

Developing ESL/EAP Materials Using Corpora

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Abstract

The higher education sector in the Kingdom of Saudi Arabia has recently experienced a huge expansion to satisfy its population's need for education. Alghamdi and El-Hassan (2016) witnessed the difficulties in obtaining ESL and EAP teaching/learning materials that are culturally-appropriate and are relevant to students' lived experiences. It is commonly known that teaching practitioners would adapt materials from textbooks (McDonough & Shaw, 2003; McGrath, 2013; and Richards, 2016) and localized materials (McGrath, 2013) are much required in the Kingdom.

In addition to such effort, the author investigates whether it is possible to adopt authentic material that is produced by Saudi students and turn it into teaching material. By assigning writing projects to the students, the instructor can gauge the boundary of the content which can be explored by both students and the instructor.

Another purpose of this study is to identify the key area that needs to be addressed most in order to help students improve their written communication with a focus on accuracy over a short span of time. This helps instructors to decide what can be realistically covered within a limited period, i.e. a school term or a semester and what can be trimmed off from the textbook content, especially in terms of grammar.

Inspired by McCarthy (2004), the main research instrument used in this study is an online concordancer which is used to analyze the text gathered from student essays. A literature review and the research methodology, process, and findings as well as teaching implications will be described and discussed in this paper.

Keywords: material localization, material adaptation, cultural relevance, worldview, authentic linguistic data, mother-tongue (L1) interference, error analysis, grammar, vocabulary, error analysis, spelling, concordancing, learner corpus, Saudi Arabia

1. Introduction

In the 21st century, our ESL/EFL learners are diverse and dynamic bringing vibrant worldviews to the classroom. Whether the learner is learning English as a new language in his or her home country, such as Saudi Arabia, or overseas, he or she will need to interact with other learners and instructors who have different cultural, social and economic backgrounds and creeds. It is, therefore, not an easy task for international publishers to provide ESL textbooks to learners of such diversity. On different scales, ESL professionals and global educational publishers are making efforts in localizing language teaching/learning materials to cater for local ESL learners' needs as opposed to imposing on our ESL learners an unfamiliar culture that is not entirely compatible with the learner's home culture. It has been argued that content of ESL material must be relevant to the learner's lived experience (Robertson, 2014; Alghamdi & El-Hassan, 2016).

Based on the idea of material localization, the researcher-author explored the possibility of turning her ESL/ESP students' written output into learning materials that are content-relevant by gathering her research data in the preparatory year at the female division of her university in Saudi Arabia in 2011. Online computerized concordancers make it possible for the researcher/author to collect ample linguistic data from her sample population and then make analysis of the resulted learners' corpus. The focus of this analysis is to identify the main teaching/learning areas that need to be addressed. Considering each semester or school term is approximately 15 weeks long, an ESL course is intensive and therefore expansive areas, such as grammar, cannot be thoroughly covered. Thus, the outcome of this research will show the starting point of our teaching of grammar, vocabulary and spelling to ESL students in Saudi Arabia.

Although it has been advocated that learners' ability to communicate (or *communicative competence* that includes: grammatical competence, discourse competence, sociolinguistic competence, strategic competence) is more important than merely achieving

accuracy (Richards & Rodgers (2001) in written/oral form in terms of grammar; a written/spoken text that is without accurate presentation by using correct grammar, word choice/collocation, spelling (written) and pronunciation (spoken) generally impacts the effectiveness of communication. This is particularly true when the learner is being prepared to study at university level or to work in an international office.

The following shows an example of how communication/comprehension can be badly affected when students cannot master accuracy when using English:

(A) The **water's truck** to issued to this **cutie**.

(B) **The** government sends **water trucks** to this **city**.

Sentence A is produced by a student who made multiple errors in word choice, punctuation, grammar and spelling while **Sentence B** is a rendition of the former sentence and is much easier to comprehend after errors have been rectified.

2. Literature Review

2.1 Cultural Content of Globally-Produced ESL Material – Adaptation and Localization

Alghamdi and El-Hassan (2016) point out that globally published ESL materials often contain culturally unfamiliar, alien or inappropriate elements. McGrath (2013) advocated that cultural content should be able to relate to contexts, content and characters; and similarly, Richards (2016) maintains that teachers need “materials ... that reflect local content, issues, and concerns”. Foreign material needs to be replaced with local equivalents and this principle is named as ‘cultural localization’ (p. 67).

Judie Haynes (2004) maintains that SIOP (*The Sheltered Instruction Observation Protocol*) is a model developed from the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short to make content material comprehensible to English Language Learners (ELLs). One major part of the Protocol is to build from our English Language learners’ background knowledge and experience, which can be personal, cultural or academic. SIOP

further places an emphasis on *teacher preparation* which is an important step towards making the content of ELL teaching material comprehensible to our learners (Haynes, 2004) by taking into consideration of learners' age and educational background. In other words, students' L1 (first language/native language/mother tongue) literacy, L2 (second language) proficiency, and reading level must be considered. In addition, the content "must be adapted to ELL's needs through use of graphic organizers, ... adapted text, and highlighted text." Notably, SIOP underscores the use of 'adapted text'. Therefore, adaptation of material and provision of culturally relevant material are what an ESL instructor in Saudi Arabia will need to pay attention to.

Professor Jack C. Richards explains that "adaptation may be required to reflect the needs of a specific teaching context. Various forms of adaptation are possible: 1) Localizing; 2) Modifying content; 3) Reorganizing content; 4) Modifying tasks and so on." Through adaptation the teacher personalizes the text making it a better teaching resource and individualizes it for a particular group of learners" (Richards, 2016).

'Localization' involves modifying activities prescribed by a textbook to reflect local issues and content and it also involves adapting or supplementing an activity to address the specific needs of a group of learners. Richards (2016) uses pronunciation problems as an example to demonstrate the need of localizing a textbook activity.

Similarly, Ian McGrath (2013) classifies 'localization' into three different categories - 1) localization of the use of global materials; 2) localization of the language syllabi and 3) localization of cultural content when using published materials. The third category mentioned here is what the major concern of this paper is. McGrath (2013) further points out that teachers will "(1) use only those parts of the materials that they judge to be relevant and (2) provide additional materials if they feel the published materials are inadequate" (p.67).

McDonough and Shaw (2003) cited in McGrath (2013) discussed the adaptation of teaching materials. Adaptation of published materials involves: 1) the selection of teaching

items to address problematic areas/weakness that students are facing i.e. learner difficulties; 2) provision of additional practice to meet learners' needs if that provided by the textbook appears inadequate. The author of this paper applies the same principle to her teaching of ESL/EFL in the Saudi classroom by creating a learner corpus to identify the weak areas of her students and at the same time turn her students' work (i.e. authentic linguistic data) into teaching materials that are relevant to her students.

Following Ian McGrath's discussion in the previous paragraph, it is often assumed that teachers are able to make good judgment what their students need; however, this may not be possible in the case of those newly-recruited teachers in Saudi Arabia. Teachers recruited from overseas often need to undergo the process of personal adaptation before they can settle in in the new environment. Some individuals find it relatively easy to adapt to the new settings, but others may experience clashes in terms of lifestyles and professional expectations, and difficulty in class management to say the least. Therefore, a solution is needed to assist teachers to localize their teaching materials. In this study, an electronic corpus is used to collect students' written production (academic essays) and turn it into input for selection of learning materials with an intention that the content of these materials will: 1) be culturally acceptable; 2) address learners' problematic learning areas; 3) reflect and suit students' level; 4) include authentic material as opposed to textbooks (which may be scripted); 5) be related to students' understanding of the given topics and 6) reflect students' knowledge and lived experiences (i.e. students are asked to say or write about what they know and what they have encountered).

2.2 Concordancing and Learner Corpora

It was W. Nelson Francis who "compiled the first computerized corpus of English, the noted ... Brown Corpus" (1991, p.17). Francis (1982) defines the linguistic corpus as "a collection of texts assumed to be representative of a given language, ... to be used for linguistic analysis" (p. 7). One of the applications of computerized linguistic corpus is

lexicography. For example, the Dictionary of American Regional English, COBUILD, the electronic Oxford, and the new Old English dictionary are produced (Francis, 1991, p.22).

Sankoff et al. (1978) recorded the prolific development of computational technology in linguistic studies which need analytical work and it includes: 1) sampling and database, 2) transcript edition and corpus storage modes, 3) concordance, 4) an overview of the sociolinguistic study, and so on. For example, Sankoff & Sankoff (1973) use computational methods in analyzing grammatical variation.

Michael McCarthy and Felicity O'Dell further apply the use of electronic concordance and corpora into analyzing English collocations and writing textbooks for the use in ESL classrooms. (McCarthy, 2004; McCarthy & O'Dell, 2005; McCarthy, 2006 and McCarthy et al., 2007).

2.3 The Role of the First Language in Second Language Acquisition

2.3.1 Intralingual Interference

Professor Jack C. Richards (1970) refers to linguistic items that are “produced by the learner which reflect not only the structure of the mother tongue, but generalizations based on partial exposure to the target language”.

For example, ‘It+was+rain’ vs. ‘It was raining’ or ‘It rained’

‘It+is+show’ vs. ‘It shows’

Errors caused by intralingual interference are commonly made by my Saudi ESL students. They see how simple past tense is expressed by using ‘was’, then they make a generalization thinking when ‘was’ is added after the subject of the sentence and then followed by a verb, the action described in the sentence will be in the past. Similar generation is also made about the construction of simple present tense of a verb in a sentence.

2.3.2 Interlingual (L1) Interference or Native Language Transfer

Stephen D. Krashen (1981) maintains that the first language is one of several sources of learner errors and in particular, L1 causes the following linguistic issues:

- 1) First language influence appears to be strongest in complex word order and in word-for-word translations of phrases.
- 2) First language influence is weaker in bound morphology. Examples of ‘Bound morphology’ errors are – omission of plurals on nouns, lack of subject-verb agreement, and adjective-noun agreement, which are caused by “interference between the other terms of the English subsystem in question” (Duskova, 1969, p.21) apart from first language influence.
- 3) First language influence seems to be strongest in ‘acquisition-poor’ environments. For example, environments where inputs is primarily from the teachers, the learner does not have adequate inputs from his or her peers who speak languages other than the target language (TL). Therefore, learners depend on translation exercises in the absence of natural appropriate intake.

All in all, first language influence occurs when learners have not acquired enough of the L2 (i.e. low acquisition); in other words, when a learner’s L2 proficiency is higher, first language influence will be lower.

(Krashen, 1981, pp.65-67)

2.4 Error Analysis

Error Analysis (EA) branches off from *Contrastive Analysis* (Lado, 1957) in the field of Second Language Acquisition (SLA). Generally, the contrastive study of languages is carried out by describing and comparing languages to predict learning difficulties. S. Pit Corder (1984) classifies ‘errors’ into 2 main types: 1) performance errors/slips (i.e. mistakes); and 2) true errors (i.e. markers of the learner’s transitional competence (cited in Richards, 1984).

Error Analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused these errors (Ellis, 1994). Corder (1975) specifies the five steps in conducting EA

research: 1) collecting samples of learner language; 2) identifying errors; 3) describing errors; 4) explaining errors and 5) evaluating/correcting errors (Ellis, 1994, p.48).

Richards (1984) points out that *approximative systems* (Nemser, 1984) of language learners (i.e. second language learner system) should be viewed as necessary stages in the gradual acquisition of the target system; hence, learners' errors are *developmental* (p.18).

The causes of learner errors include: 1) native language transfer, i.e. using a rule or pattern from L1, 2) developmental errors, i.e. errors most learners make in learning L2 or target language (TL) regardless what the L1 is, and 3) induced errors, i.e. errors caused by the way a teacher or textbook presented/explained a given form (Richards, 1984; Nemser, 1984; Corder 1967).

Although EA helps teachers to observe learner language, it has its own limitations – its sole focus on accuracy (i.e. how much does the learner language follow the TL norm?). Other aspects, such as *complexity* or *fluency*, of learner language are not within the scope of this research.

2.5 Learner Language

According to the Center for Advanced Research on Language Acquisition (CARLA)(2016), *learner language* is what learners produce when they are trying to communicate using a second language.

Second language acquisition research shows that learners of all languages have their own “built-in syllabus,” or systematic developmental sequence (Corder, 1967; Lightbown & Spada, 2013). In order to help language learners to learn better, teachers need to understand and investigate *learner language* (Tarone and Swierzbin, 2009).

3. Research Instrument

To conduct my preliminary study of Saudi students' common English linguistic errors, I needed to carry out a frequency analysis which required me to provide quantitative data. Therefore, I decided to build a corpus that contains authentic students' essays. The

students under investigation were required to write academic essays in class or under examination conditions 4 times over a period of 4 months (a semester). This practice was not only to assess students' ability to write, but also to avoid plagiarism. Plagiarized work would definitively defeat the purpose of this investigation.

Concordancer software is readily available on the internet. I used AntConc provided by Professor Laurence Anthony, Center for English Language Education, Waseda University, Japan (Anthony, 2013). "Computers can quickly analyze the data and tell us the most frequently used words, phrases and combinations of words, and also how the meanings of words change when they are used in a different context" according to Michael McCarthy (Cambridge University Press, 2013). A concordancer is a computer programme that automatically constructs concordance once text files have been imported and displays concordance lines which are part of the corpus (*corpora*, plural form). Concordance lines are lines that display the same lexis that a researcher has selected and the target word is aligned in a column in the middle of the screen. The concordance lines in **Figure 1, Appendix A**, show the target lexis - *learn*. Another thing that a concordance does is to show frequency of each linguistic item that appears in the corpus. Thus, it provides quantitative data. For example, the token 'the' in the author's learner corpus has 5544 hits (i.e. the sample population used the article 'the' 5,544 times in their essays (**Appendix B**), which accounts for 3.90% of the author's learner corpus.

4. Data Collection

Students who exited the preparation programme at my university were supposed to attain an overall score of 60 with a specific requirement of a score of 20 in Writing on the TOEFL (Tests of English as a Foreign Language) iBt scale or an overall Band 5.5 with a specific requirement of a Band 5 in Writing on the IELTS (International English Language Tests) scale at the time of this investigation.

In Fall 2012–2013, there were 14 Academic Writing classes in Advanced level on the female campus. The total number of students involved in this research was 224. There were altogether 4 standardized tests in this semester, which lasted for 4 months. Students were asked to write a 4 – 5 paragraph academic essay on each of these standardized tests. The essay types students attempted were: 1) narrative; 2) comparison; 3) cause/effect; and 4) argumentative. The structure of each essay was more or less the same – an introduction (first paragraph), 2 – 3 body paragraphs and a conclusion (last paragraph).

Over the semester, 563 essays which yield 142,213 words were collected in the author’s learner corpus. **Appendix C** shows the list of essay topics that the students attempted in the Fall semester.

5. Research Data

The frequency analysis approach was used to examine and analyze this data. The focus was on the *frequency* of individual linguistic items, for example, students’ common errors. An electronic concordancer has the ability to count frequency and to present ample amounts of data in a highly-organized way. With the initial help of AntConc and some manual checks, a lot of spelling errors were identified (**Appendix D**). **Table 1** below shows the top 8 common errors in the author’s learner corpus.

Rank	Frequency		Rank	Frequency	
184	140	belive	406	40	society
195	131	alot	420	39	transports
243	93	mony	427	37	ther
299	68	goverment	472	32	i
382	46	transportations			

Table 1 Top 8 Common Errors in this Research

The concordancer also allows the researcher to look at how students use their vocabulary, phrases and other lexis, such as prepositions. Before the use of a concordancer, an ad hoc list of common ESL errors that Saudi students make emerged from the author’s observations. This list served as a starting point of this investigation. For example, students

frequently use the phrase: ‘in this life’ in their spoken English as well as essays as opposed to native speakers who often use – ‘in life’, ‘in his life’, ‘in our lives’ and so on.

At this point, the use of mainstream corpora, such as the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA), provided authentic data of native-speakers’ language use. This enabled a comparison between a native-speakers’ corpus and the learner corpus that were constructed for this investigation.

6. Data Analysis

To give a sense of the size of the learner corpus of this investigation, the total number of word tokens in this corpus only accounts for approximately 0.014% of the BNC volume. The total number of word types is 8,737. All the texts were recorded word for word and all types of errors were kept uncorrected. The first 100 most frequently-occurring (or common) lexical items (or word types) are listed from the highest frequency to the lowest frequency in **Appendix B**. Article ‘the’ is the most commonly used lexis in this learner corpus accounted for 5544 hits. Some of the common naming words (or nouns) in this corpus include: ‘people’ (2149 hits), ‘life’ (670 hits), ‘money’ (508 hits), ‘country’ (449 hits), ‘students’ (433 hits), ‘children’ (312 hits), ‘women’ (312 hits), ‘family’ (262 hits), and so on.

From the ad hoc list for investigation previously mentioned, the following items were being looked at: 1) ‘learn’ vs ‘teach’; 2) ‘cloth’ vs ‘clothes’; 3) ‘every day’ vs ‘everyday’; 4) the use of modal verbs, e.g. ‘should’ + verb; 6) overuse of ‘until now’; 7) misuse of ‘too much’; and so on. **Appendices E and F** show some of the collected data.

7. Findings

An automated concordancer helps organize huge amounts of linguistic data. For further investigation, researchers will need to look at different data of interest. By examining the concordance lines, I was able to describe the common errors the sample population committed and to explain the causes of some of these errors. For example, learners use ‘Mrs. Brown **learned** us how to draw’ instead of ‘Mrs. Brown **taught** us ...’ (Fig. 4, Appendix E);

‘I **should to** study hard’ instead of ‘I **should** study hard’ (Fig. 7, Appendix F); ‘I’m **too much** happy’ instead of ‘I’m **very** happy’ (Fig. 8, Appendix G). These show that the students’ English written discourse is heavily influenced by their mother tongue (i.e. L1 interference). For example, there is no distinction between ‘learn’ and ‘teach’ in Arabic. These findings – L1 interference – are not surprising because many Saudi students do not have earlier exposure to their L2 (i.e. their target language which is English) and when they are required to use English to study and to communicate in college, they will need to rely on their L1 as a resource and therefore often use translation methods.

By comparing the author’s learner corpus with a mainstream corpus, such as BNC, I could also see the differences between how a native-speaker (NS) and a non- native-speaker (NSS) use some of the English phrases. For instance, the commonly-used phrase: ‘in this life’ among the sample population only appears in BNC in the context of beliefs and religions (Appendix G). **Table 2** shows the different combinations of ‘in’ + ‘life’/‘lives’ and the frequencies of their use in BNC and in the learner corpus. **Table 3** below illustrates a variety of the similar expressions that NS’s use. NSs often use ‘by now’, and ‘so far’. For example, ‘I haven’t heard from the Admissions Office so far’. It is noted that ‘yet’ can also be used to show contrast with what has just been mentioned in a written discourse.

	BNC Corpus (Academic)	Learner Corpus
in my life	0 hit	3 hit
in her life	0 hit	1 hit
in its life	0 hit	0 hit
in this life	65 hits	10 hits
in our lives	173 hits	5 hit
in their lives	335 hits	6 hit
in his life	569 hits	2 hit
in life	1402 hits	39 hit

Table 2 Comparison of the Use of ‘in’ + ‘life’

	BNC Corpus (Academic)	Learner Corpus
until now	632 hits	2 hits
till now	106 hits	0 hit
up to now	271 hits	0 hit
by now	2065 hits	0 hit
so far	8512 hits	1 hit
yet	33497 hits	*1 hit

Table 3 Comparison of the Use of Time Expressions: ‘until now’, etc.

* 33 instances of using ‘yet’ as a signal/transitional word meaning – ‘nonetheless’.

The use of corpora (i.e. a learner corpus and a mainstream corpus) allows me to identify what linguistic errors the sample population made illustrating their frequency and providing an accurate record of all the collected data. Furthermore, with the help of Arabic NSs, I am able to explain what is causing these kinds of errors.

8. Teaching Implications

First, native-speaking ESL teachers need to understand the differences between L1 and L2 and how those differences interfere with our Saudi students' learning of English. They should also have some knowledge of *contrastive analysis* (language differences) for the two languages, encourage the development of the student's L1, and directly teach the positive transfers from L1 to L2 according to Derderian-Aghajanian & Wang (2012).

Second, ESL teachers need to prescribe some intervention to help students acquire linguistic accuracy. By the same token, students can use these corpora to engage in discovery learning by identifying their own linguistic errors and by emulating NSs (**Appendix G**) in order to achieve the linguistic competency ESL learners need in order to build a successful academic career. Examples of data-assisted activities are included in **Appendix H**.

Third, students should be warned of the use of translators. There are glaring differences between their L1 and L2. Therefore, an effective way to learn better English is to learn about these linguistic differences.

Finally, a variety of activities should be introduced to develop language skills in L1 to stimulate students' learning. Games, activities and events, such as competitions, whether they are online, interactive or non-interactive, can be fun to do. The aim is to become better spellers, better writers and above all, more powerful researchers who are better-equipped because of the smart use of L1 corpora.

9. Further Investigations

A lot more investigation needs to be carried out using the learner corpus. Further investigation will include: 1) use of tenses, perfect tense in particular (because there is no

perfect tense in Arabic); 2) use of prepositions (because the use of prepositions in both languages is not identical); and 3) issue of redundancy (e.g. The teacher *he* is American). Furthermore, similar studies should be carried out in other universities in the country to achieve ‘generalizability’ (Campbell and Stanley, 1963).

This research can be extended by collecting qualitative data through the use of interviews of instructors who are English native-speakers (NSs) and their NNS students. By interviewing teachers, I can confirm the list of common errors I have identified in this part of the data collection and I will gain insights into the causes of these common errors by interviewing the students. For my research, qualitative studies can be done not only at my work university (or one single site) but also at other Saudi universities (i.e. multisite studies) involving Advanced students in different preparation programmes. This will inform curriculum designers and planners of how to improve ESL teaching/learning in higher education in the country.

10. Conclusion

Building corpora caters for the needs of researchers for systematic investigations of ample linguistic data. The need for culturally-relevant educational materials in the Kingdom has to be addressed and this study has taken the first step towards providing culturally acceptable learning material. Students should be provided with materials that effectively address their linguistic needs, i.e. how to gain near native-speaker competency in order to attain academic success. To be better-equipped, ESL teachers should have a certain level of knowledge of the similarities and differences between our students’ L1 and L2 and how both languages work. The smart use of mainstream corpora and learner corpora is an exciting addition to students’ learning resources and teachers play an important role in designing, producing and selecting the most-needed materials and activities for their ESL learners.

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Appendix A

Line	KWIC	File
1	tion is silly. But do you know how these children learn how to lie? Of course is not from school. The mai	honesty is the best policy.txt
2	em in our community which is lying. Many children learn how to lie from their parents. They even lie in t	honesty is the best policy.txt
3	l with our problems and difficulties. and what we learn from them. I believe that by being honest we will	honesty is the best policy.txt
4	acuity and moral duty to help people in other to learn this kind. However, many poor people also need or	honesty is the best policy.txt
5	le find it difficult to take in what they need to learn. For example, who that poverty honesty affects ma	honesty is the best policy.txt
6	g them your trust and respect. your children most learn the positive result of being honest and the conse	honesty is the best policy.txt
7	lying, the child will make a habit out of it and learn to not always say the truth and lie he needed to.	honesty is the best policy.txt
8	truth. At the end of this essay I hope liars will learn from their mistakes and start using honesty in th	honesty is the best policy.txt
9	23 On this time, we learn many more thing in our life. especially on our	honesty is the best policy.txt
10	e future when they make them children they should learn on the honesty. some people think that honesty do	honesty is the best policy.txt
11	uld live longer with them. Finally, Everyone will learn how to follow the rules and respect the time. If	public transport.txt
12	it once or twice it will be a lesson for them to learn to respect the schedule and be on time. On the ot	public transport.txt
13	various of people. It may give them the chance to learn from others experiences. For example, when a pers	public transport.txt
14	e with others person in the bus, by this she will learn from her/his own experiences in life, also she/he	public transport.txt
15	strives with out traffic or pollution. Also, people learn coolz road, that swan good for safty cu life. 60	public transport.txt
16	the person the heard about. People in this life learn have they believe what they heard instead of ask	we shouldn't believe anything
17	ood body. Also, reading a lot info for how can be learn the people for the healthy body.	Bulimia and Anorexia.txt
18	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
19	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
20	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
21	, they are also dont have any life experience to learn and teche their children. If they still not young	Divorce in KSA.txt
22	, we have many landscape on our life so, we will learn out alot of things of this thing. Fainally, when	Divorce in KSA.txt
23	In conclusion, in our life we have many thing for learn it. The marriages are breaking up not easy. The	Divorce in KSA.txt
24	life, meeting new people, earning new friends and learn a new language. Its a great experience because t	Migration.txt
25	3 Do you have know what migration mean? Migration learn used so disccraib who is travel from their country	Migration.txt

Search Term Words Case Regex Concordance Hits Search Window Size

learn Advanced 76 50 5

Fig. 1 Concordance Lines of 'learn'.

Appendix B

Total No. of Word Types: 8737

Total No. of Word Tokens: 142213

KWIC Word List - most frequently-occurring (Top 100)

Rank	Frequency	Token	Rank	Frequency	Token	Rank	Frequency	Token
1	5544	the	36	662	transport	71	356	For
2	4578	and	37	618	some	72	346	Also
3	4387	to	38	607	there	73	344	he
4	2636	of	39	555	other	74	342	who
5	2549	in	40	553	should	75	339	lot
6	2477	a	41	552	public	76	338	your
7	2409	is	42	548	's	77	333	believe
8	2149	people	43	547	when	78	328	hear
9	2132	they	44	545	if	79	312	children
10	1674	will	45	537	do	80	312	women
11	1620	it	46	514	as	81	310	go
12	1592	that	47	513	good	82	300	help
13	1535	are	48	509	from	83	290	by
14	1522	for	49	508	money	84	288	bad
15	1346	you	50	501	think	85	284	There
16	1322	have	51	492	see	86	283	effects
17	1293	be	52	475	don't	87	281	way
18	1223	I	53	472	make	88	279	her
19	1143	we	54	465	so	89	278	reason
20	1074	't	55	460	all	90	275	important
21	1047	their	56	460	cars	91	270	also
22	1023	can	57	449	country	92	269	class
23	984	In	58	441	my	93	264	Some
24	983	not	59	435	get	94	263	using
25	964	on	60	433	like	95	262	family
26	938	them	61	433	students	96	259	most
27	895	or	62	432	our	97	254	live
28	864	more	63	415	effect	98	253	divorce
29	838	many	64	411	one	99	252	need
30	830	with	65	409	want	100	252	spent
31	765	because	66	396	but			
32	748	The	67	394	what			
33	724	this	68	392	thing			
34	670	life	69	383	time			
35	663	about	70	368	example			

Fig. 2 Top 100 Most Frequently-Occurring Lexis in the Author's Learner Corpus

Appendix C

List of Essay Topics, Fall Semester 2012-2013

Comparison Essay Topics

1. Living in a house on the mountains or living in a house by the sea
2. Two different kinds of natural disasters
3. Two different kinds of sports
4. Two leaders

Cause/Effect Essay Topics

1. Bulimia and Anorexia
2. Divorce in Saudi Arabia
3. Migration to Other Countries
4. Women and Education
5. Wrong Placement at School
6. Young People not Conforming

Argumentative Essay Topics

1. "Honesty is the Best Policy"
2. Public transport is a must-have service in Saudi Arabia.
3. We shouldn't believe anything we see and hear.

Appendix D

Identify Remedial Needs – Spelling

Common Errors (frequency = 10+)

A		<i>Variations</i>			L		<i>Variations</i>	
accident	accident				liars	liers		
a lot	alot							
B					M			
because	becase	becau s		couse	marriage	marrige		
believe	belive				maybe	mybe		
before	befor				modern	modren		
devorce	devorc				more	mor		
					money	mony		
C					O			
cause	couse				opinion	openion		
change	chang							
children	childern				P			
complete	complet				personality	personalty		
country	contry	countre		country	public	public		
crowded	crawded	couded		county				
D					R			
different	diff rent				reason	reson		
E					S			
easily	easily				safety	safty		
especially	espically	specialy		speicaly	second	seconed		
				speicly	similarity	simlarty		
G					society	society		
government	gover ment				sometimes	sometime		
grade	gread				study	stady		
					style	stayl		
H					T			
happened	happen d				their	ther	thir	thire
have	hav				they	thy		
health	helth				them	thim		
height	hight				true	trou		
him	hem							
I					W			
I	i				weight	wight		
important	importint				which	wich		
					wrong	rong	wronge	wroung

Fig 3. Misspelled words in the Author’s Learner Corpus.

Appendix E

Hit	KWIC	File
1	tion is selly. But do you know how these children learn how to lie? Of course is not from school. The mai	honesty is the best policy.tx
2	em in our community which is lying. Many children learn how to lie from their parents. They even lie in t	honesty is the best policy.tx
3	l with our problems and difficulties. and what we learn from them. I believe that by being honest we will	honesty is the best policy.tx
4	society and moral dute to help people in other to learn this kind. However, many poor people also need or	honesty is the best policy.tx
5	le find it difficult to take in what they need to learn. For example, whe that poverty honesty effects ma	honesty is the best policy.tx
6	g them your trust and respect. your children most learn the positive result of being honest and the conse	honesty is the best policy.tx
7	lying, the child will make a habit out of it and learn to not always say the truth and lie he needed to.	honesty is the best policy.tx
8	truth. At the end of this essay I hope liars will learn from their mistakes and start using honesty in th	honesty is the best policy.tx
9	_____ 23 On this time, we learn many more thing in our life. especeically on our	honesty is the best policy.tx
10	e future when they make them children they should learn on the honesty. Some people think thet honesty do	honesty is the best policy.tx
11	uld live longer with them. Finally, Everyone will learn how to follow the rules and respect the time, If	public transport.txt
12	it once or twice it will be a lesson for them to learn to respect the schedule and be on time. On the ot	public transport.txt
13	various of people. It may give them the chance to learn from others experiences. For example, when a pers	public transport.txt
14	e with others person in the bus, by this she will learn from her/his own experiences in life, also she/he	public transport.txt
15	ntries with out traffic or pollution.Also, people learn cools rood, that reson good for sefty ou life. 60	public transport.txt
16	the person the heard about. People in this life learn have they believe what they heard instead of ask	we shouldn't believe anything
17	ood body. Also, reading a lot info for how can be learn the people for the healthy body. _____	Bulimia and Anorexia.txt
18	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
19	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
20	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
21	, they are also dont have any life experiance to learn and teche their children. If they still not young	Divorce in KSA.txt
22	, we have many lanolandscape on our life so, we will learn out alot of things of this thing. Fainally, when	Divorce in KSA.txt
23	In conclusion, in our life we have many thing for learn it. The marriages are breaking up not essay. The	Divorce in KSA.txt
24	life, meeting new people, earning new friends and learn a new language. Its a great experiance because t	Migration.txt
25	3 Do you have know what migration mean? Migration learn used to discriab who is travel from their country	Migration.txt

Search Term Words Case Regex
 learn Advanced Concordance Hits 76 Search Window Size 50

Fig. 4 An extract of the learner corpus - 'learn'.

Hit	KWIC	File
1	there home and give them some mony, food and also cloth for example, In Jeddah there are a grope of volun	public transport.txt
2	The third reson to become thin is they care about cloth they think when becamo fat it is tough to find cl	Bulimia and Anorexia
3	th they think when becamo fat it is tough to find cloth and when you wear them it will becamo perfect in	Bulimia and Anorexia
4	ecame angry and tragis because she can not find a cloth for me esily because I was a fat little girls. So	Bulimia and Anorexia
5	ey do not want to fell depress and care about the cloth. In my opinion, that perfect body is between fat	Bulimia and Anorexia
6	ecame good because when you becam thin there is a cloth when you wear them it not good in your body. also	Bulimia and Anorexia
7	body. also when you became fat you do not find a cloth in your size esaly. _____	Bulimia and Anorexia
8	od. The other example is they can sew wool into a cloth. Because of these activities, they must be increa	Women and Education.1
9	ike running. It need a swimming pool and spicall cloth and we must talk a shower after we finish. On th	COMPARISON Sports 2.1

Concordance Results 6: cloth

Search Term Words Case Regex
 cloth Advanced Concordance Hits 9 Search Window Size 50

Start Stop Sort

Kwic Sort
 Level 1 1R Level 2 2R Level 3 3R

Fig. 5 An extract of the learner corpus - 'cloth'.

Appendix F

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List	
Hit	KWIC					File	
1	_____ 19 We meet people everyday, we dont only meet them, we meet their personali					honesty is the best policy.	
2	_____ 07 I go to PMU by bus everyday. Because of I live in Khobar, I need to go to Dha					public transport.txt	
3	have a good car and they cant ask their neighbor everyday to take their car. Moreover, taxi is so expensive					public transport.txt	
4	illusion of the People using transport. Some people everyday using the transport. Also the transport are impor					public transport.txt	
5	ident as you can see this days thousen people die everyday because the car accident. Last reason I would lik					public transport.txt	
6	king. Then their spend alot of many on the public everyday in the week. for example when I go to Paris. I us					public transport.txt	
7	to take the people who have to go for their work everyday. As a result, they wouldnt be late and arrive to					public transport.txt	
8	y very poor! The number of accidents that accured everyday. So, if the government impove the roads and highw					public transport.txt	
9	_____ 06 Everyday the population of Saudi Arabia is increasing. The					public transport.txt	
10	re enercous number of cars accidents that happen everyday. As a result, many people have enjered and died.					public transport.txt	
11	ublic transport will reduce the accidents. Almost everyday when I come to university, I see at least one str					public transport.txt	
12	x people because some people do not have cars and everyday waiting a long time just for transport to going t					public transport.txt	
13	these world ther are many differant things hapen everyday because in everday we do some conservtion with ot					we shouldn't believe anythi	
14	l and their mean sentences that he heap from them everyday, he felt like nobody like him, he hates being the					Bulimia and Anorexia.txt	
15	and women worldwide. These visual images are seen everyday and are present in forms of media and television					Bulimia and Anorexia.txt	
16	_____ 03 Now adays divorce incures a lot. Everyday ve her a new divorce. Ther are many causes and ef					Divorce in KSA.txt	
17	Moreover they need to talk and see their parents everyday. Finally, divorce will effect on women life. it w					Divorce in KSA.txt	
18	Moreover they need to talk and see their parents everyday. Finally, divorce will effect on women life. It w					Divorce in KSA.txt	
19	igrate for many reasons. Migration, is increasing everyday. Most of those people who migrate usually leave t					Migration.txt	
20	he humans body need to burn a number of calories everyday. It would be good if we turned that enery that					COMPARISON Sports 1.txt	
21	_____ 17 Everyday we all watch the television to entertain ourselve					COMPARISON Sports 2.txt	

Fig. 6 An extract of the learner corpus - 'everyday'.

Hit	KWIC					File
1	e from the road. The second reason why government should to develop the public transport is to save the earth					public transport.txt
2	or live life. if you have one of five or more you should to pay food, seed thime to school, pay cars every on					public transport.txt
3	to our work. To make our live essay The government should to be allow and pay Metro and train that devolped Po					public transport.txt
4	y because, the air from them. Finally, I think it should to have taype of transport but on the same time to t					public transport.txt
5	say about it, I see that is an important thing we should to see it in our country and other countries. 21 Pub					public transport.txt
6	ortant matter and there are a lot of subject they should to solve them. but I believe the government should sp					public transport.txt
7	ready Know, that the crowded cities and countries should to have a good public transportation for the drivers,					public transport.txt
8	y country like education, industry and others. It should to take care and pay more many to development the pu					public transport.txt
9	will argue to that the government of Saudi Arabia should to spent more snoey on public transport. Firstly, po					public transport.txt
10	life more flexible and fabulous. In my opinion, we should to put more development transportation like, trains,					public transport.txt
11	vantage in the same time has disadvantage, but we should to focus to the advantage. However , I am I agree wi					public transport.txt
12	_____ 01 Do you think that we should to believe anything we have see and hear it? most pe					we shouldn't believe anything
13	sld withour real prove. If you believe fastly you should to practis how you get a prove frum what you hear. A					we shouldn't believe anything
14	ut I think that is not true in the life because we should to be shour about what we lason and see because some					we shouldn't believe anything
15	guestion, that anyone see or hear something be/she should to check.					we shouldn't believe anything
16	Also, if any one tell us any thing of someone We should to bring them together to see if it is right or no,a					we shouldn't believe anything
17	eat too much and not to eat to not eat at all. We should to inccrez this problem and to advice the people how					Bulimia and Anorexia.txt
18	less than nev because thers children. The parents should to talk together and find the soluction to there pro					Divorce in KSA.txt
19	hat effect on their family. In my opinion, people should to think about effects before they divorce especiall					Divorce in KSA.txt
20	we should open our eyes and our mind about it. We should to think carefully before we will choose our husband					Divorce in KSA.txt
21	my opinion, they should lees for divorce and they should to think before they di any think.					Divorce in KSA.txt
22	ryone they get positive rules for idmigration they should to imigrate everyone will life only one time.					Migration.txt
23	onomy of the country. My opinione, the country should to gave its people what they need to not let them to					Migration.txt
24	they dont have a job and dont find a job and Be should to got to any countrre to find a good job and a good					Migration.txt
25	r country and we dont have better life or job we should to think about our life and how we should live bette					Migration.txt

Search Term Words Case Regex Concordance Hits 29 Search Window Size 50

Fig. 7 An extract of the learner corpus - 'should to' vs 'should'.

Hit	KWIC					File
1	For one, to avoid car accidents. Also, cars are too much expensive. And lastly, it can be so crowded. Fina					public transport.txt
2	en if they are fat. they can lose weight, but not too much. Because tht may be causes disses in thier body.					Bulimia and Anorexia.txt
3	start they dont want to eat yet some of thim eat too much. When they fill in some sapsject they feel bad and					Bulimia and Anorexia.txt
4	, we should be more care about our body to not eat too much and not to eat to not eat at all. We should to in					Bulimia and Anorexia.txt
5	the kids parents got divorce, the kid will think too much about them and how his and their lifes gonna be					Divorce in KSA.txt
6	lifes gonna be after they break up. Its gonna be too much for him to accept and hard to get along with. In					Divorce in KSA.txt
7	on, I think that they have to try stop travelling too much at least for their children.					Migration.txt

Search Term Words Case Regex Concordance Hits 7 Search Window Size 50

Kwic Sort Level1 Level2 Level3

Fig. 8 An extract of the learner corpus - 'too much'

Appendix G



BNC (Academic):

in this life = 65 hits	in life = 1402 hits	
in my life = 0 hit	in his life = 569 hits	in their lives = 335 hits
in our lives = 173 hits	in her life = 0 hit	In its life = 0 hit

LEARNERS' CORPUS

Sample Concordance Lines - "in this life"

1	e people have notion that honesty cant do nothing in this life for example being honesty cant let them have more	honesty is the best policy.txt
2	to follow believe. We would love to have a honest in this life. But is it a good idea to do that?I strongly we	honesty is the best policy.txt
3	get hurt from the person the heard about. People in this life learn have they believe what they heard instead	we shouldn't believe anything we see and hear.txt
4	ny things can make us heart or make us in trouble in this life. The big thing can make our life change when we b	we shouldn't believe anything we see and hear.txt
5	and try to get out in this setuation and intrest in this life. In the end,I discoused some effects of divorce	Divorce in KSA.txt
6	_____ 53 In this life, we have alot of thing can not conteneue wit out i	Divorce in KSA.txt
7	ys without money you will be nothing. Every thing in this Life work out with money. Even people have changed bec	Migration.txt
8	t's effect in society. Nevertheless, every person in this life is looking for himself, still searching for the r	Migration.txt
9	sport and I would give the advaizer to every body in this life you should take carful for your body because your	COMPARISON Sports 1.txt
10	_____ 10 In this life there are few thing that we need in order to be a	COMPARISON Sports 1.txt

Learners' Corpus: in this life = 10 hits

Fig. 9 Comparison of the use of 'in' + 'life'

Appendix H

Hit	KWIC	File
1	tion is selly. But do you know how these children learn how to lie? Of course is not from school. The mai	honesty is the best policy.tx
2	em in our community which is lying. Many children learn how to lie from their parents. They even lie in t	honesty is the best policy.tx
3	l with our problams and difficulties. and what we learn from them. I believe that by being honest we will	honesty is the best policy.tx
4	socity and moral dute to help people in other to learn this kind. However, many poor people also need or	honesty is the best policy.tx
5	le find it difficult to take in what they need to learn. For example, whe that poverty honesty effects ma	honesty is the best policy.tx
6	g them your trust and respect. your children most learn the positive result of being honest and the conse	honesty is the best policy.tx
7	lying, the child will make a habit out of it and learn to not always say the truth and lie he needed to.	honesty is the best policy.tx
8	truth. At the end of this essay I hope liars will learn from their mistakes and start using honesty in th	honesty is the best policy.tx
9	_____ 23 On this time, we learn many more thing in our life. especeiclyally on our	honesty is the best policy.tx
10	e future when they make them children they should learn on the honesty. Some people think that honesty do	honesty is the best policy.tx
11	uld live longer with them. Finally, Everyone will learn how to follow the rules and respect the time, If	public transport.txt
12	it once or twice it will be a lesson for them to learn to respect the schedule and be on time. On the ot	public transport.txt
13	various of people. It may give them the chance to learn from others experiences. For example, when a pers	public transport.txt
14	e with others person in the bus, by this she will learn from her/his own experiences in life, also she/he	public transport.txt
15	ntries with out traffic or pollution.Also, people learn cools rood, that reson good for sefty ou life. 60	public transport.txt
16	the person the heard about. People in this life learn have they believe what they heard instead of ask	we shouldn't believe anything
17	ood body. Also, reading a lot info for how can be learn the people for the healthy body. _____	Bulimia and Anorexia.txt
18	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
19	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
20	portant. If the children did not go to school and learn. They will facing many problems, because, they ha	Divorce in KSA.txt
21	, they are also dont have any life experiance to learn and teche their children. If they still not young	Divorce in KSA.txt
22	, we have many lanolscpe on our life so, we will learn out alot of things of this thing. Fainally, when	Divorce in KSA.txt
23	In conclusion, in our life we have many thing for learn it. The marriages are breaking up not easay. The	Divorce in KSA.txt
24	life, meeting new people, earning new friends and learn a new language. Its a great experiance because t	Migration.txt
25	3 Do you have know what migration mean? Migration learn used to discaibra who is travel from their country	Migration.txt

Figure 1. An Extract of Learners’ Corpus - learn

Hit 17: Also, reading a lot info for how can be learn the people for the healthy body.



Editing activity 1: In addition, books and reading teach people how to stay healthy.

Hit	KWIC
1	there home and give them some mony, food and also cloth for example, In Jedd
2	The third reson to become thin is they care about cloth they think when beca
3	th they think when becamo fat it is tough to find cloth and when you wear th
4	ecame angry and tragis because she can not find a cloth for me esily because
5	ey do not want to fell depress and care about the cloth. In my opinion, thet
6	ecame good because when you becam thin there is a cloth when you wear them i
7	body. also when you became fat you do not find a cloth in your size esaly.
8	od. The other example is they can sew wool into a cloth. Because of these ac
9	ike running. It need a swimming pool and spicall cloth and we must talk a s

Figure 2. Extract of Learners’ Corpus - cloth

Hit 7: also when you became fat you do not find a cloth in your size esaly.

Editing Activity 2: Moreover, when you become overweight, it is hard to find clothes that are your size.

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List	
Hit	KWIC						File
1	_____ 19 We meet people everyday, we dont only meet them, we meet their personali						honesty is the best policy.
2	_____ 07 I go to FMU by bus everyday. Because of I live in Khobar, I need to go to Dha						public transport.txt
3	have a good car and they cant ask their neighbor everyday to take their car. Moreover, taxi is so expensive						public transport.txt
4	million of the People using transport. Some people everyday using the transport. Also the transport are impor						public transport.txt
5	ident as you can see this days thousen people die everyday because the car accident. Last reason I would lik						public transport.txt
6	king. Then their spend alot of many on the public everyday in the week. for example when I go to Paris. I us						public transport.txt
7	to take the people who have to go for their work everyday. As a result, they wouldnt be late and arrive to						public transport.txt
8	y very poor! The number of accidents that accured everyday. So, if the government improve the roads and highw						public transport.txt
9	_____ 86 Everyday the population of Saudi Arabia is increasing. The						public transport.txt
10	re enerous number of cars accidents that happen everyday. As a result, many people have enjered and died.						public transport.txt
11	ublic transport will reduce the accidents. Almost everyday when I come to university, I see at least one str						public transport.txt
12	r people because some people do not have cars and everyday waiting a long time just for transport to going t						public transport.txt
13	these world ther are many differant things hapen everyday because in everday we do some conservtion with ot						we shouldn't believe anythi
14	l and their mean sentences that he heap from them everyday, he felt like nobody like him, he hates being the						Bulimia and Anorexia.txt
15	and women worldwide. These visual images are seen everyday and are present in forms of media and television						Bulimia and Anorexia.txt
16	_____ 03 Now adays divorce incures a lot. Everyday we her a new divorce. Ther are many causes and ef						Divorce in KSA.txt
17	Moreover they need to talk and see their parents everyday. Finally, divorce will effect on women life. it w						Divorce in KSA.txt
18	Moreover they need to talk and see their parents everyday. Finally, divorce will effect on women life. It w						Divorce in KSA.txt
19	igrate for many reasons. Migration, is increasing everyday. Most of those people who migrate usually leave t						Migration.txt
20	he humans body need to burn a number of calories everyday. It would be good if we turned that energy that						COMPARISON Sports 1.txt
21	_____ 17 Everyday we all watch the television to entertain ourselve						COMPARISON Sports 2.txt

Figure 3. Extract of Learners’ Corpus – everyday

Hit 9: Everyday the population of Saudi Arabia is increasing.

Editing Activity 3: Saudi population is increasing every day.

Hit	KWIC	File
1	...e from the road. The second reason why government should to develop the public transport is to save the earth	public transport.txt
2	...or live life. if you have one of five or more you should to pay food, send things to school, pay cars every on	public transport.txt
3	...to our work. To make our live assay The government should to be allow and pay Metro and train that devolped So	public transport.txt
4	...y because, the air from them. Finally, I think it should to have tayspe of transport but on the same time to t	public transport.txt
5	...say about it, I see that is an important thing we should to see it in our country and other countries. It Pub	public transport.txt
6	...ortant matter and there are a lot of subject they should to solve them. but I believe the government should sp	public transport.txt
7	...ready Know, that the crowded cities and countries should to have a good public transportation for the drivers,	public transport.txt
8	...y country like education, industry and others. It should to take care and pay more many to development the po	public transport.txt
9	...will argue to that the government of Saudi Arabia should to spent more money on public transport. Firstly, po	public transport.txt
10	...life more flexible and fabulous. In my openion, we should to put more development transportation like, trains,	public transport.txt
11	...vantage in the same time has disadvantage, but we should to focus to the advantage. However, I an I agree wi	public transport.txt
12	...01 Do you think that we should to believe anything we have see and hear it? most pe	we shouldn't believe anythin
13	...uld without real prove. If you believe fastly you should to practis how you get a prove from what you hear. A	we shouldn't believe anythin
14	...ut I think that is not true in the life because we should to be shour about what we lason and see because some	we shouldn't believe anythin
15	...guestion, that anyone see or hear something he/she should to check.	we shouldn't believe anythin
16	...Also, if any one tell us any thing of someone We should to bring them together to see if it is right or no, a	we shouldn't believe anythin
17	...eat too much and not to eat to not eat at all. We should to increase this problem and to advice the people how	Bulimia and Anorexia.txt
18	...less than new because there children. The parents should to talk together and find the esolution to there pro	Divorce in KSA.txt
19	...hat effect on their family. In my opinion, people should to think about effects before they divorce especiall	Divorce in KSA.txt
20	...we should open our eyes and our mind about it. We should to think carefully before we will choose our husband	Divorce in KSA.txt
21	...my opinion, they should less for divorce and they should to think before they di any think.	Divorce in KSA.txt
22	...yone they get positive rules for imigration they should to imigrate everyone will life only one time.	Migration.txt
23	...onomy of the country. My oppinione, the country should to gave its people what they need to not let them to	Migration.txt
24	...they dont have a job and dont find a job and He should to got to any countrre to find a good job and a good	Migration.txt
25	...r country and we dont have better life or job we should to think about our life and how we should live bette	Migration.txt

Figure 4. Extract of Learners’ Corpus – should to

Exploration Activity 1: Compare the above with the entries in the BNC Corpus (<http://corpus.byu.edu/bnc/>) and answer this question –

What follows the modal verb: **should** in BNC? Make a list of **5** items below:

1	should	2	should	3	should	4	should	5	should
	_____		_____		_____		_____		_____

- Can you identify what part of speech are these words?
- Explore other modal verbs: *can, could, must, may, might*, etc.



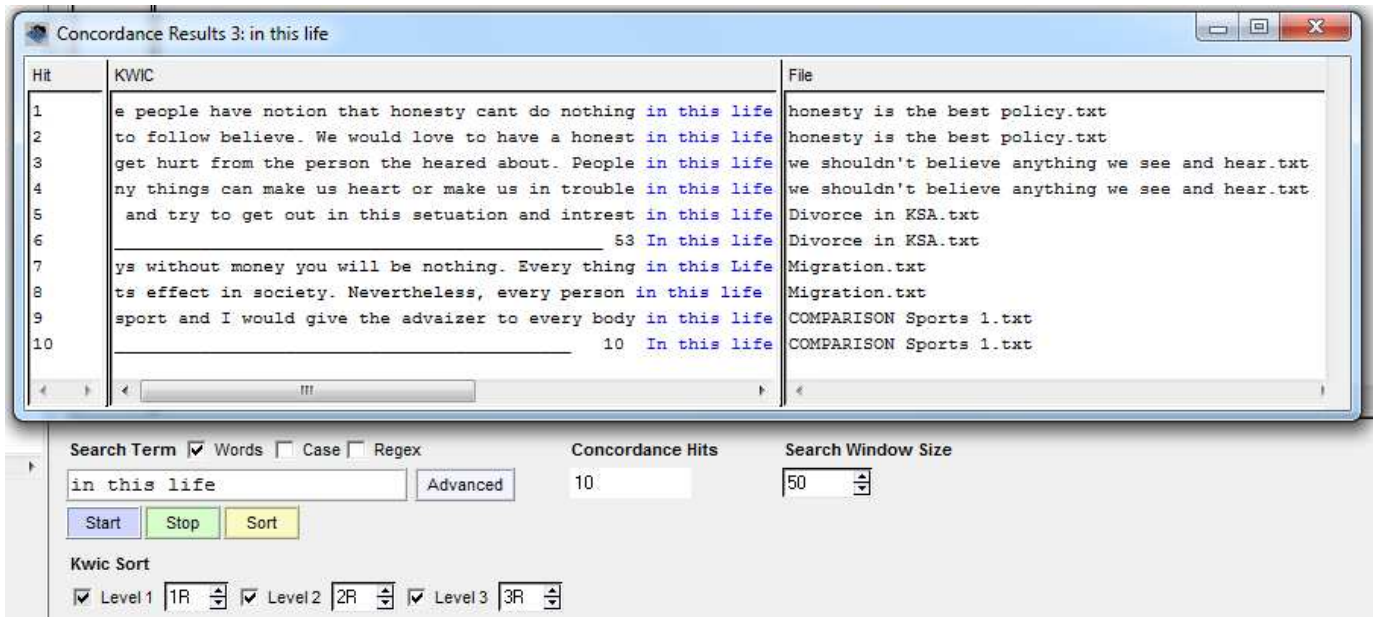


Figure 5. Extract of Learners' Corpus - **in this life**

Spot the Difference Activity 1: Use the BNC Corpus to compare with the above entries in a Learners' Corpus. Record the number of hits in the following chart and answer the following question:

BNC (Academic)

in this life =	hits	in life =	hits
in my life = 0 hit		in his life = hits	in their lives = 335 hits
in our lives =	hits	in her life = 0 hit	In its life = 0 hit



Which of the following phrase is the most commonly used in Academic English?

- in life in this life in our lives