happened in the class, is the one that stood out. You know, the student who reacted really positively or the
108 student that was feeling a little bit lost, but maybe not everybody else in between. I do find taking the time to sit
109 down and reflect not just the really good or really bad, ... but all the ones in between and reflecting helps me to
110 kind of go, 'what are those?' I ask, 'how is she feeling? how is she finding it?' If it might be left to my own
111 devices, it probably would have just not forgotten a student but not paid much attention to their reactions [in
112 class].

113 I: Alright. So what worked or didn't work for you as regards teaching corpora in your classroom?

114 Conley: What worked? I think just the fact that I was able to prep a speaking lesson using stems that I looked
115 up, 'I have always...' and all the different frequency patterns of what verbs come after 'I have always' or 'the
116 best [noun] I have ever...' and that just got the students talking for ages and they learnt loads about each other
117 that they hadn't known before. Even ones that had known each other for months, we found out that one of them,
118 one of the best decisions she ever made was to go volunteer in rural Thailand for two years. Another guy talked
119 about saying goodbye to his son, who is going on military service. So, really really lifted off and a lot of credit
120 to the students as well I suppose, but it was really engaging. And less successful? I suppose the tech issues
121 where COCA was saying you have to sign up, even though that kind of stuff and some of the students were
122 getting a little annoyed with it and I said 'oh, it'll be fine, you just press 'back' and keep going.' but I think some
123 of them it may have created a slightly offputting impression.

124 I: What changes would you suggest to the training sessions for teachers in the future?

125 Conley: It was really good, definitely. I suppose it's hard for Cathryn to plan because it's hard for us to know
126 how experienced people are with different corpus tools. Maybe something a little bit like a workshop-y, where
127 we were given a task and had to do something and she checked if we were able to do it, but I know that's hard to
128 do in the 5 hours.

129 I: Alright, is there anything that you would like to add that you think maybe you haven't had a chance to say
130 over the last 15 or 20 minutes?

131 Conley: Fair play to Cathryn for giving us so much of her time, genuinely. I had tried to get on this last year, but
132 I had a work commitment, so I was delighted to get their chance to do it. Yeah, the woman works hard and you
133 can tell you know the enthusiasm and the hard work comes through, so it was great. Really glad I did it.

134 I: Well that's lovely to hear thank you very much.

1 Appendix K: Field notes

2 Fieldnotes

Date	AR Cycle No.	Training session No.	Entry No.
22/01/2021	1	0	1

3
4 Organizing AR Cycle 1

5 2 teachers were chosen from scoping questionnaire to fit the research design. 2 teachers for the first training
6 session, 10 teachers for the second. Although 40 respondents indicated that they were interested in participating
7 in training sessions, when contacted, few replied to my email. Those who did reply did not have a class they
8 were teaching at that time (Spring 2021) or were not available for the full 5 weeks and asked to be contacted for
9 the following training session.

Date	AR Cycle No.	Training session No.	Entry No.
23/01/2021	1	1	2

10 AR Cycle 1, corpus literacy training session

11 Both teachers attended, one from Dublin, and one from Belfast. Both have some previous experience using
12 corpora.

13
14 This session covered a brief introduction to the tools in COCA as well as the framework and how to complete
15 the reflective journals. It was only an hour, as this one did not include a learner need for teaching.

16 Concerns / changes

17 One teacher doesn't seem to be teaching a class but wants to learn how to use corpora for classes he will teach
18 in the future. We discussed this would be a problem as a needs analysis was required to participate in the
19 research.

Date	AR Cycle No.	Training session No.	Entry No.
30/01/2021	1	2	3

20
21 AR Cycle 1, 1st training session

22 This session covered the 3 considerations when choosing a corpus for language teaching [corpus literacy Slide
23 deck], as well as the Slide deck for showing teachers how to build activities for their learner needs. Only 1
24 teacher attended, though we waited for the second teacher on MS Teams, he didn't arrive. We were thinking it
25 might have something to do with Teams which isn't as familiar to teachers outside of academia.

26 As there was only 1 teacher, we focused on how to build activities for her learners' needs alone. The teacher
27 stayed for the full hour-and-a-half training session, allowing her to practise building an activity that was shown
28 to her in the training session.

29 Concerns

30 This training session went well. The teacher is so enthusiastic and asks questions during the activity-building
31 time. Her teaching context is unique, however, being that she teaches in a Project Based Learning context which
32 means she doesn't teach grammar explicitly. This is difficult with the current study requesting teachers collect
33 grammatical needs from students to build activities with corpora. Research reports that corpora are well suited
34 for vocabulary so opening up these needs to include both is a future direction.

Date	AR Cycle No.	Training session No.	Entry No.
06/02/2021	1	3	4

35
36 AR Cycle 1, 2nd training session

37 This training session went well as the previous ones. It remains a one-to-one session which means another
38 training session after this one will be necessary to fit the research design of the 2 teachers. In hindsight, I should
39 have included another teacher in case one dropped. Likely, the other teacher isn't coming back which is a
40 shame, but I also don't think he was teaching a class to teach corpus activities. Perhaps this is why he stopped

41 attending, though he didn't reply to any emails asking if he was having trouble connecting with Teams or if he
42 intended to drop from the study.

Date	AR Cycle No.	Training session No.	Entry No.
13/02/2021	1	5	5

43

44 AR Cycle 1, 4th training session

45 This session was likely different from the ones before it. I wanted to see if – after four weeks of providing
46 activities – participants would be confident in preparing an activity on their own. For this reason, the Slide deck
47 showed possible ways to perform searches in the corpus but did not provide activities. Rather during the
48 activity-building time, I allowed the participant to search the corpus and design a new activity on their own. I
49 answered questions if asked and provided feedback on how to perform searches if the participant didn't
50 remember. The teacher was able to design an activity based on searches performed and guided by the trainer.

51 AR Cycle 1, reflections

52 The last training activity maybe provided too much autonomy, or pressure on the participant especially given
53 that this teacher had some previous exposure to corpora though she hadn't used it in class. I think it would be
54 too big of an ask for teachers, especially novice ones, in future training sessions.

55 Changes

56 The main issue that came up a few times in the post-training interview was the teacher's struggle with fitting a
57 grammar lesson into a non-grammar-based teaching methodology.

58 Changes made from AR Cycle 1 to 1st training session

- 59 • Vocabulary included in needs analysis
- 60 • Cut down possible needs analysis questions from four to two questions and added a request for students
61 to give a specific example of the learners' needs
- 62 • Change from MS Teams to Zoom
- 63 • Submitting weekly reflective entries instead of at the end
- 64 • Demonstrating corpus tool first in training sessions then providing slides as backup
- 65 • Cut the COCA introduction out of the first training session and moved up corpus literacy training to the
66 first training session. (Previously in the second training session.)

67 Changes suggested from AR Cycle 1 were not implemented in the first training session

- 68 • Change of Needs Analysis to fit into pre-set syllabi better

Date	AR Cycle No.	Training session No.	Entry No.
17/02/2021	2	1	6

69

70 2nd AR cycle, corpus literacy training session: Wednesday group (2 teachers)

71 Maggie's students seem to prefer games so I'm reading up on a corpus games booklet to prepare more game-
72 type activities. Maggie's NA also included: technical vocab, prepositions, linkers, discourse markers and travel
73 vocab.

74 Maggie emailed saying that she has already played a Quizlet using corpus sample concordance lines. She said
75 the activity did not take too long to prepare and was better than creating the sentences herself. She also
76 mentioned the need to perhaps create separate worksheets than exposing some students to raw corpora, similar
77 to Katyusha.

78 Maggie stated her students were B2 level and would be looking to create activities with corpora for this level.

79 Katyusha has collected 3 needs from each of her (4) private students. I have emailed her to explain that three
80 needs per private student is not possible given the limitation of training time. Therefore, have asked her to
81 nominate one need per student to build corpus activities with each session.

82 In the first training session, Katyusha seemed to be very comfortable with collecting a needs analysis through
83 expert intuition. Though it was explained as best to be coupled with questionnaires or interviews, it seemed that
84 she understood her private students' needs best. Upon receipt of the needs analysis, she said she used only

85 expert intuition for one student. Katyusha also clarified in the first training session that she didn't think one of
86 her students would respond well to direct corpus use, therefore the use of corpus-informed websites may be
87 highlighted for her students.

88 Katyusha stated her private students are C1 level, and she would be preparing activities for this level.

89 How I will plan for the 2 training sessions

90 Given that Katyusha and Maggie have the students with the highest levels of all six participants, it is good that
91 these teachers are on a separate day together. This means I can prepare higher-level activities for Wednesdays.
92 As teachers on Thursdays are looking to create lessons for students who are A2 to B1 or B2 level, I can focus on
93 creating lower-level activities on Thursdays. This is also good as my teaching schedule allows for more time to
94 create higher-level activities before Wednesday, and I have less time to create lower activities before Thursday's
95 training sessions. However, as easier, or lower-level activities, are needed for Thursdays this will help with my
96 limited time frame. Less time will be needed to create corpus-based activities for training sessions on
97 Thursdays.

98

99 Concerns: receiving the NAs from teachers

100 This training session is happening in the middle of the week on Wednesdays and Thursdays based on the
101 Doodle poll results of teachers' availability. I am starting to feel a little stressed, as it is uncertain when teachers
102 will send their needs analysis – an essential part of providing activities for them in the training sessions. In the
103 first training session, I had two teachers on Wednesday and four teachers on Thursday, however, preparing four
104 activities on Wednesday is complicated with my current teaching hours Wednesday night [4 hours EAP
105 modules]. Thankfully this is only to last for the first week, as once the needs analyses are sent to me, I don't
106 need to wait to find out other students' needs. As of March 7th, only one teacher has submitted their full needs
107 analysis for Wednesday's sessions, the other teacher has submitted a partial needs analysis. I've emailed to
108 inquire when the needs analysis will be complete or to build the first week's activities on the needs of three
109 students alone.

Date	AR Cycle No.	Training session No.	Entry No.
18/02/2021	2	1.5	7

110

111 2nd AR cycle, corpus literacy training session, Thursday group (4 teachers):

112 One teacher wants corpus activities for CEFR A2 to B1 levels. These activities are for the teachers that she
113 trains in Egypt. She herself is a CELTA tutor and likes using corpora but would like to learn more about how to
114 use corpora and design activities and then teach her student teachers. We had a short chat after the first training
115 session because one teacher is concerned about using an American corpus when her students use British
116 coursebooks. We discussed using the BNC in training sessions for her, however, the advantages of using COCA
117 are more, therefore we decided to continue showing her to use COCA. I also discussed with my supervisor in a
118 meeting, the idea is teachers will learn to use a corpus this time and perhaps phase two of a future training
119 course will be going beyond basics and training teachers to compile corpora and also use Sketch Engine as more
120 corpora all are available there, i.e., BAWE, BASE, etc.

121 Korina says her students are from A2 to B1 and she will be making activities for these levels. It was explained to
122 her in the 1st needs analysis session, that I will not be able to create lessons for all of those levels, however, she
123 should benefit from seeing other levels from other teachers. I plan to save on time spent creating activities,
124 given that little time is available between Wednesday and Thursday's training sessions, by creating a singular
125 activity perhaps one level that can be made easier or more difficult for A2 or B1 learners.

126 Zenovia says her students are between A2 to B2 and she will be preparing lessons for these levels.

127 Aleka teaches business English and says her students are between A2 to B1. This might be a complication, as
128 few business corpora are publicly available. This was explained in the first needs analysis training session.
129 Additionally, A2-level learners, are less likely to have specific business grammar needs therefore corpus
130 activities focused on teaching business Vocabulary or simple grammatical structures are expected to be planned.

131

Date	AR Cycle No.	Training session No.	Entry No.
24/02/2021	2	2	8

132

133 2nd AR cycle, first training session: 1st learner needs

134 A few teachers have emailed to inquire about an official needs analysis document. Perhaps before the next
 135 training session, I should make a template for teachers to record their needs analysis on. I thought it would be
 136 OK to just ask for the needs analysis in an email, however, teachers might be expecting an official file because
 137 they receive a template for their reflective Journal. So perhaps this is a new change to include for the next
 138 training session or make clear that an official needs analysis template is not needed in the first training session in
 139 the next iteration.

140 Planning activities for the first training session: Wednesday (2 teachers)

141 For this session, I'm going to allow for demonstrations and for teachers to demonstrate the tools first and then
 142 go back into explaining the activities second with the slide decks. This is a change that the AR Cycle 1 training
 143 session teacher recommended.

144 As the teachers are spread out over 2 training sessions, I wonder if it would be a good idea to encourage other
 145 teachers to join the other training session not to have an activity but just to learn to view more of the materials.
 146 So perhaps I should send an email to inform them that if they are free, they should join to observe. However,
 147 could this be uncomfortable for some teachers? Or could this slow down training sessions if viewers have
 148 questions? Would it be better just to share the videos of the other training session with the other group? Maybe
 149 this would be overwhelming?

150 For the Wednesday training session on March 10th with two higher-level teachers, I'm going to focus on
 151 demonstrating one tool, the list tool, and showing three activities that can be done with this tool. One of the
 152 teachers suggested they their students' enjoyed games, so I'm using the list tool to highlight verb preposition
 153 combinations, and using the game family feud, the newly named COCA feud. The other teacher has mentioned
 154 creating lessons from scratch, therefore I have shown and given more attention this training session to how to
 155 create worksheets using sentences from a corpus. I'm showing that teacher how to create a gap fill using
 156 sentences from COCA and Creating a worksheet with lines connecting prepositions and verbs for an activity
 157 teaching dependent prepositions. Also, the other teacher will make cards using COCA verbs and prepositions for
 158 the cocoa feud game.

159

160 1st training session: Wednesday group

161 For the first training session with the two teachers on Wednesday, we're looking at dependent prepositions and a
 162 review of prepositions, which lasted only one hour. Katyusha suggested that preparing an activity in 45 minutes
 163 during training time, it was not possible. She implied it created a sense of pressure to complete an activity in the
 164 time frame. Therefore, after a discussion of specifying the amount of time to plan their activity in their reflective
 165 journals, the session ended. I'm not sure if Katyusha appreciated the indirect corpus activities that I showed her,
 166 but she did ask a question about how to query 'ADJ + of' in COCA for discovering more dependent
 167 prepositions relating to emotions. She also mentioned completing an activity in 45 minutes was not enough time
 168 to plan context because she prepares an entire lesson on her own for her private students. Comparatively,
 169 Maggie has been teaching the same group of learners for many years, so she can try new activities without
 170 creating a context. She seemed interested in the game COCA feud. I'm curious to know from her reflective
 171 journal how long it will take to plan this game it could potentially take more than an hour to make the cards,
 172 however, it depends entirely on how many verbs she chooses.

173 I also invited and sent both teachers the Zoom link for Thursday's training sessions, in case they are free to join,
 174 or I can send them the videos to learn about other activities in the other training group. This is to create a sense
 175 of potential cohesion with other teachers in the training sessions despite the groups being separated due to
 176 availability. I will extend this invitation via Zoom link to teachers in Thursday's training sessions as well.

177 Concerns: waiting on needs analysis

178 It's the day before the Thursday training session, I still haven't heard from one teacher with even one need from
 179 their needs analysis. The other three teachers have requested reviewing verbs such as simple past, and past
 180 progressive, so hopefully, that teacher will also find these activities useful. Unless I hear from that teacher
 181 before tonight. I have a little time to add an activity, but it is certainly a burden to be waiting. Next time perhaps
 182 giving a deadline? Though this is difficult as I don't know when the teacher is teaching their classes or the
 183 classes they are using for the needs analysis. Though I suppose if a deadline is given, the teacher will choose a
 184 class that fits into that deadline.

185
 186 1st training session

Date	AR Cycle No.	Training session No.	Entry No.
25/02/2021	2	2a	9

187 The first training session with four teachers on Thursdays looked at using present simple, present continuous
 188 and past simple verb tenses in COCA. Similar to yesterday's teachers, I inquired if they would like to make their
 189 activities during the 45-minute session or if they would like to make their activities on their own time. Most
 190 teachers agreed they preferred to prepare outside of the 45-minute training time allotted. At the end of the
 191 training session, I showed teachers how to purchase an academic license for COCA. One teacher, Zenovia, had
 192 to leave right after the training session was over because of a class that she is teaching.

193 Reflections

194 I think this training session went really well. Teachers seem to be really interested in the indirect use of COCA
 195 to inform lesson planning (Aleka & Zenovia) and others seem to be really impressed with using it in more direct
 196 ways. One teacher, Aleka, who teaches private students and often makes her lessons from scratch commented on
 197 how convenient it was to have data to build her lessons in an all-in-one place. For example, this training session
 198 showed her to use the Word tool to look at different collocates and topics related to perfume and for past tense
 199 collocates with perfume. She commented that because she doesn't have a textbook, having all of the information
 200 in COCA is quite helpful. She also commented that EFL textbooks often felt like the language was not authentic
 201 enough for what students experienced when they went to an English-speaking country. However, COCA does
 202 provide this type of authenticity of language. she mentioned that having all of this information in COCA would
 203 really help her to plan her lessons and we spoke about at the end of the training sessions perhaps teaching her
 204 how to build a corpus for perfume or cosmetics for her students and she was really interested in this idea.

Date	AR Cycle No.	Training session No.	Entry No.
23/03/2021	2	3	10

205

206 2nd AR cycle: Third training session

207 Three of the teachers are teaching private students. Zenovia is one of the teachers who hasn't sent a journal yet.
 208 The private student teachers seem to really find the needs analysis helpful, however, one of the teachers Korina,
 209 is requesting more activities that support her weekly grammar. Therefore, maybe a needs analysis for classes is a
 210 bit of a struggle as Dalila said in the AR Cycle 1 training sessions. Korina conducted a needs analysis, however,
 211 when I checked with the teachers before planning activities, she asked for a different grammar point that I think
 212 supports her teaching that week and not a needs analysis. The independent interviewer should ask questions
 213 about this in the interviews at the end. A few teachers have asked about the journals and the depth of reflection
 214 or details required, so this week (3/5) I am going to give a slide in the Slide deck about the amount of time I
 215 expected to reflect and that a major point of reflection should be how much time it takes to prepare corpus-based
 216 activities.

217 Concerns

218 Training sessions seem to be going really well, however, only about half of the teachers (3) are providing
 219 weekly reflective journals. I'm worried that possibly two teachers are not teaching with COCA which is why
 220 they haven't done the reflective journals. One teacher also hasn't been well, and she's been very busy with work,
 221 so I'm hoping she will complete all of her reflective journals at the end. Not ideal.

Date	AR Cycle No.	Training session No.	Entry No.
31/03/2021	2	5	11

222

223 2nd AR cycle, post-training reflections
 224 This training cycle went really well overall. Maggie, said in her post-training interview that she wished more
 225 corpora were included in the training session as many of the activities she learned to do were mainly the same
 226 searches in corpora. I didn't realize I was presenting the same search tools each week because I plan the
 227 activities on what I think would teach the learner need the best, but maybe this also suggests that I don't have as
 228 much creativity in developing corpus activities as my participants think I do.

229 One of the participants in this session kept me on my toes, Katyusha, with her PhD and previous experiences
 230 using corpora in her MA translation degree. I could never tell if she was impressed with the activities, but her
 231 reflective journals show that she found the activities helpful and inspired her to think of more on her own. She
 232 and Korina were the only teachers to develop their corpus activities during the training sessions. Though it is
 233 made clear to teachers that the activities I provide are only *options*, few teachers feel comfortable enough – or
 234 perhaps it is more a timing issue – to make their own. Korina had not used a corpus in class before, but because
 235 of a misunderstanding between what she requested and the activity I presented, she ended up making a new
 236 activity teaching vocabulary.

237 Changes
 238 This was the first training iteration to use grammar and vocabulary (as well as the option to use their textbooks
 239 for needs analysis) which worked well, and teachers felt it was good to have the option to use corpora with their
 240 textbook as well.

241 Aleka mentioned being confused about how to reflect in the journals. However, she emailed this privately after a
 242 few weeks, so even though I provided information, it was a bit late, and she didn't complete more than 1 entry. I
 243 don't think this is the issue with the others, however, as they didn't seem to find this difficult. I think others just
 244 didn't complete them because they're not used to writing a reflection after teaching.

245 Changes for 2nd round of training sessions (Feb-March 2022)

- 246 • Add Sketch Engine website to training
- 247 • Update post-interview questions to reflect asking about the framework
- 248 • Redistribute pre-survey 2 over social media, email to ELTOs
- 249 • Clarify reflective journal prompts
- 250 • Get ethics approval for post-survey 1

Date	AR Cycle No.	Training session No.	Entry No.
10/02/2022	3	1	12

251
 252 3rd AR cycle, Corpus literacy training session
 253 This training session began with eleven teachers, however, 2 teachers mentioned in this session that they were
 254 not currently teaching a class and therefore could not continue. This is slightly frustrating as it is clear in the PIL
 255 that teachers must have a class to participate in the research. Perhaps this is what is confusing as most CPD
 256 doesn't require this, especially in workshops. Teachers are coming from all different countries which is exciting
 257 but is also a lot to plan logistically.

258 One teacher, Luka, emailed me requesting to drop out because he didn't see the use of corpora in his teaching in
 259 a private language school in Sri Lanka. He mentioned that he's teaching more than 30 hours a week and that he
 260 wasn't sure how he could fit corpora in a set syllabus, etc. However, I asked him to attend the following week's
 261 training session and not to give a need that week, so he could see how corpora could help save time in lesson
 262 planning.

263 One teacher, Sahar, did not attend the first training session and when I emailed her to ask if there was a problem
 264 attending the session, she said she was confused about which to attend and therefore did not attend either. She
 265 thought the two training sessions were the same --- which is true, but also confusing because then you would
 266 still attend one of them ideally? I emailed her to clarify this, and she promised to attend the following week, and
 267 I sent her the Slide deck and demonstration video for her to use for lesson planning in her class.

268 Overall, this session went well. I've cut out the demonstrating of the corpus tools that I had done in the past
 269 (with the 2nd AR cycle) because it makes the corpus literacy session (1st session) much longer and I worry it
 270 overloads teachers from the beginning. They have the training handbook, which they are sent a week before the

271 training sessions start, which has links to videos, as well as an explanation of the corpus tools, so I just reminded
272 them to look at the handbook if they are eager to see what we will do the following week.

273 Concerns

274 Although I'm happy to have seven teachers in the training sessions, I'm also worried about how much time it
275 will take to plan these activities. As the last training session had 5 teachers who attended most sessions, the
276 addition of 2 more in this session may or may not be added time in creating activities with corpora. Definitely,
277 I'll try to reuse as many activities as possible from the first training session in this group to save preparation
278 time for myself.

279 One teacher who is teaching in Poland, but who is from the Ukraine originally, is uncertain about how much
280 time she can give to the training sessions. She is very enthusiastic and has some previous experience with
281 corpora, but I've been very careful to not put any pressure on her. I think she is not teaching at this moment but
282 is helping the war effort by providing interpreting services. I haven't received many emails from her to confirm
283 that she is not teaching, but I also don't feel right about asking her to leave if she is not teaching a class. Perhaps
284 this will be evident if she sends any reflective journals.

Date	AR Cycle No.	Training session No.	Entry No.
12/02/2022	3	1a	13

285

286 3rd AR cycle, 1st training session

287 This training session was interesting. Although this training session teachers also elected not to stay for the extra
288 30 minutes after each training session for practice. I suggested to teachers to stay online so I could give advice
289 as they practice building activities with the corpus, however only one of the seven teachers (Aubrey) stayed, so I
290 was able to watch her search COCA and use different corpus tools, and type in different searches. Vikoriia
291 stayed after the first training session to learn how to perform simple searches with BAWE for her students, so
292 teachers are aware they could have more practice time if they wanted.

293 Luka attended this meeting, without providing a learner need, but just to watch the activities that were presented
294 to the other teachers. Afterwards, the training session ended, he said he could see how corpora could be useful
295 and decided to continue in the training sessions. I asked him to send a list of learner needs when he has a free
296 moment.

297 Unfortunately, another teacher emailed to drop from the study. She said she has taken on too much, she was
298 burned out and would participate in the future if the training sessions were offered as a commercial entity.

299 One teacher is quite sick, Eleni, so she did not attend today's session. In the first session, she said she is quite
300 interested in using corpora for her experimental assignment in her DELTA course. She is currently teaching in
301 Scotland I think but is originally from Greece. Sahar was not in the training session today either as she said she
302 needed to take her son to the hospital. All participants are sent the Slide deck slides and the Zoom recording for
303 the session, so I think this is a positive part when absences occur, though teachers also are told in the first
304 session that they are welcome to attend either training session, depending on their availability. Though some
305 have not taken up this offer. This iteration has training sessions on Thursday mornings and Saturday afternoons.

306 Concerns

307 Two teachers of the seven talked about being very busy with work. For example, Luka and Makenzie talked
308 about wanting more practice time, however, they both are very busy in their schedules and not able to find that
309 time to practise for the training sessions.

310 I'm also concerned about absences in the training sessions. Eleni is quite sick, I don't think she is teaching at all
311 right now. Vikoriia is missing because of the war in Ukraine, Sahar has family issues... Only two teachers are
312 typically coming to each training session, but I guess this is the reality of research.

Date	AR Cycle No.	Training session No.	Entry No.
19/02/2022	3	2	14

313

314 3rd AR cycle, 2nd training session

315 Sessions are going well, but another teacher emailed to drop out of the training sessions because his father had a
316 stroke. Although he provided learner needs and was offered activities, he did not send any reflective journal
317 entries.

Date	AR Cycle No.	Training session No.	Entry No.
05/03/2022	3	4	15

318

319 3rd AR cycle, 3rd training session

320 Few teachers are completing reflective journals, apart from Nana and Aubrey. Most have finished only a couple
321 of weeks.

322 Training sessions continue like clockwork, though again with absences. Eleni is still sick, and Vikoriia is still
323 missing due to the war. Sahar only seems to attend every other training session, but out of a total of five, that's
324 not great. I think it is a problem with the time difference in Saudi Arabia, though it isn't very early in the
325 morning, nor late at night – perhaps it is during her workday, and she has more work than she realized when she
326 filled out the Doodle poll with her availability.

327 Concerns

328 Without having reflective journals, I can't be sure that teachers are teaching with corpora, especially as none
329 stay after for the activity-building practice time. I hate to be cynical of my co-participants, so rather it is the
330 research design that should compensate for this, I think. On the other hand, there are participants like Nana who
331 send their journals weekly to show that the research design *can* work, so perhaps is it something else? Teachers
332 are happy in the training sessions, and I think this will be reflected in their post-training interviews, but how do I
333 encourage teachers to complete journals? Research says that if it's worked into the curriculum, teachers will see
334 value in completing it, but these journals are a part of the framework, and an in-service teacher would
335 understand the value of reflection – so what am I missing? Perhaps the fact that they aren't completing them is a
336 sign in itself- that reflection isn't a necessary part of the framework...

337

Date	AR Cycle No.	Training session No.	Entry No.
10/03/2022	3	5	16

338

339 3rd AR cycle, 5th training session

340 This is the last training session. Teachers are reminded that they will be sent the interview questions and are
341 asked to read these in advance as the interviewer is not in the same research area as me. I also asked them to
342 contact me if they have any questions about the interview questions. I asked 2 people to help interview
343 participants as 1 interviewer alone was not available to complete all 6.

344 Sahar attended this training session however she told me that she had already taught the grammatical point, and
345 adjectives, that I had planned for her. She had already taught it in her class and therefore was asking for help on
346 something else to teach her students. So, I think that she didn't completely understand the needs analysis, and
347 how the training sessions were supported through the needs analysis although this is probably understandable
348 given that she did not attend the first training session. It's also unknown whether she watched the training
349 sessions when she did not attend them.

350

Date	AR Cycle No.	Training session No.	Entry No.
11/3/2022	3	-	17

351

352 3rd AR cycle, post-training reflections

353 This training session was also fraught with complications from co-participants and to an extent external issues.
354 Eleni became sick after the first training week and was not able to attend the training sessions or teach corpora
355 in her classroom until after the training sessions ended and then sent 1 day of planning/teaching with a corpus.
356 Although Vikoriia missed most of the training sessions and did not use corpora for teaching, she agreed to be

357 interviewed and has emailed that she is now catching up with the training sessions over Zoom now that her
358 interpreting services are not needed.

359 Unfortunately, Sahar did not attend her post-training interview. After unsuccessfully meeting the interviewer
360 three times, she responded that she is not able to attend an interview. Instead, I sent her the interview questions
361 again, but she did not reply to the email. She completed 3 weeks of reflective journals.

362 Changes for the next iteration

363 This training cycle also saw some difficulties with co-participants understanding where to send their needs
364 analysis. Although teachers were told to send an email with their learner needs to the trainer, many teachers did
365 not know how to do this similar to the last training session in spring 2021 (AR cycle 2). Therefore, I decided to
366 add as the first page of the reflective journal a template for collecting the needs analysis. This also means that
367 teachers can send their reflective journal from week one, which was not happening in previous training sessions
368 because the first week was also merely a training week and teachers did not have to introduce corpora in the first
369 week therefore many teachers might have not gotten into the habit right away of sending a reflective journal
370 weekly to their teacher. One teacher, Makenzie, decided to send her reflective journal through a Google doc, but
371 most teachers used a PDF or an office document to send. Many teachers unfortunately did not complete their
372 reflective journals for each week. Only one teacher completed her reflections every week and sent them to me,
373 the majority of teachers have said they needed more time to complete their reflective journals, perhaps because
374 they were not able to teach the lessons when they planned to teach them, or the classes they planned to teach
375 were not taught on the day they expected. So, I reminded teachers that it is OK if they needed more time to
376 complete the reflective journals as long as they send me those journals before the end of the summer. This
377 means that I have to check in with teachers prior to the end of this summer for any leftover reflective journal
378 entries....and accept the reality that they may never send these.

379 Interviews from 2 teachers wanting more practice time, 1 teacher said they would have liked some demo time in
380 the sessions. For this reason, I decided to flip the demonstration videos by sending these to the teachers in
381 advance and therefore making the purpose of the training session time only for practising building activities,
382 searching corpora and using specific corpus tools.

383 In comparing the two training cycles, AR cycle 2 in Feb-March of Spring 2021 had five teachers but all five of
384 those teachers were pretty regular at attending their training sessions, and also quite interested in COCA which
385 was the only corpus that they were shown to use. However, AR cycle 3, in Feb-March Spring 2022, began with
386 so many teachers but actually ended with so few dedicated teachers. Of the seven about four teachers attended
387 the sessions regularly.

388 In his post-training interview, Luka mentioned feeling that corpora had been “spoon-fed” to him during the
389 training sessions. Although he did not have time to practise building corporate activities, he also said he
390 believed the predesigned activities were the only activities that he should use in class. This means that he didn't
391 realize that he had an option to build a corpus activity, though he also did not have time to which he mentioned
392 in the interview.

393

394 Changes for 3rd round of training sessions (March-April 2022)

- 395 • Change 1st page of reflective journals to provide a template of learner needs analysis (point of
396 confusion for teachers in AR 2 and 3) as well as 4-5 reflective questions about conducting a needs
397 analysis. Remove questions from the post-training interview questions relating to the NA pillar of the
398 framework
- 399 • Flip learning/demonstration videos to send to teachers in advance of training sessions, so training
400 sessions are spent practising/building activities with a corpus. This allows the trainer to observe key
401 behaviours in BMT

402

Date	AR Cycle No.	Training session No.	Entry No.
28/03/2022	4	1	18

403

404 4th AR cycle, corpus literacy training session
 405 Teachers in the AR cycle 4 mostly come from Ireland for the first time. There are two teachers from Limerick,
 406 one teacher from Cork, and two teachers from Dublin. One teacher is based in Sydney, Australia. This is also
 407 the first training round where most if not all, co-participants are native English speakers.

408 Three training sessions are offered in this AR cycle (Monday, Wednesday and Saturday afternoons). The
 409 Monday session is just for Trina because of the time difference in Sydney. Teachers were told about the
 410 reflective journals and the ‘new’ place to write their needs analysis. Teachers were asked, as usual, to send this
 411 within a week/before the next training session.

412 Overall, this session went well, but one teacher, Bronagh, did not attend. I’ve emailed her to ask if she is still
 413 interested in joining the training sessions.

414

Date	AR Cycle No.	Training session No.	Entry No.
02/04/2022	4	2a	19

415

416 4th AR cycle, first training session
 417 The change of adding the NA to the journal has worked better in getting teachers to send on their learner needs.
 418 However, there seems to be some confusion as to what learner needs can be investigated with corpora. For
 419 example, in earlier training sessions teachers often gave either a grammatical or vocabulary point that was
 420 specific enough to be used as a corpus search as suggested in the first training session and written in the trainee
 421 handbook sent to them. However, in the final training session, a few of the teachers have given learner needs
 422 which are not suitable for corpora.

423 Ailbhe and Neve only sent 2 learner needs by email, which is okay for planning the first week, but not much
 424 longer, so I’ll need to ask them to send 2 more soon. Bronagh did not attend this session either, so I emailed her
 425 the survey link to ask why she decided to drop from the study.

426 2 teachers, Ailbhe and Conley, asked if they were supposed to be teaching the corpus activities and reflecting
 427 each week, or if they could learn to use the corpus and teach the activities later. This was because two teachers,
 428 Ailbhe and Neve who are in the same school, mentioned that they couldn’t teach a corpus activity that week
 429 because of required testing going on in their school. I said it was okay to watch and learn how to use the corpus,
 430 but that when they taught the lessons they should reflect and send these to me afterwards.

431 Concerns

432 One of the teachers, Oran, expressed some hesitancy in using Sketch Engine despite setting up the free trial
 433 during the training sessions. He told me in the first week of training sessions with the first learner need, but he
 434 anticipates using COCA more with his students because he feels that the layout of the website is easier for
 435 students to take in. After all, it has fewer links to click on.

436 Unforeseen complications: Sketch Engine’s free trial corpora

437 Sketch Engine’s free trial does not include all the same corpora as an academic license. I found this out after my
 438 Monday training session with Trina where my examples on the Slide deck, showed her how to teach past simple
 439 using the Medical Web corpus in Sketch Engine. This is because her student is a PhD in Midwifery. However,
 440 during the activity-building time when she searched for this corpus on her computer, it wasn’t available. This
 441 occurred with another teacher who mentioned teaching an Arts and Design class, and I planned activities using a
 442 corpus that wasn’t available in the free trial. However, I emailed the teacher asking him to check this before I
 443 planned his activity, so no time was lost there.

444

Date	AR Cycle No.	Training session No.	Entry No.
04/04/2022	4	2b	20

445

446 Challenges with presented learner needs

447 Trina suggested a learner need was an activity to bring attention to first language interference but is quite vague.
448 I emailed her that this would be challenging as an activity unless she could specify what type of interference.
449 She decided to refine that learner need.

450 Another teacher, Conley, reported a learner need was practising pronunciation. Perhaps it is because I don't
451 know enough about how to use spoken corpora, but also few spoken corpora are available for public use. My
452 supervisor showed me how to find audio files using the BNC in Sketch Engine, but these sentences don't seem
453 clear enough to use for this type of lesson. I could suggest YouGlish in the Word tool within COCA, but it
454 would either take the student, or the teacher, a lot of prep to use this in looking up words. Not necessarily a bad
455 activity for the student, but tedious for the teacher especially if he were to make a worksheet with phonetics! I'll
456 show the audio sentences in the BNC, and suggest a pronunciation activity based on that, however, this is not
457 really a solid activity that I would expect he would probably teach because the audio sentences aren't clear
458 enough to ascertain pronunciation exercises.

459 Another teacher suggested a learner need of theirs, Oran, being presentation sentences. This is possible by
460 looking up certain phrases in a corpus, however again this is also more easily taught by looking at presentation
461 phrases perhaps from a textbook on presentations, although there is something to be said about adding frequency
462 to those phrases which could be more useful with a corpus.

463 Strangely, this issue – challenges with choosing learner needs – wasn't a problem in the first and second cycles.
464 I have to wonder if that's a native/non-native issue, or the number of years teaching EFL. The first and second
465 training sessions had mainly non-native teachers, but also ones who had been teaching 10+ years, while this
466 final iteration, is mainly native-speaking teachers with less than 10 years of teaching experience. Another factor
467 could be corpus awareness, but most of the teachers in the AR cycles 2 and 3 hadn't used a corpus before,
468 similar to this final iteration. Perhaps non-native teachers better understand the directions of collecting grammar
469 and vocabulary needs from their students – or perhaps more used their own intuition to provide these?

470

Date	AR Cycle No.	Training session No.	Entry No.
06/04/2022	4	2c	21

471

472 4th AR cycle – reflections on starting the final training iteration

473 This third training session is sort of going better, however, I also feel really tired of doing two training sessions
474 nearly back-to-back and also doing four training sessions overall in the past two years. It definitely feels like I'm
475 losing energy in the training sessions because I don't feel that I am providing as good of activities as I have
476 maybe done in previous cycles. Each session has some repeats, for example, in each cycle a teacher has needed
477 to teach conditionals and phrasal verbs. However, most cycles do tend to be different and therefore require me
478 to create new slide decks, and time to build these activities. My supervisor has mentioned the sustainability of
479 the training sessions however I'm not sure that I would be willing to take out the needs analysis pillar of the
480 training session framework because I think that it does give teachers a purpose for teaching with a corpus and
481 giving them a goal however it does require a lot from the trainer to provide these tailored activities.

482 Changes from the previous training session

483 This is the first training session where the demonstration videos have been flipped. This is in response to
484 teachers from the last training session and to some extent the training session before, in which teachers have said
485 they would like more practice time. Originally, I had been hesitant to expect teachers who have never seen a
486 corpus before to then start using it in the practice sessions afterwards on the same day. This is probably why
487 teachers like Katyusha from the first training session, suggested that they didn't want to do that during the time
488 frame of the training and would do that in their own time. However, this also set a tone that other teachers didn't
489 want to do that or stay after their training session with the trainer to learn how to do this on their own and also
490 meant that a lot of teachers who were quite busy with their work weeks don't want to stay for a training session
491 for an hour and a half on their weekend for example.

492 So, by sending the videos of myself demonstrating how to build the activities and how to search a corpus, this
493 focuses the practice meetings on teachers showing me that they can build an activity or they can redo the
494 searches that I sent them in the video. This is a great step forward in terms of showing that co-
495 participants/teachers have understood key behaviours towards becoming corporate literate. This is also really

496 important for BMT, which asks that not only do participants observe the trainer in how to perform the behaviour
 497 to be learned, but also that the trainer can observe the participants and provide valuable feedback on how to
 498 correct or continue the newly learned behaviour. This has been missing from the previous training sessions
 499 wherein teachers were not willing to stay longer to participate in the practical portion of the training sessions.
 500 Hopefully, this means that teachers in their post-training interviews feel that they have had more practice time
 501 when compared with previous training sessions. Trina is the only teacher thus far – since the AR Cycle 1 – who
 502 is willing to stay after to practise searching the corpus. I think it is especially important for her to do this as she
 503 had absolutely no previous exposure to corpora so having these one-to-one sessions, I think is better for her.

Date	AR Cycle No.	Training session No.	Entry No.
13/04/2022	4	3	22

504

505 4th AR cycle: 3rd training session

506 Thus far by week two, I have been able to see three of the six teachers demonstrate to me that they know how to
 507 use the corpus and build the activities that I show them in the videos. This is not because they are staying after,
 508 but because they watched the video in advance, and we used the 1-hour training session as practice time for
 509 them. I always ask the teacher if they are comfortable in doing so and I'm patient to explain to them how to do
 510 this. These teachers (Oran, Neve and Trina) have shown that they can search through COCA and Sketch Engine
 511 and specifically use tools like the Word tool like performing specific concordance searches such as verbs and
 512 prepositions in combination these are really important for building their own corpus literacy.

513 In this training session, 5 out of 6 teachers reported having very little or no experience in using a corpus. One
 514 teacher completed her MA TESOL in Limerick however this was several years ago. Neve also decided to attend
 515 on Saturday, and we had a one-to-one, so she practised how to do the searches for the activities I suggested for
 516 her students.

517 Bronagh attended this training session having emailed saying she didn't want to drop from the study but had not
 518 been receiving my emails. I sent her the previous Zoom recordings and she had sent a couple of learner needs
 519 for her students.

520 There have been a lot of questions this training round. These questions are really interesting and good but
 521 sometimes I'm not sure if I even understand them. For example, Oran asked about what is relative in terms of
 522 frequency and if the sentences that we see that are in Sketch Engine are true evidence of frequency or are all just
 523 examples of a certain frequency number. Also, he has asked about how to perform several searches at the same
 524 time which is not something that I thought you could do in Sketch Engine or COCA, however, I have just
 525 recently today seen a tweet from Sketch Engine that this is actually possible using the | symbol. He's also asked
 526 if it's possible to exclude certain words from searches as well, which I know is possible however I was not able
 527 in the training session to show him where the link to learn that was. What I have been doing is suggesting to
 528 teachers to watch Mark Davies' YouTube video that is in the training handbook so that they can see all the
 529 possibilities with COCA.

530 Oran has also mentioned that his students didn't like corpora in the activities that he's taught thus far. He
 531 requested activities that would have a 'gamification' element to see if that would excite them more as he didn't
 532 foresee using corpora much more if the students couldn't see its benefits. I told him I could provide more game-
 533 type activities but it's clear he isn't a corpus fan so far which is refreshing in a way. Most teachers in the
 534 training sessions to date are really positive about corpora, so it makes me wonder why Oran is struggling so
 535 much. I know he has mentioned that he doesn't like being 'only 1 step ahead of the students' in that he only
 536 learns how to use the corpus to build an activity a week before he teaches it and since he is teaching B2 students,
 537 I've suggested activities which students use the corpus directly, like the Word tool, but I think he isn't confident
 538 and this is something his students also pick up on. Perhaps he's a teacher who needs to know all the answers in
 539 advance, which is a challenge when teaching with a corpus and the amount of data your students will see and
 540 not knowing what questions you may get.

541

Date	AR Cycle No.	Training session No.	Entry No.
17/04/2022	4	3c	23

542

543 Neve emailed that she couldn't make it to the training sessions on Wednesday, so we met on Saturday instead.
544 We spent the time going on the optional activity and giving her time to try the steps of building the corpus
545 activity in COCA by herself (with my guidance). She seems really happy with the training sessions because she
546 said they are different from how she had learned to use corpora in her MA TESOL. We talk about it after she
547 finished playing around with COCA and decided on what she wanted to teach the following week. She said her
548 MA TESOL did introduce her to corpora, but mostly the BNC and she was surprised when I told her how old
549 the data in the BNC is. She didn't realise she was using sentences from the 80s, though we also talked about that
550 only being a problem if she was teaching slang, as opposed to general English which likely wouldn't have
551 changed so much since then.

552 She said, however, that the programme didn't really show students how to develop activities with a corpus based
553 on the needs of her learners, but more like how to do simple searches. Given that her teachers were experts in
554 the field, I had thought it would be more depth, but again, I think there is only so much that can be fit into a MA
555 TESOL programme. Certainly, my own MA TESOL only introduced the idea of corpora, but not how to use it,
556 or even what a corpus looked like. I think this is why the training sessions are so practical for teachers. It's like a
557 workshop where they can do something right away, and not based on the theories behind corpora for example.

558

Date	AR Cycle No.	Training session No.	Entry No.
23/04/2022	4	4	24

559

560 4th AR cycle, 4th training session

561 Sessions are going well, but it's becoming clear that at least three teachers aren't teaching the corpus activities
562 weekly. This became even more obvious to another teacher who mentions that he is struggling to get his
563 students to like corpora, while another teacher admits not having taught a corpus lesson yet. She says this is due
564 to testing in her school, but I'm starting to wonder if she plans to use corpora in class at all. I have to hope she
565 will later and reflect on this. Bronagh doesn't say much in training sessions and at this point, many teachers
566 admit at the start of the training session that they haven't watched the training demo recording. Because of this,
567 the training hour ends up being me repeating how to perform the searches, which is boring for the one teacher
568 who did watch the recording.

569 Oran remains unconvinced by corpora, saying it's too technical for students and that it should be as easy as
570 Google. So, I introduced him to SKeLL and he seems happier to use that in class. I think he also isn't
571 comfortable creating a new activity but instead uses the ones that I provide in the training sessions, perhaps even
572 against his better judgement knowing what his students would like/not like. I don't know if this is because he
573 trusts that I know best about this technology or thinks that for the research, he can't change the activity. It's sad
574 to hear he doesn't like using corpora because it feels like I've done something wrong as the trainer, but then
575 again, research says, and my own experience knows that not everyone likes corpora. It is more about
576 introducing the tool and letting him decide if it's useful in his classroom.

577 Changes for future training sessions

578 A few teachers mentioned in their post-training interviews the idea of providing a short task for teachers to do at
579 the beginning of the training session, to practise what they were taught in the training session. However, the
580 teachers who suggested this were the teachers who didn't build and teach with a corpus weekly as the training
581 programme requested of participants. I would argue the 'task' was the activity they were meant to build and
582 teach. However, as they were not teaching, nor watching videos beforehand, I understand that if these sessions
583 were simply a typical 1-hour CPD workshop like what they might see in their language school, then a task may
584 have been useful. In some ways, I am to blame because I agreed that teachers could 'teach and reflect later' but
585 wasn't clear that this needed to be during the training sessions because reality has set in and few teachers
586 following the training programme as intended and fewer data were collected because of this.

587 Concerns

588 In part, I was concerned that telling teachers who were not teaching they needed to leave would have meant that
589 this training session had only 4 teachers as 2 joined at the last minute. The idea of not running a training session
590 because I didn't have enough teachers didn't seem like an option at the time.

Date	AR Cycle No.	Training session No.	Entry No.
25/04/2022	4	-	25

591 4th AR cycle, post-training reflections

592 This final cycle was a bit bittersweet. Towards the end, I could understand why action research cycles can be
593 repeated continuously. Even the suggestion moving forward, that of starting with a task, I'm not sure if I would
594 have taken that change on board given that I felt the training sessions provided that in the form of an activity and
595 further that previous training cycles (with nonnative, international teachers) did not feel this task was needed. I
596 think there's something to be said about this particular group, given that if my research had been about Irish
597 teachers, maybe that change would have been useful, but with a project about international teachers, I think the
598 training programme has proven more successful in previous cycles.

599 Training the trainer

600 I've been really lucky with having done the training course with the University of Sheffield last spring. That
601 training course was something I was doing at the same time as AR cycle 2 training sessions in spring 2021.
602 Although the training sessions at that time only used COCA and because preparing for these sessions took quite
603 a lot of my attention, I wasn't necessarily able to really focus on all the things that the University of Sheffield
604 course was teaching me in using sketch engine and BAWE. However, the training sessions which occurred this
605 year, 2022, have greatly benefited from my understanding of Sketch engine which was also included in these
606 training sessions. I have been in contact with the trainer from the University of Sheffield course who also shared
607 with me the training guides and revisiting and teaching those during the Hilary term 2022 has been really great.
608 I have consolidated a lot of information and how to use Sketch engine better which has greatly benefited my
609 training sessions.

610 Last summer, in 2021, I participated in the Lancaster summer school in corpus linguistics. However, I didn't
611 really feel like I learned anything new, unfortunately. This summer, 2022, I'm going to participate in the
612 University of Birmingham corpus linguistics summer school. I am going to learn more about how to use R for
613 linguistics and also I'm looking forward to learning something new

