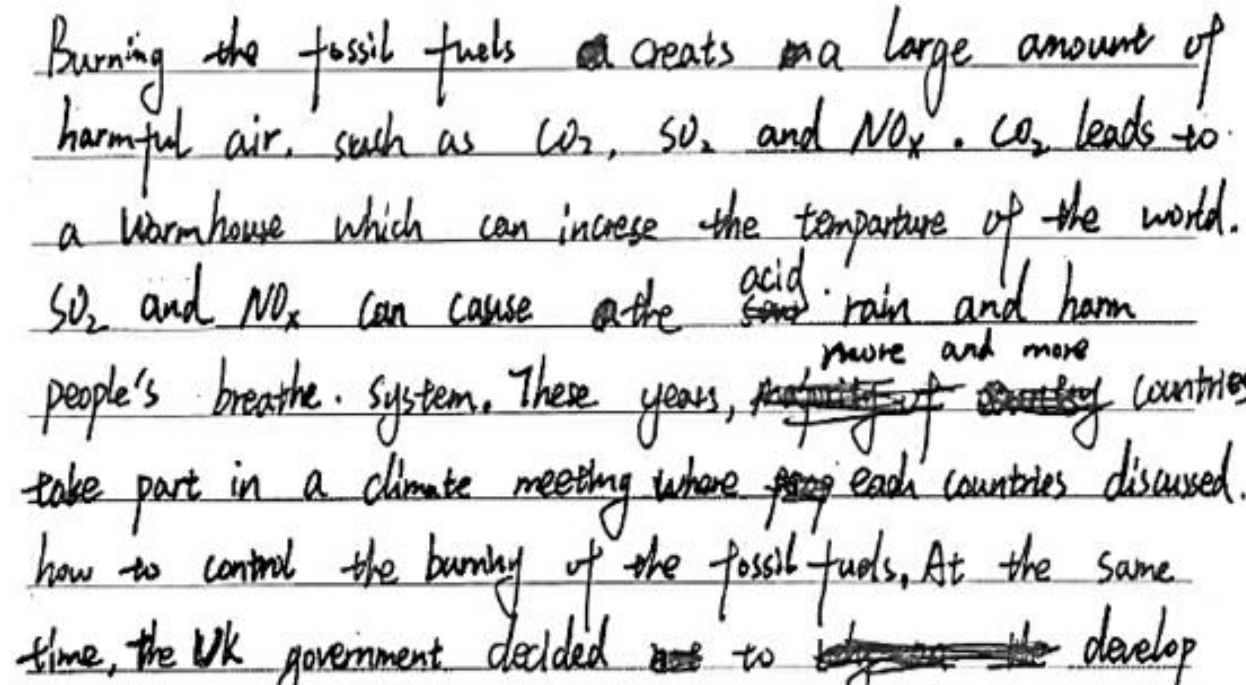


# **BALEAP Conference 2019**

**‘Bridging the EGAP’: Improving pre-sessional students’ use of subject-specific lexical discourse through personalised corpora**

**By Sam Evans**  
**MA Applied Linguistics and TESOL, Newcastle University**  
**[Evans.sam1984@gmail.com](mailto:Evans.sam1984@gmail.com)**  
**@samsmasterclass**

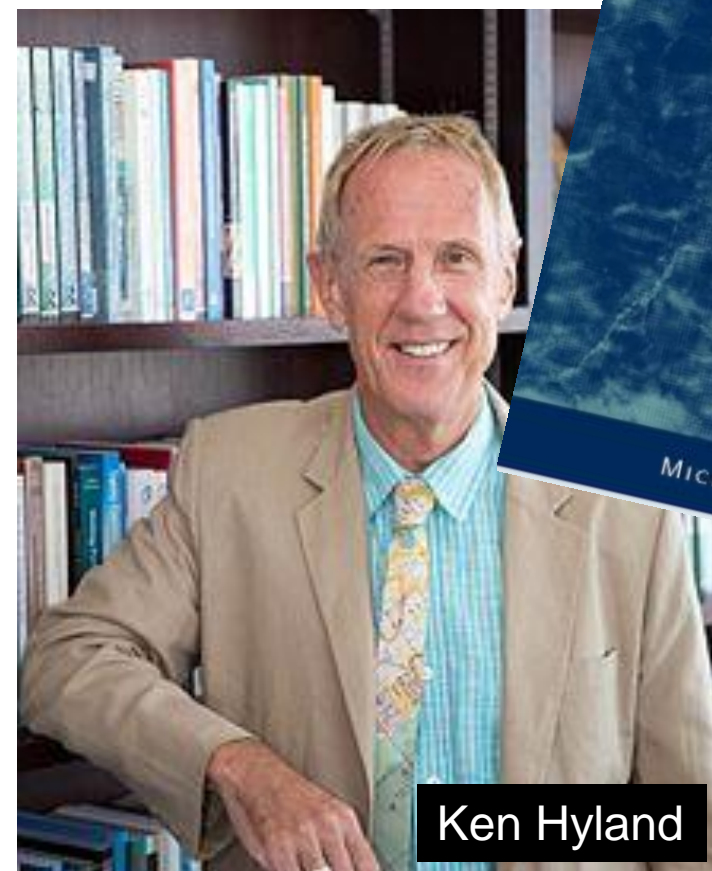
(it's a work in progress!)





# So, why use this approach?





Ken Hyland



PERGAMON

English for Specific Purposes 20 (2001)

## Humble servants of the discipline Self-mention in research articles

Ken Hyland \*

*English Department, City University of Hong Kong, Tat Chee Avenue*

### Abstract

In this paper, I examine the view that research writing is a modest, self-effacing activity that involves authors eradicating themselves from their texts to gain acceptance. Conflicting advice in textbooks and style guides, and the apparently different conventions of different disciplines, mean that the extent to which writers can explicitly express their presence in discourse is highly problematic for students, teachers, and experienced writers. The choices which express writer presence are also closely associated with writer identity and authority and these not only affect the ideational meaning that writers convey but also influence the impression they make on their readers. Self-mention is the rhetorical strategy for emphasising a writer's contribution. Here I focus on the use of self-citation and exclusive first person pronouns in a corpus of 240 research articles from different disciplines. Through an analysis of these texts and interviews with expert informants, I reveal something of how self-mention is used and perceived as a way of understanding writer identity in the disciplines and about the kinds of options available to students. The American University. Published by Elsevier Science Ltd. All rights reserved.

**Keywords:** Research writing; Self-citation; Identity; Disciplinary authority

### 1. Introduction



EAP tutors need to teach “the literacy skills which are appropriate to the purposes and understandings of particular communities”  
(Hyland 2002)



EAP teachers should focus on “the skills, language forms and study activities thought to be common to all disciplines”  
(Dudley-Evans and St John 1998)

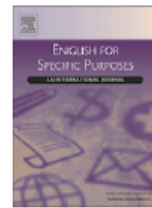
“The teaching of writing in the disciplines should be left to the teachers of those disciplines and ... L2 composition teachers should focus on general principles of inquiry and rhetoric...”  
(Spack 1988)

“students [being] primarily responsible for learning subject-specific conventions reflects a student-centred approach”  
(De Chazal 2012)



Ken Hyland

EAP tutors need to teach “the literacy skills which are appropriate to the purposes and understandings of particular communities”  
(Hyland 2002)



## 'Proper vocabulary and juicy collocations': EAP students evaluate do-it-yourself corpus-building

Maggie Charles \*

Oxford University Language Centre, 12 Woodstock Road, Oxford OX26HT, UK


### ARTICLE INFO

Article history:  
Available online 20 January 2012

Keywords:  
EAP  
Academic writing  
Corpus construction  
Corpus pedagogy  
Concordancing  
Learner autonomy

### ABSTRACT

This paper reports on the feasibility and value of an approach to teaching EAP writing in which students construct and examine their own individual, discipline-specific corpora. The approach was trialed in multidisciplinary classes of advanced-level students (mostly graduates). The course consisted of six weekly 2-h sessions. Data were collected from initial and final questionnaires, which provided background information and asked students to evaluate the corpus work. Data from 50 participants are presented and show generally positive results. Over 90% of students found it easy to build their own corpora and most succeeded in constructing a corpus of 10–15 research articles. Most students were enthusiastic about working with their own corpora: about 90% agreed that their corpus helped them improve their writing and intended to use it in the future. This suggests that even corpora of this size and type can provide a useful resource for writing discipline-specific texts. The paper discusses the data on participants' attitudes and experiences and considers the issues and problems that arise in connection with do-it-yourself corpus-building. It

- a) Advanced level PhD and Master's students
- b) Weekly 2-hour sessions for 6 weeks
- c) Corpus investigation / Discourse analysis combined approach
- d) Purpose-built AntConc corpora 
- e) Questionnaire-based

### 1. Introduction


The use of corpora has been increasing in relation to language learning (Witten, & Frank, 2010), grammatical and lexical grammatical features (Barton, 2010; Cresswell, 2007; Granger, 2003), error correction (Gaskell & Cobb, 2004; Gilmore, 2009) and genre (Weber, 2001).

One of the issues that arises from this work is the type of corpus employed. There seems to be something of a divide between those, often teachers of language or translation students, who use large general corpora (e.g., Estling Vannestål & Lindquist, 2007; Varley, 2009) and others, often teaching single-discipline classes, who compile relatively small purpose-built corpora of texts within the students' own field. Where students share a common subject of study, the case for small, domain-

positive results. Over 90% of students found it easy to build their own corpora and most succeeded in constructing a corpus of 10–15 research articles. Most students were enthusiastic about working with their own corpora: about 90% agreed that their corpus helped them improve their writing and intended to use it in the future. This suggests that even





- a) B2 level pre-sessional (pre-master's) students
- b) Weekly 2-hour sessions for 6 weeks
- c) Discourse analysis / Corpus investigation combined approach
- d) Purpose-built AntConc corpora 
- e) Pre-Test / Post-Test Essays + Questionnaire-based

Can students on a predominantly EGAP pre-sessional course improve their ability to use subject-specific lexical discourse in academic writing by building their own personalised corpora

**Inconclusive!**

- Can they use semi-autonomous learning to develop their personalised corpus? **Yes**
- Can they use their personalised corpus to identify and record relevant multi-word units? **Yes**
- Do they use more subject-specific multi-word units in their academic writing after building their personalised corpora? **Yes (but not significantly more, and not compared to a control group)**



So, is there some evidence that this teaching approach might be effective with pre-sessional students? **Yes**

Is there enough evidence to suggest you all completely overhaul your teaching and redesign your syllabi for pre-sessionals? **No**

So, how does this approach work anyway?

# discourse analysis / corpus investigation / learner training

'combined approach'  
(Charles, 2011)

Google Scholar

Contents lists available at SciVerse ScienceDirect  
English for Specific Purposes  
Journal homepage: www.elsevier.com/locate/esp

over vocabulary and juicy collocations': EAP students evaluate  
yourself corpus-building  
Charles \*

ity Language Centre, 12 Woodstock Road, Oxford OX26HT, UK

INFO  
January 2012

ABSTRACT

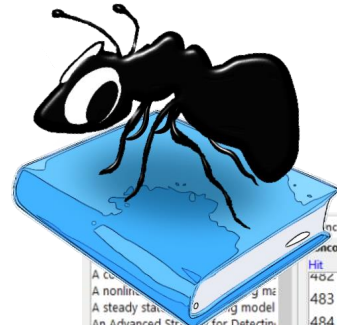
This paper reports on the feasibility and value of an approach to teaching EAP writing in which students construct and examine their own individual, discipline-specific corpora. The approach was trialed in multidisciplinary classes of advanced-level students (mostly graduates). The course consisted of six weekly 2-h sessions. Data were collected from initial and final questionnaires, which provided background information and asked students to evaluate the corpus work. Data from 50 participants are presented and show generally positive results. Over 90% of students found it easy to build their own corpora and most succeeded in constructing a corpus of 10-15 research articles. Most students were enthusiastic about working with their own corpora: about 90% agreed that their corpora helped them improve their writing and intended to use it in the future. This suggests that even corpora of this size and type can provide a useful resource for writing discipline-specific texts. The paper discusses the data on participants' attitudes and experiences and considers the issues and problems that arise in connection with do-it-yourself corpus-building. It argues that this approach need not be restricted to small groups of well-resourced students, but can be implemented in mainstream EAP classes.

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Researcher / have reported

been persuasively argued (passive)

Names after



Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List  
Concordance Hits 1010

Hit KWIC

482 dynamics study of two-dimensional nonlinear sloshing in rectangular tanks

483 solves numerically and experimentally. Nonlinear sloshing in tanks was solved

484 analysis of sea wave induced fully nonlinear sloshing fluid in a rigid float

485 eering / Nonlinear sloshing in rectangular tanks

486 . Hwang, W.S., Tsao, W.H., 2017. Nonlinear sloshing analysis by regular

487 ay 2014 Keywords: Hydrodynamics Nonlinear sloshing Boundary element

488 between vessel motion and internal nonlinear sloshing for FLNG applicatio

489 m (DOF) vessel motions and internal nonlinear sloshing. The impulsive resp

490 n potential flow theory to investigate nonlinear sloshing and ship motions V

491 om/locate/apor Coupled analysis of nonlinear sloshing and ship motions V

492 . A 3D fully coupled analysis of nonlinear sloshing and ship motion. O

493 hang, H., 2012. A coupled analysis of nonlinear sloshing and ship motion. J.

494 Z, Tao, L., 2014. Coupled analysis of nonlinear sloshing and ship motions. A

495 2012. A 3D fully coupled analysis of nonlinear sloshing and ship motion. O

496 12. "A 3D Fully Coupled Analysis of Nonlinear Sloshing and Ship Motion," (

497 , Multidimensional modal analysis of nonlinear sloshing in a rectangular tan

498 Z, Tao, L., 2014. Coupled analysis of nonlinear sloshing and ship motions. I

499 2012. A 3D fully coupled analysis of nonlinear sloshing and ship motion. O

Search Term ☒ Words ☐ Case ☐ Regex Search Window Size 50

slashing

Start Stop Sort Show Every Nth Row 1

Kwic Sort

☒ Level 1 ☒ Level 2 ☒ Level 3

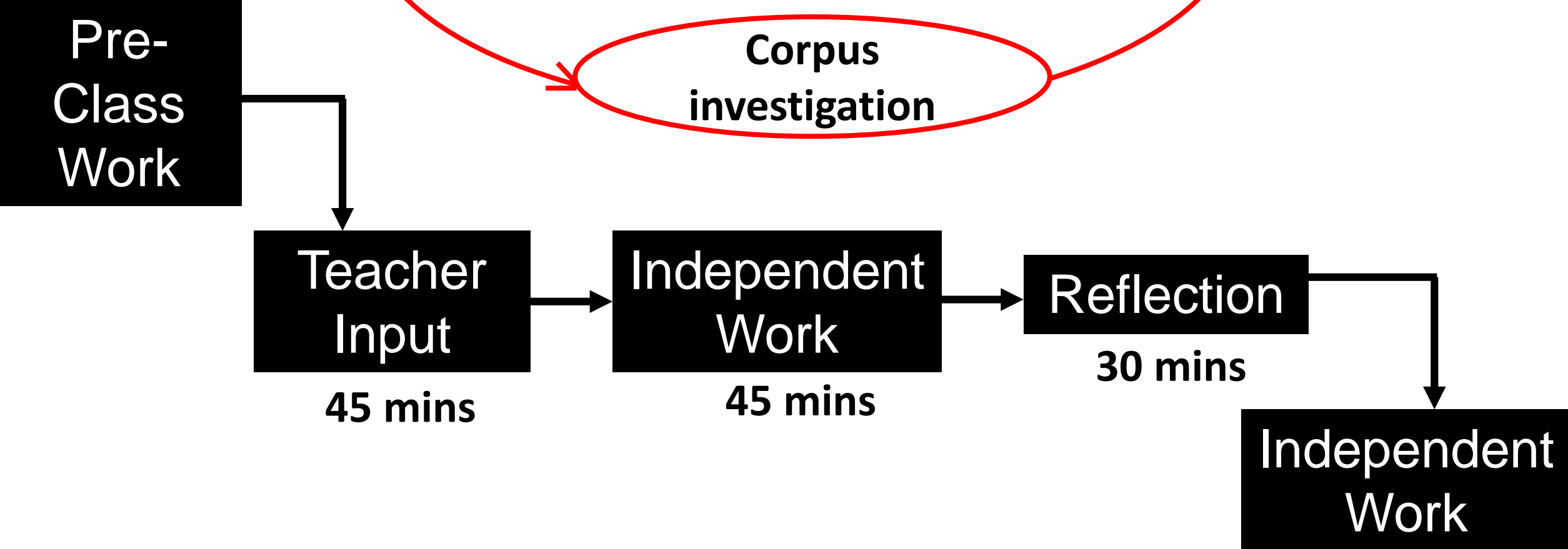
EAP + lexical chunk

Articles Case law

shoulders of giants

test theories  
build models  
find new uses for old products  
solve problems  
make a breakthrough / a big improvement / a new discovery  
study Mechanical Engineering  
do stress + safety tests  
do research  
manage projects  
meet deadlines  
improve people's lives.  
major in Engineering.  
be really into doing sth  
go on to





## Sample Discourse Analysis / Corpus Building SoW for Mixed-subject Engineering Students

Week of Intervention	Subject-Specific Reading Lesson and Materials	Discourse Analysis / Corpus Building Lesson
1	<p>Genre: Engineering research articles</p> <p>Text: Public attitudes to and perceptions of high-speed rail in the UK (Harvey et al. 2014)</p> <p>Learning Objective: Locate and identify the purpose of sections in a typical Engineering research article</p>	<p>Corpus Aim: Download and use AntConc on students' own devices / Inputting texts into AntConc and using concordance / file view</p> <p>Discourse Analytical Aim: Recognising common patterns of collocation</p> <p>Learner Training: Recording collocations and MWUs in lexical notebook</p>
2	<p>Genre: Engineering methodology recount</p> <p>Text: Microelectromechanical system dev atomic force microscope cantilever spring al. 2004)</p> <p>Learning Objective: Identifying typical gr methodologies e.g. passive voice in descr</p>	
3	<p>Genre: Engineering textbooks</p> <p>Text: <i>Water Supply World</i> (Twort et al. 20</p> <p>Learning Objective: Skimming textbooks for completing specific tasks. Locating tex</p>	

1. Texts and extracts chosen to represent different common genres in discipline(s) of students
  - a) Ask DPDs to provide information
  - b) Look at course reading lists / course tutors' publications  
<https://www.ncl.ac.uk/ecls/staff/profile/>
  - c) MICUSP <http://micusp.elicorpora.info/>
  - d) BAWE <http://ota.ahds.ac.uk/headers/2539.xml> (filter: L1 / disciplinary group / discipline / course / module... then sort 'genre type')
  - e) Google Scholar (or a discipline-specific database if possible)

## **Sample Discourse Analysis / Corpus Building SoW for Mixed-subject Engineering Students**

Week of Intervention	Subject-Specific Reading Lesson and Materials	Discourse Analysis / Corpus Building Lesson
1	<p>Genre: Engineering research articles</p> <p>Text: Public attitudes to and perceptions of high-speed rail in the UK (Harvey et al. 2014)</p> <p>Learning Objective: Locate and identify the purpose of sections in a typical Engineering research article</p>	<p>Corpus Aim: Download and use AntConc on students' own devices / Inputting texts into AntConc and using concordance / file view</p> <p>Discourse Analytical Aim: Recognising common patterns of collocation</p> <p>Learner Training: Recording collocations and MWUs in lexical notebook</p>
2	<p>Genre: Engineering methodology recounts &amp; lab reports</p> <p>Text: Microelectromechanical system device for calibration of atomic force microscope cantilever spring constants (Cumpson et al. 2004)</p> <p>Learning Objective: Identifying typical grammatical patterns in methodologies e.g. passive voice in describing procedures</p>	<p>Corpus Aim: Download and use AntFileConverter on students' own devices / Downloading and organising folders of texts / converting pdfs to txt files / 'cleaning' txt files</p> <p>Discourse Analytical Aim: Verbs used to describe procedures in Methodologies in active and passive voice (concordance / collocates)</p> <p>Learner Training: Searching for academic texts on Google Scholar / subject-specific databases to build a reading list (link to extended essay if introduced)</p>
3	<p>Genre: Engineering textbooks</p> <p>Text: <i>Water Supply World</i> (Twort et al. 2000)</p> <p>Learning Objective: Skimming textbooks to determine usefulness for completing specific tasks. Locating textbooks in the library</p>	<p>Corpus Aim: Downloading textbooks and inputting into AntConc / Comparing relative frequency of apparent synonyms (concordance / word list)</p> <p>Discourse Analytical Aim: Making lists of key search terms and synonyms using contents and indices</p> <p>Learner Training: Locating papers and textbooks from module reading lists</p>



4	<p>Genre: Engineering case studies</p> <p>Text: Sustainable supply chain optimisation: An industrial case study (Zhang et al. 2014)</p> <p>Learning Objective: Coherence and cohesion – referencing features in case studies</p>	<p>Corpus Aim: AntConc clusters function to determine common word combinations</p> <p>Discourse Analytical Aim: Linking phrases and cohesive devices (concordance / clusters)</p> <p>Learner Training: Considering research interests of students’ module leaders and downloading their publications</p>
5	<p>Genre: Engineering critiques</p> <p>Text: Massive MIMO for Next Generation Wireless Systems (Larsson et al. 2014)</p> <p>Learning Objective: Showing criticality in evaluating theories and techniques</p>	<p>Corpus Aim: Using * function to reveal most common morphological uses</p> <p>Discourse Analytical Aim: Making criticisms and reporting limitations</p> <p>Learner Training: Emailing DPDs and tutors to request recommended reading</p>
6	<p>Genre: Engineering summary reports</p> <p>Text: The Eddington Transport Study (Eddington 2006).</p> <p>Learning Objective: Using cautious language to summarise report finding and make recommendations</p>	<p>Corpus Aim: Using AntConc plot function to show dispersal of different MWUs throughout texts</p> <p>Discourse Analytical Aim: hedging phrases when reporting findings and making recommendations</p> <p>Learner Training: Paraphrasing MWUs from notebook into own writing</p>

# Pre-Class Work

1. Share with students link to download AntConc: [www.laurenceanthony.net/software/antconc/](http://www.laurenceanthony.net/software/antconc/) and YouTube tutorials to watch: [www.youtube.com/watch?v=kwkX5l5vyr4&t=130s](http://www.youtube.com/watch?v=kwkX5l5vyr4&t=130s)  
(I decided the AntConc user guide would be too heavy-going!)  
(<http://www.laurenceanthony.net/software/antconc/releases/AntConc356/help.pdf>)
2. Could I make a screencast to grade the information in these videos, grab students' attention and personalise the use of the program to them (i.e. convince them AntConc will be useful before they come to class to use it)?
3. Send students indicative reading text in advance of lesson, with activities to familiarise students with content to be brought to class and checked
4. Bring a 'lexical notebook' with them to every lesson

# Teacher Input

1. Highlight a particular area of lexical discourse that would be the focus of the session
2. Extracts distributed with MWUs representing certain areas of lexis / rhetorical functions highlighted (students already familiar with these texts from homework)
3. Pairs identify more examples of these
4. Feedback to ensure meaning and function had been understood
5. Demonstrate how similar papers can be found (same as above), converted, cleaned, and inputted into AntConc
6. Demonstrate how different features of this purpose-built corpus could be used to locate more examples of MWUs



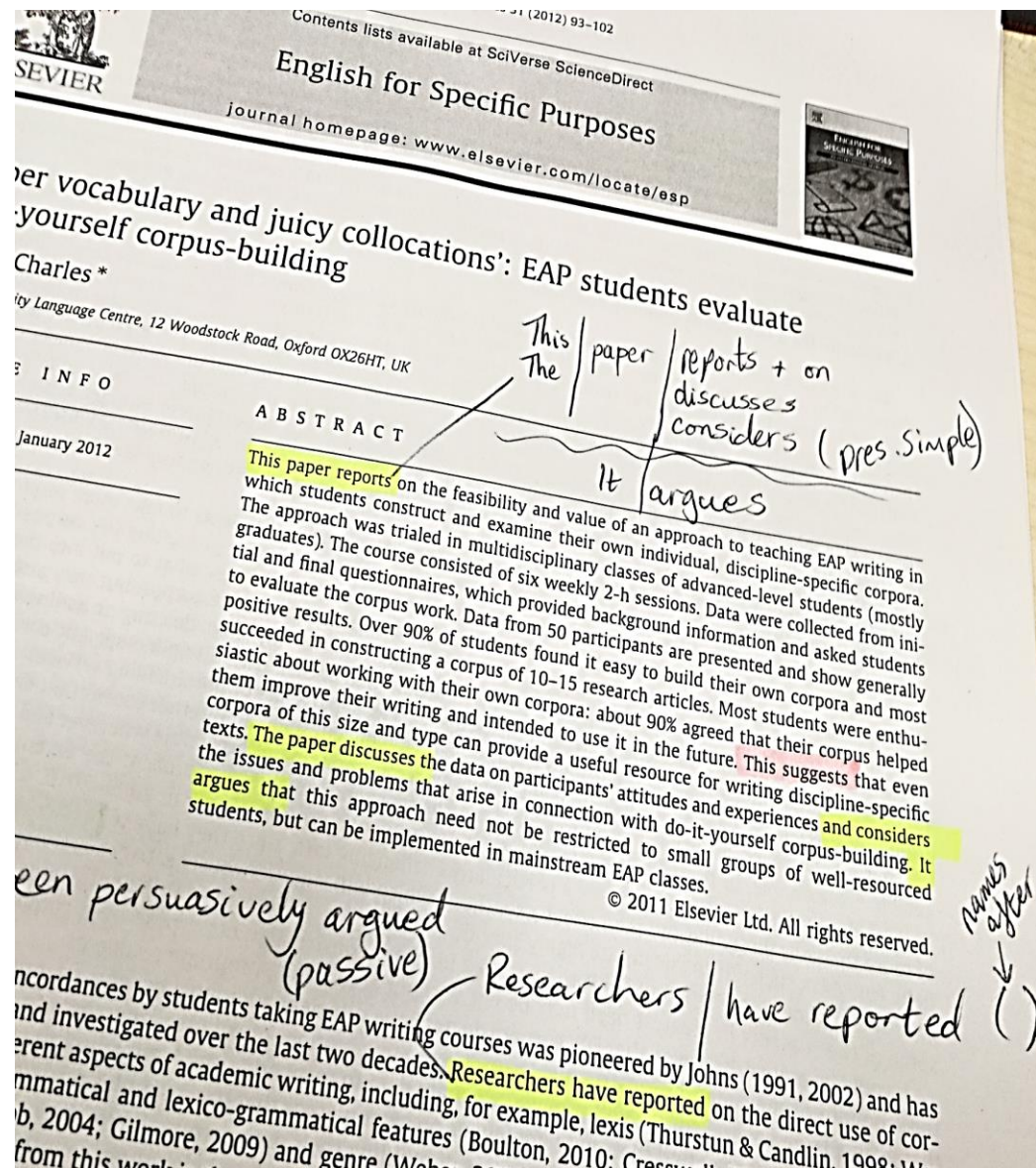
# Teacher Input

What lexical feature / rhetorical function is highlighted in the text?

e.g. reporting verb phrases:

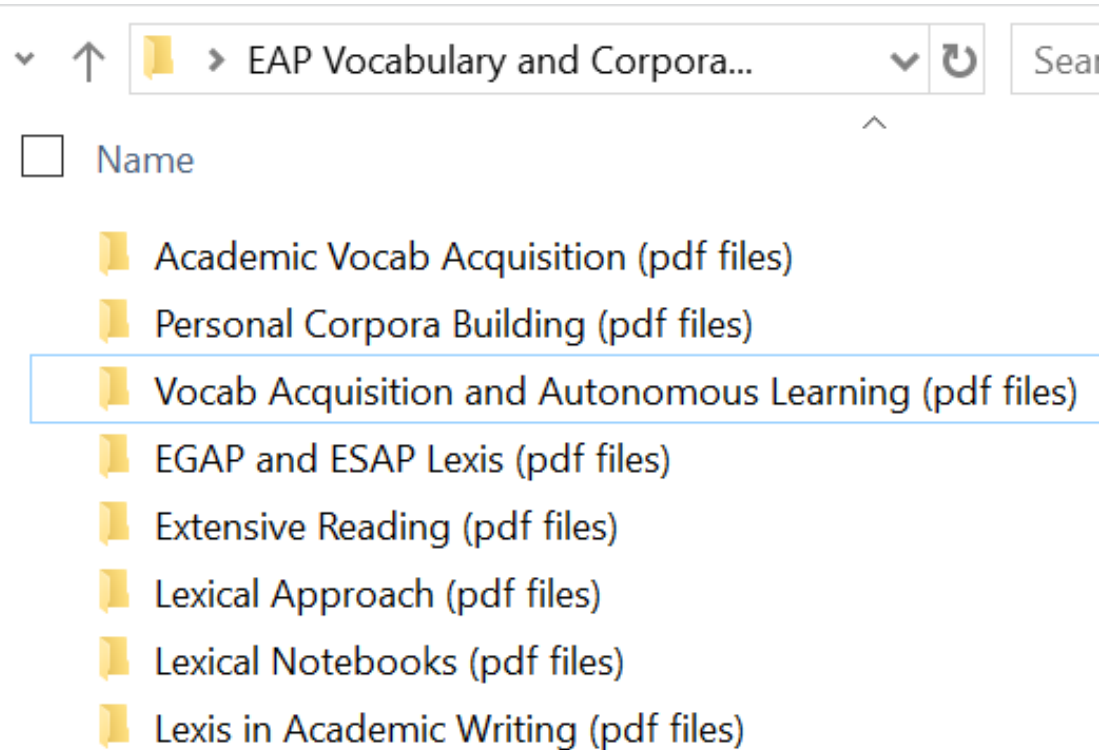
- This paper reports on...
- This paper discusses...
- This paper considers...
- It argues that...
- Researchers have reported...
- It has been persuasively argued...

Can you find more examples?

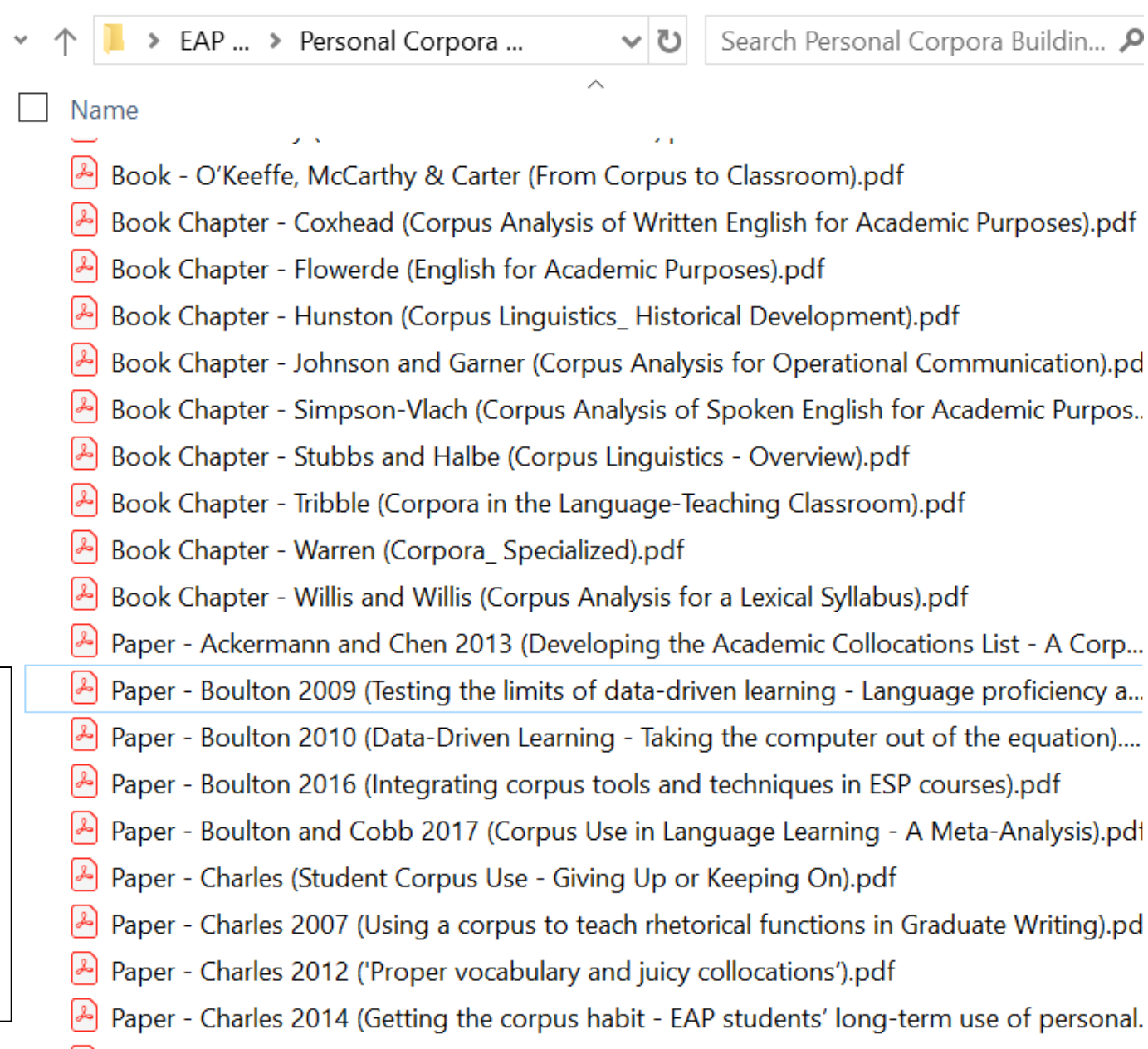




# Teacher Input



Students will learn to identify and download relevant texts and to appropriately label and organise these in folders. To use with AntConc, they will also need to convert them into .txt files. However, I recommend starting with a pre-built corpus of texts (at least for the first week) so students don't get immediately turned off by all the technical stuff!





# Teacher Input

Convert pdf to txt files using AntFile Converter:

<http://www.laurenceanthony.net/software/antfileconverter/>

NOT FOR LESSON 1



File Explorer window showing the contents of the folder 'EAP ... > Personal Corpora ...'. The search bar contains 'Search Personal Corpora Buildin...'. The list of files is as follows:

- Book - O'Keeffe, McCarthy & Carter (From Corpus to Classroom).pdf
- Book Chapter - Coxhead (Corpus Analysis of Written English for Academic Purposes).pdf
- Book Chapter - Flowerde (English for Academic Purposes).pdf
- Book Chapter - Hunston (Corpus Linguistics\_ Historical Development).pdf
- Book Chapter - Johnson and Garner (Corpus Analysis for Operational Communication).pd
- Book Chapter - Simpson-Vlach (Corpus Analysis of Spoken English for Academic Purpos..
- Book Chapter - Stubbs and Halbe (Corpus Linguistics - Overview).pdf
- Book Chapter - Tribble (Corpora in the Language-Teaching Classroom).pdf
- Book Chapter - Warren (Corpora\_ Specialized).pdf
- Book Chapter - Willis and Willis (Corpus Analysis for a Lexical Syllabus).pdf
- Paper - Ackermann and Chen 2013 (Developing the Academic Collocations List - A Corp...
- Paper - Boulton 2009 (Testing the limits of data-driven learning - Language proficiency a...
- Paper - Boulton 2010 (Data-Driven Learning - Taking the computer out of the equation)...
- Paper - Boulton 2016 (Integrating corpus tools and techniques in ESP courses).pdf
- Paper - Boulton and Cobb 2017 (Corpus Use in Language Learning - A Meta-Analysis).pdf
- Paper - Charles (Student Corpus Use - Giving Up or Keeping On).pdf
- Paper - Charles 2007 (Using a corpus to teach rhetorical functions in Graduate Writing).pd
- Paper - Charles 2012 ('Proper vocabulary and juicy collocations').pdf
- Paper - Charles 2014 (Getting the corpus habit - EAP students' long-term use of personal.

File Explorer window showing the contents of the folder 'EAP ... > Personal Corpora Building (txt fil...'. The search bar contains 'Search Personal Corp...'. The list of files is as follows:

- Book - O'Keeffe, McCarthy & Carter (From Corpus to Classroom).txt
- Book Chapter - Coxhead (Corpus Analysis of Written English for Academic Purposes).txt
- Book Chapter - Flowerdew (English for Academic Purposes).txt
- Book Chapter - Hunston (Corpus Linguistics\_ Historical Development).txt
- Book Chapter - Johnson and Garner (Corpus Analysis for Operational Communication).t
- Book Chapter - Simpson-Vlach (Corpus Analysis of Spoken English for Academic Purpo
- Book Chapter - Stubbs and Halbe (Corpus Linguistics - Overview).txt
- Book Chapter - Tribble (Corpora in the Language-Teaching Classroom).txt
- Book Chapter - Warren (Corpora\_ Specialized).txt
- Book Chapter - Willis and Willis (Corpus Analysis for a Lexical Syllabus).txt
- Paper - Ackermann and Chen 2013 (Developing the Academic Collocations List - A Corp
- Paper - Atkinson (Douglas Biber).txt
- Paper - Boulton 2009 (Testing the limits of data-driven learning - Language proficiency a
- Paper - Boulton 2010 (Data-Driven Learning - Taking the computer out of the equation).
- Paper - Boulton 2016 (Integrating corpus tools and techniques in ESP courses).txt
- Paper - Boulton and Cobb 2017 (Corpus Use in Language Learning - A Meta-Analysis).t
- Paper - Charles (Student Corpus Use - Giving Up or Keeping On).txt
- Paper - Charles 2007 (Using a corpus to teach rhetorical functions in Graduate Writing).t
- Paper - Charles 2012 ('Proper vocabulary and juicy collocations').txt
- Paper - Charles 2014 (Getting the corpus habit - EAP students' long-term use of person

# Teacher Input

Book - Gavioli (Exploring Corpora for ESP Learning).txt - Notepad

File Edit Format View Help

Cover illustration from original painting Random Order  
by Lorenzo Pezzatini, Florence, 1996.

Library of Congress Cataloging-in-Publication Data

Laura Gavioli

Exploring Corpora for ESP Learning / Laura Gavioli.

p. cm. (Studies in Corpus Linguistics, issn 1388-0373 ; v. 21)

Includes bibliographical references and indexes.

1. English language--Study and teaching--Foreign speakers. 2. English

language--Study and teaching--Data processing. 3. English language--  
Discourse analysis--Data processing. 4. Computational linguistics.  
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Table of contents

Acknowledgments

To have a corpus that produces more  
accurate searches, students should  
'clean' the .txt files (very boring!)  
ALSO, NOT FOR LESSON 1

# Teacher Input

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Open File(s)... Ctrl+F

Open Dir... Ctrl+D

Close Selected File(s)

Close All Files

Clear Tool

Clear All Tools

Clear All Tools and Files

Save Output... Ctrl+S

Import Settings from File...

Export Settings To File...

Restore Default Settings

Exit

Total No.

0

Files Processed

Search Term ☒ Words ☐ Case ☐ Regex

Advanced

Start

Stop

Sort

Show Every Nth Row 1

Kwic Sort

☒ Level 1 1R ☒ Level 2 2R ☒ Level 3 3R

Browse For Folder

Please choose a directory, then select OK.

- > Videos
- > Windows (C:)
- > LENOVO (D:)
- > USB Drive (E:)
- > Libraries
- ▼ USB Drive (E:)
  - AntConc Video Guides
  - > EAP Vocabulary and Corpora (pdf files)
  - > EAP Vocabulary and Corpora (txt files)
- > Network
  - AntConc Video Guides
  - > EAP Vocabulary and Corpora
  - > EAP Vocabulary and Corpora (pdf files)
  - Naval Architecture txt

Folder: USB Drive (E:)

Make New Folder

OK

Cancel



- **‘Word List’** = Make a list of all words in corpus (e.g. see how many words and what they are)
- **‘File View’** = View individual files and search for words and phrases within than file
- **‘Concordance’** = Search for a word and see how it’s used in context
- **‘Concordance Plot’** = See where in each text certain words/phrases most commonly occur
- **‘Clusters/N-Grams’** = for finding most frequent clusters around a particular word/phrase
- **‘Collocates’** = Search for words that often appear in close proximity to a particular word and determine strength of association
- **‘Keyword List’** = Find unusually frequent words within the corpus compared to general corpus

‘Word List’ = Make a list of all words in corpus (e.g. see how many words and what they are and which are the most frequent)

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

- Corpus Files**
- Paper - Ackermann and Cl
  - Paper - Folse 2010 (Is exp
  - Paper - Masrai and Miltor
  - Paper - Min 2013 (Vocabu
  - Paper - Schmitt et al 2012
  - Paper - VOCAB ACQUISITI
  - Paper - Coxhead and Byrc
  - Paper - Crosthwaight 2016
  - Paper - Dalsky et al 2009
  - Paper - De Chazal 2012 (T
  - Paper - Dudley-Evans 2001
  - Paper - Durrant 2016 (To
  - Paper - English 2015 (Gen
  - Paper - Frydrychova-Klimc
  - Paper - Gardner and Davi
  - Paper - Hardy and Figinal
  - Paper - Hyland 2002 (Geni
  - Paper - Hyland 2002 (Spe
  - Paper - Hyland 2015 (Geni
  - Paper - Jordan 2002 (The
  - Paper - Kuteeva 2013 (Dis
  - Paper - Nagy and Townse
  - Paper - Nation and Coxhe
  - Paper - Cobb 2007 (Comp
  - Paper - Hu and Nation 201
  - Paper - Laufer and Rozovs
  - Paper - Nation 2006 (How
  - Paper - Pereyra 2015 (Ext
  - Book - Lewis (Implementin
  - Paper - Adel and Erman 2

**Total No.**  
141  
**Files Processed**

Concordance Concordance Plot File View Clusters/N-Grams Collocate **Word List** Keyword List

**Word Types:** 38573 **Word Tokens:** 2152586 **Search Hits:** 0

Rank	Freq	Word
1	10819	the
2	75298	of
3	59901	and
4	53924	in
5	52953	a
6	49618	to
7	21867	is
8	21164	that
9	21155	e
10	20105	for
11	18705	s
12	16884	i
13	16576	as
14	15159	t
15	14063	language
16	12625	on
17	12467	are

Lemma Word Form(s)

**Search Term** ☒ Words ☐ Case ☐ Regex  
 **Advanced**

**Hit Location**  
**Search Only** 0

**Lemma List** ☐ Loaded  
**Word List** ☐ Loaded

**Sort by** ☐ Invert Order  
Sort by Freq

**Start** **Stop** **Sort**

Clone Results

‘Word List’ = Make a list of all words in corpus (e.g. see how many words and what they are and which are the most frequent)

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

- Paper - Ackermann
- Paper - Folse 2010
- Paper - Masrai and
- Paper - Min 2013 (V
- Paper - Schmitt et a
- Paper - VOCAB ACC
- Paper - Coxhead ar
- Paper - Crosthwaig
- Paper - Dalsky et a
- Paper - De Chazal
- Paper - Dudley-Eva
- Paper - Durrant 20
- Paper - English 201
- Paper - Frydrychov
- Paper - Gardner an
- Paper - Hardy and
- Paper - Hyland 200
- Paper - Hyland 200
- Paper - Hyland 201
- Paper - Jordan 200
- Paper - Kuteeva 20
- Paper - Nagy and T
- Paper - Nation and
- Paper - Cobb 2007
- Paper - Hu and Nat
- Paper - Laufer and
- Paper - Nation 200
- Paper - Pereyra 20
- Book - Lewis (Imple
- Paper - Adel and E

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Word Types: 38506 Word Tokens: 2147883 Search Hits: 1

Rank	Freq	Word	Lemma Word Form(s)
109	2452	see	
110	2427	when	
111	2410	so	
112	2405	would	
113	2367	work	
114	2366	into	
115	2360	data	
116	2276	group	
117	2273	discourse	
118	2234	using	
119	2227	studies	
120	2219	number	
121	2219	y	
122	2212	frequency	
123	2211	each	
124	2144	journal	
125	2143	classroom	

Search Term: discourse ☐ Words ☐ Case ☐ Regex

Hit Location: Search Only 1

Lemma List ☐ Loaded Word List ☐ Loaded

Total No. 141 Files Processed

Start Stop Sort

Sort by ☐ Invert Order Sort by Freq

Clone Results

‘Search Only’ = See frequency of a particular word

‘Word List’ = Make a list of all words in corpus (e.g. see how many words and what they are and which are the most frequent)

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

- Paper - Ackermann
- Paper - Folse 2010
- Paper - Masrai and
- Paper - Min 2013 (V
- Paper - Schmitt et a
- Paper - VOCAB ACC
- Paper - Coxhead ar
- Paper - Crosthwaig
- Paper - Dalsky et a
- Paper - De Chazal
- Paper - Dudley-Eva
- Paper - Durrant 20
- Paper - English 201
- Paper - Frydrychov
- Paper - Gardner an
- Paper - Hardy and
- Paper - Hyland 200
- Paper - Jordan 200
- Paper - Kuteeva 20
- Paper - Nagy and T
- Paper - Nation and
- Paper - Cobb 2007
- Paper - Hu and Nat
- Paper - Laufer and
- Paper - Nation 200
- Paper - Pereyra 20
- Book - Lewis (Imple
- Paper - Adel and E

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Word Types: 38506 Word Tokens: 2147883 Search Hits: 1

Rank	Freq	Word	Lemma Word Form(s)
109	2452	see	
110	2427	when	
111	2410	so	
112	2405	would	
113	2367	work	
114	2366	into	
115	2360	data	
116	2276	group	
117	2273	discourse	
118	2234	using	
119	2227	studies	
120	2219	number	
121	2219	y	
122	2212	frequency	
123	2211	each	
124	2144	journal	
125	2143	classroom	

Search Term ☒ Words ☐ Case ☐ Regex

discourse

Start Stop Sort

Sort by ☐ Invert Order

Sort by Freq

Case Sensitivity

Regular Expressions

↑

← ↓ →

Word List

Search History

Clone Results



Word forms: plural, 3rd person singular present tense **discourses**, present participle **discoursing** 🔊, past tense, past participle **discoursed** 🔊



## PRONUNCIATION NOTE:

The noun is pronounced (dɪskɔːs 🔊). The verb is pronounced (dɪskɔːs 🔊).

## 1. uncountable noun

**Discourse** is spoken or written communication between people, especially serious discussion of a particular subject.

*...a tradition of political discourse.*

**Synonyms:** conversation, talk, discussion, speech [More Synonyms of discourse](#)

## 2. uncountable noun [oft NOUN noun]

In linguistics, **discourse** is natural spoken or written language in context, especially when complete texts are being considered.

[technical]

*The Centre has a strong record of research in discourse analysis.*

*...our work on discourse and the way people talk to each other.*

## 3. countable noun

A **discourse** is a serious talk or piece of writing which is intended to teach or explain something.

[formal]

*Hastings responds with a lengthy discourse on marketing strategies. [+ on]*

**Synonyms:** speech, talk, address, essay [More Synonyms of discourse](#)

'Concordance' = Search for word to see how used in context

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 2294

Hit	KWIC	File
1	language aspect 29 Vocabulary Lexicogrammar 49 18 Grammar Discourse 5 -- 1.12 2.04 1.54 1.54 1.24 1.78 0.59 0.87 -0.26 1	Paper - Boul
2	course organisers reflect relationships between prior and coming discourse. A category of interactional bundles is sometimes also u	Paper - Adel
3	modernism and so on and so forth" - vague language in academic discourse, a comparative analysis of form, function and context.' F	Book - O'Kee
4	nd Mauranen, A. (1997) The conversationalisation of political discourse: A comparative view. In J. Blommaert and C. Bulca	Book - Hewi
5	r 12: Chapter 13: Chapter 14: Lexical Verbs in Academic Discourse: A Corpus-driven Study of Learner Use Sylviane Gran	Book - Charl
6	ical objectives of the text. Chapter 10 Lexical Verbs in Academic Discourse: A Corpus-driven Study of Learner Use Sylviane Gran	Book - Charl
7	nd objects (pp. 231-241). London: Berg. Blommaert, J. (2005). Discourse: a critical introduction. Cambridge, UK: Cam- bridge	Paper - Engli
8	es, 25, 56-75. Lewin, B.A., Fine, J., & Young, L. (2001). Expository discourse: A genre-based approach to social science research te	Book - Charl
9	iversity of Wisconsin Press. Partington, A. (2004). Corpora and discourse, a most congruous beast. In A. Partington, J. Morley,	Book - Charl
10	c Purposes, 25, (1), 56-75. Partington, A. (2004), 'Corpora and discourse, a most congruous beast', in A. Partington, J. Morley	Book - Frank
11	-164. Jewitt, C. (2005). Classrooms and the design of pedagogic discourse: A multimodal approach. Culture and Psychology, 11(3	Paper - Engli
12	use of examples and to relate his use of examples to the wider discourse. A number of inter- esting aspects of Smith's writing l	Book - Hewi
13	at he is speaking about—what Kate Cadman (2003) calls "divine discourse"—a project 421 of the Enlightenment that claims the	Paper - Engli
14	3-206. Hyland, K. and Tse, P. (2004), 'Metadiscourse in academic discourse: a reappraisal'. Applied Linguistics, 25, (2), 156-177.	Book - Frank
15	se academic) and (c) different from conversation and academic discourse, a special or unique register or genre which can be desc	Book - O'Kee
16	moves from its "original site to its new positioning, as pedagogic discourse, a trans- formation takes place" (2000, p. 32). This trans	Paper - Engli
17	refl ect different routes one might take in organising a coherent discourse about this practice. The fi rst group reports a wide	Book - Frank
18	fication exam scores (http://www. examinations.ie/). The national discourse about writing at third level in Ireland up to that time w	Paper - Engli

Total No. 141

Files Processed

Search Term ☒ Words ☐ Case ☐ Regex

Search Window Size 100

Show Every Nth Row 1

Kwic Sort

☒ Level 1 1R ☒ Level 2 2R ☒ Level 3 3R

Highlight words to the right or to the left



File Global Settings Tool Preferences Help

Corpus Files

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 2611

Hit	KWIC	File
319	e characteristic of particular registers associated with academic discourse communities, and arguing that teachers can prepare s	Paper - Atkir
320	or 'traditional' students, are novices when dealing with academic discourse in the disciplines" and will therefore need support with	Paper - Engli
321	n. We have highlighted the importance of dealing with academic discourse as a starting point for the comparison of further lingu	Book - Frank
322	ademe' (Bizzel, 1992: 165). This lack of familiarity with academic discourse conventions may lead to a loss of self- confidence, with	Book - Charl
323	rect observation of the primings of lexical items within academic discourse, and ample evidence of how fi xed and semi-fi xed lang	Book - Frank
324	c vocabulary for more accurate production within 55 academic discourses. 3.2.2 Prerequisites For students to benefit from ex	Paper - Atkir
325	ative-like. The same holds true for spoken and written academic discourse (Coxhead, 2008; Hyland, 2008, 2012). Academic FS, suc	Paper - Peter
326	work of Thompson (2001), who reveals how written academic discourse can be seen more generally in terms of the interaction	Book - Charl
327	pplication of corpus techniques to investigating written academic discourse. Corpus Linguistics and Discourse Analysis 5 Biber	Book - Charl
328	Introduction There have been many studies of written academic discourse over the past 20 years, focusing mainly on characteristi	Paper - Bibe
329	94). Evaluation and organization in a sample of written academic discourse. In M. Coulthard (Ed.), Advances in written text analysis	Book - Charl
330	ge relied heavily on some combination of written academic discourse, conversational speech, or intuition to provide mod	Paper - Simp
331	cking con- cerns that motivate research on written academic discourse and the wide range of approaches currently applied t	Book - Charl
332	at can be the focus of attention in research on written academic discourse. As Part I progresses, the chapters become more specif	Book - Charl
333	als have been the focus specifi cally of work on written academic discourse. Conrad and Biber (2000) compare their occurrence	Book - Charl
334	P settings helps favour a "double-agent" attitude not only across discourse communities but also across speech communities. This	Book - Gavic
335	odal "webtexts," are promoting peer-reviewed, digital ac- ademic discourse. In this piece I will consider some of the characteristics	Paper - Engli
336	ily dinner table: cultural contexts for children's passages to adult discourse', Research on Language and Social Interaction ee: (ei):	Book - O'Kee
337	in discourse analysis in Spoken in M. Coulthard (ed.), Advances in Discourse Analysis Routledge, pp. 70-90. Sinclair, J. and M. Coul	Paper - Gavi

Search Term ☐ Words ☐ Case ☐ Regex discourse Advanced Search Window Size 100

Start Stop Sort Show Every Nth Row 1

Kwic Sort

☒ Level 1 1L ☒ Level 2 2L ☒ Level 3 3L

Total No. 141

Files Processed

Clone Results

Highlight words to the right or to the left

File Global Settings Tool Preferences Help

## Corpus Files

Paper - Ackermann  
Paper - Folse 2010  
Paper - Masrai and  
Paper - Min 2013 (V  
Paper - Schmitt et al  
Paper - VOCAB ACC  
Paper - Coxhead and  
Paper - Crosthwaite  
Paper - Dalsky et al  
Paper - De Chazal  
Paper - Dudley-Eva  
Paper - Durrant 20  
Paper - English 201  
Paper - Frydrychov  
Paper - Gardner and  
Paper - Hardy and  
Paper - Hyland 200  
Paper - Hyland 200  
Paper - Hyland 201  
Paper - Jordan 200  
Paper - Kuteeva 20  
Paper - Nagy and T  
Paper - Nation and  
Paper - Cobb 2007  
Paper - Hu and Nat  
Paper - Laufer and  
Paper - Nation 200  
Paper - Pereyra 20  
Book - Lewis (Imple  
Paper - Adel and El

Total No.

141

Files Processed

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 2273

Hit	KWIC	File
751	Writing: At the Interface of Corpus and Discourse' (Continuum, 2009) with Diane Pecorari and Susan	Paper - Charles 2012 ('Pr
752	texts and to become familiar with its discourse conven- tions. Like spies, ESP learners can	Book - Gavioli (Exploring
753	instrument to make sense out of such discourse conventions and in this way may favour	Book - Gavioli (Exploring
754	bject specialists appear to believe that academic discourse conventions are largely self-evident and universa	Paper - Hyland 2002 (Spe
755	the end. Small corpora provide information about discourse conventions. As using a telephone is a	Book - Gavioli (Exploring
756	he discourse, distinguishing those who understand discourse conventions from "others" who do not. Writing	Paper - English 2013 (Ger
757	to result directly from the transfer of discourse conventions from the L1. (i) Overuse of	Book - Frankenberg-Garc
758	the two languages, and transfer of L1 discourse conventions. In a later study, Neff (2008) exami	Book - Frankenberg-Garc
759	- tions. Like spies, ESP learners can employ discourse conventions in a detached, instrumental way or	Book - Gavioli (Exploring
760	is a puzzle for a Martian, such discourse conventions may be puzzles for outsiders. Corpus	Book - Gavioli (Exploring
761	92: 165). This lack of familiarity with academic discourse conventions may lead to a loss of	Book - Charles, Pecorari a
762	task, since they have to master the discourse conventions of more than one discipline and	Paper - Charles 2012 ('Pr
763	the specialized community's issues, problems and discourse conventions. Quoting Swales again (1990: 29–32) i	Book - Gavioli (Exploring
764	raise awareness of lex- ico-grammar and discourse conventions Wordsmith: generating word lists; con	Paper - Lee & Swales 200
765	ly on some combination of written academic discourse, conversational speech, or intuition to pro	Book Chapter - Simpson-
766	up the majority of running words in discourse. Conversely, a very large number of types	Paper - Schmitt et al 2012
767	approaches that are used to interpret the discourse–corpus interface. As a result the question	Book - Charles, Pecorari a
768	rnus techniques to investigating written academic discourse Corpus Linguistics and Discourse Analysis	Book - Charles, Pecorari a

Search Term ☒ Words ☐ Case ☐ Regex

discourse

Advanced

Search Window Size

50

Start

Stop

Sort

Show Every Nth Row

1

Kwic Sort

☒ Level 1 1R ☒ Level 2 2R ☒ Level 3 3R

Click on any word  
to go to file view  
and see it in context

Highlight words to the  
right or to the left

Clone Results



# 'File View' = View individual files

AntConc 3.5.7 (Windows) 2018



File Global Settings Tool Preferences Help

## Corpus Files

Paper - Ackermann  
Paper - Folse 2010  
Paper - Masrai and  
Paper - Min 2013  
Paper - Schmitt et al  
Paper - VOCAB ACC  
Paper - Coxhead et al  
Paper - Crosthwaite  
Paper - Dalsky et al  
Paper - De Chazal  
Paper - Dudley-Eva  
Paper - Durrant 20  
Paper - English 201  
Paper - Frydrychová  
Paper - Gardner and  
Paper - Hardy and  
Paper - Hyland 200  
Paper - Hyland 200  
Paper - Hyland 201  
Paper - Jordan 200  
Paper - Kuteeva 20  
Paper - Nagy and  
Paper - Nation and  
Paper - Cobb 2007  
Paper - Hu and Nat  
Paper - Laufer and  
Paper - Nation 200  
Paper - Pereyra 20  
Book - Lewis (Imple  
Paper - Adel and El

Total No.

141

Files Processed

Concordance Concordance Plot **File View** Clusters/N-Grams Collocates Word List Keyword List

File View Hits 16 File Paper - Charles 2012 ('Proper vocabulary and juicy collocations').txt

own writing and to become more independent learners. An important reason for promoting DIY corpus-building is that it can extend learner autonomy in several ways. First, it is the student who decides what to put into the corpus and what to omit. Thus not only do they have an intimate knowledge of the contents of the corpus, but they also have control over the resources they use for learning. Students can modify their corpus at any time, deleting or adding files as necessitated by their own changing writing circumstances. Further, consultation of their own discipline-specific corpus has the potential to reduce reliance on outside agencies, whether native-speakers, supervisors or proofreading services, to achieve their writing goals. Finally, the DIY corpus is a resource which is not dependent upon an internet connection or any technology apart from the writer's own computer. Once built, it is freely available and remains accessible wherever and whenever it is needed. There is, however, a further reason for adopting this more individualised approach: the extent of interdisciplinary research. For example, of the 158 students who took the academic writing course in 2009–2010, 43% regarded their study as inter-disciplinary. Such students face a particularly challenging task, since they have to master the **discourse** conventions of more than one discipline and then effect a synthesis which will simultaneously satisfy supervisors and examiners in each field. However, such writing needs are highly specific and there are unlikely to be sufficiently large numbers of students with exactly the same combination of fields to warrant a teacher's construction of purpose-built corpora. Thus there is a risk that some of the students in greatest need may be left without access to appropriate resources.

It could be argued, however, that DIY corpora do not have sufficient additional benefits over ready-made corpora to justify the amount of time spent on constructing them. There are a number of counter arguments to this view. First, it is unlikely that even a large general corpus will provide adequate data to respond to the highly discipline-specific queries of specialist students. Thus users may find that there are few or no examples, or that the examples retrieved are irrelevant, or even mis-

Search Term ☒ Words ☐ Case ☐ Regex

Hit Location

discourse

Advanced

1

Start

Stop

Clone Results

# 'File View' = View individual files

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

**Corpus Files**

- Paper - Garner 2013 (The
- Paper - Hyland and Jiang
- Paper - Soleimani et al 20
- Paper - Zhou 2009 (Impro
- Paper - Zhou 2010 (Comp
- Book - Frankenberg-Garci
- Book - Gavioli (Exploring
- Book - McCarthy (Touchst
- Book - McCarthy (Touchst
- Book - O'Keeffe, McCarthy
- Book Chapter - Flowerdew
- PABACE~1.TXT
- Paper - Ackermann and Cl
- Paper - Atkinson (Douglas
- Paper - Boulton and Cobb
- Paper - Boulton 2009 (Tes
- Paper - Boulton 2016 (Inte
- Paper - Charles (Student C
- Paper - Charles 2007 (Usir
- Paper - Charles 2012 ('Pro**
- Paper - Charles 2014 (Getl
- Paper - Charles 2015 (Afte
- Paper - Cortes 2006 (Teac
- Paper - Coxhead (Corpus
- Paper - Eriksson 2012 (Pec
- Paper - Flowerdew 2015 (I
- Paper - Hafner and Candli
- Paper - Hunston (Corpus I
- Paper - Hyland 2009 (Corp
- Paper - Johnson and Garn

Concordance Concordance Plot **File View** Clusters/N-Grams Collocates Word List Ke

File View Hits 0 File Paper - Charles 2012 ('Proper vocabulary and juicy co

English for Specific Purposes 31 (2012) 93–102

Contents lists available at SciVerse ScienceDirect

English for Specific Purposes

journal homepage: [www.elsevier.com/locate/elsevier](http://www.elsevier.com/locate/elsevier)

'Proper vocabulary and juicy collocations': EAP students evaluate do-it-yourself corpus-building

Maggie Charles

↑

Oxford University Language Centre, 12 Woodstock Road, Oxford OX2

article

info

Search Term ☒ Words ☐ Case ☐ Regex Hit Location

Advanced 0

Start Stop

Total No. 141

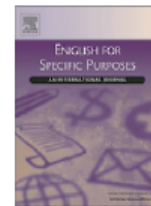
Files Processed



Contents lists available at SciVerse ScienceDirect

## English for Specific Purposes

journal homepage: [www.elsevier.com/locate/elsevier](http://www.elsevier.com/locate/elsevier)



### 'Proper vocabulary and juicy collocations': EAP students evaluate do-it-yourself corpus-building

Maggie Charles\*

Oxford University Language Centre, 12 Woodstock Road, Oxford OX26HT, UK

#### ARTICLE INFO

Article history:  
Available online 20 January 2012

Keywords:  
EAP  
Academic writing  
Corpus construction  
Corpus pedagogy  
Concordancing  
Learner autonomy

#### ABSTRACT

This paper reports on the feasibility and value of an approach to teaching EAP writing in which students construct and examine their own individual, discipline-specific corpora. The approach was trialed in multidisciplinary classes of advanced-level students (mostly graduates). The course consisted of six weekly 2-h sessions. Data were collected from initial and final questionnaires, which provided background information and asked students to evaluate the corpus work. Data from 50 participants are presented and show generally positive results. Over 90% of students found it easy to build their own corpora and most succeeded in constructing a corpus of 10–15 research articles. Most students were enthusiastic about working with their own corpora; about 90% agreed that their corpus helped them improve their writing and intended to use it in the future. This suggests that even corpora of this size and type can provide a useful resource for writing discipline-specific texts. The paper discusses the data on participants' attitudes and experiences and considers the issues and problems that arise in connection with do-it-yourself corpus-building. It argues that this approach need not be restricted to small groups of well-resourced students, but can be implemented in mainstream EAP classes.

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#### 1. Introduction

The use of corpora and concordances by students taking EAP writing courses was pioneered by Johns (1991, 2002) and has been increasingly described and investigated over the last two decades. Researchers have reported on the direct use of corpora in relation to several different aspects of academic writing, including, for example, lexis (Thurstun & Candlin, 1998; W...



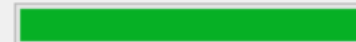
## Corpus Files

Paper - Ackermann and Cl  
Paper - Folse 2010 (Is exp  
Paper - Masrai and Miltor  
Paper - Min 2013 (Vocabu  
Paper - Schmitt et al 2012  
Paper - VOCAB ACQUISITI  
Paper - Coxhead and Byrc  
Paper - Crosthwaight 2016  
Paper - Dalsky et al 2009  
Paper - De Chazal 2012 (T  
Paper - Dudley-Evans 2001  
Paper - Durrant 2016 (To  
Paper - English 2015 (Gen  
Paper - Frydrychova-Klimc  
Paper - Gardner and Davi  
Paper - Hardy and Figinal  
Paper - Hyland 2002 (Gen  
Paper - Hyland 2002 (Spe  
Paper - Hyland 2015 (Gen  
Paper - Jordan 2002 (The  
Paper - Kuteeva 2013 (Dis  
Paper - Nagy and Townse  
Paper - Nation and Coxhe  
Paper - Cobb 2007 (Comp  
Paper - Hu and Nation 201  
Paper - Laufer and Rozov  
Paper - Nation 2006 (How  
Paper - Pereyra 2015 (Ext  
Book - Lewis (Implementin  
Paper - Adel and Erman 2

Total No.

141

Files Processed



Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 625

Hit	KWIC	File
262	...giving the linguistic aspects of L2 writing and increasing learner autonomy. However, none of the studies offers clear evidence the	Paper - Foot
263	self cannot support the development of skills associated with autonomy. Hurd (2000: 63) points out that "conscious selection	Paper - Solei
264	y acquisition, vocabulary notebooks, learning strategies, learner autonomy   Background 1 Introduction Effective strategies for	Paper - Walt
265	they could be invited to carry out their own language researches autonomously. I noted that this opened up a new series of enquir	Book - Gavic
266	ways which require thought in working with language. 4 Foster autonomy I said in an earlier article (Etp Issue 3) that the ultimate	Paper - Varic
267	such as would immediately conflict with [their] aim of achieving autonomy' (ibid.). For Holec developing proficiency in a foreign l	Paper - Little
268	rgue that this is a necessary concomitant of encouraging learner autonomy. If students are to take more responsibility for their ow	Paper - Char
269	to improve. Concerning the question "Do you consider learner autonomy important? Why? Why not?", the following comments	PAPER-~4.T
270	r 2004) Hurd, S., T. Beaven & A. Ortega (2001). "Developing autonomy in a distance language learning context: issues and	Paper - Solei
271	Hong Kong. Hurd, S., Beaven, T. & Ortega, A. (2001). Developing autonomy in a distance language learning context: Issues an	PAPER-~4.T
272	investigate the language teachers' attitudes towards learner autonomy in a variety of countries including Malta, Slovenia, and	PAPER-~4.T
273	Research Review 1(2). 112-132. McGrath, I. (2000). Teacher autonomy. In B. Sinclair, et al. (Eds.), Learner autonomy, teach	PAPER-~4.T
274	lming technology. To help move students from inexperience to autonomy in concordance-assisted lexical research, I propose en	Paper - Atkir
275	ed, and help the learner to become more linguistically aware and autonomous in dealing with authentic language (Boulton 2010b),	Paper - Boul
276	day exchanges where they pick up and practice it. But their autonomy in doing this is constrained by others, and dependence	Paper - Koos
277	e: Cambridge University Press. (1996). Kenning, M. M. "IT and autonomy" in E. Broady & M. M. Kenning (eds.), Promoting Learn	Paper - Solei
278	ocuments/pubCamilleriG_E.pdf Castle, K. (2004). The Meaning of Autonomy in early childhood teacher education. Journal of E	PAPER-~4.T
279	1- How do English language student teachers view learner autonomy in EFL (English as a Foreign Language) contexts in T	PAPER-~4.T
280	ctors that might be considered as obstacles to develop learner autonomy in EFL settings. One major finding of this study was t	PAPER-~4.T

Search Term ☐ Words ☐ Case ☐ Regex

autonom\*

Advanced

Search Window Size

100

Start

Stop

Sort

Show Every Nth Row

1

Kwic Sort

☒ Level 1

1R

☒ Level 2

2R

☒ Level 3

3R

Asterisk to find all  
morphological possibilities

Clone Results

## Corpus Files

Paper - Ackermann and Cl  
Paper - Folse 2010 (Is exp  
Paper - Masrai and Miltor  
Paper - Min 2013 (Vocabu  
Paper - Schmitt et al 2012  
Paper - VOCAB ACQUISITI  
Paper - Coxhead and Byrc  
Paper - Crosthwaight 2016  
Paper - Dalsky et al 2009  
Paper - De Chazal 2012 (T  
Paper - Dudley-Evans 2001  
Paper - Durrant 2016 (To  
Paper - English 2015 (Gen  
Paper - Frydrychova-Klimc  
Paper - Gardner and Davi  
Paper - Hardy and Figinal  
Paper - Hyland 2002 (Gen  
Paper - Hyland 2002 (Spe  
Paper - Hyland 2015 (Gen  
Paper - Jordan 2002 (The  
Paper - Kuteeva 2013 (Dis  
Paper - Nagy and Townse  
Paper - Nation and Coxhe  
Paper - Cobb 2007 (Comp  
Paper - Hu and Nation 201  
Paper - Laufer and Rozov  
Paper - Nation 2006 (How  
Paper - Pereyra 2015 (Ext  
Book - Lewis (Implementin  
Paper - Adel and Erman 2

Total No.

141

Files Processed

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 625

Hit	KWIC	File
168	b beyond intuitive laundry lists of common core features and the autonomous views of literacy that such lists assume, to the practi	Paper - Hyla
169	us, teaching looks beyond lists of common core features and the autonomous views of literacy that such lists assume, recognizing	Paper - Hyla
170	skills that will stand the learner in good stead for becom- ing an autonomous vocabulary-learner is a question of developing activ	Book - O'Kee
171	se student teachers themselves have not been trained in an autonomous way, they might have some negative attitudes t	PAPER--4.T
172	d in their old patterns of beliefs and behaviors and never be fully autonomous" (Wenden 1998, p. 90). Learner training, which	PAPER--4.T
173	s still. ... How possibly could anyone expect students to become autonomous where the teacher is the main authority? ... Bad, te	PAPER--4.T
174	ess.What I do want to see is really good state schools, strong and autonomous, who want to co-operate in the best interests of their	Book - O'Kee
175	l world. Our first step to study how learners could become more autonomous with the help of this course consisted in analysing	Paper - Solei
176	aborative environment Teachers can help students become more autonomous with their language learning by supporting their eff	Paper - Scoti
177	iduals with strong motivation to learn and a willingness to do so autonomously. As with the course taught by Tyne (2009), Boulton	Paper - Smit
178	ction (espe- cially face-to-face speech) individuals do not operate autonomously but effective learners exploit the support of their e	Book - O'Kee
179	without further assistance from corpus specialists, and they work autonomously, consulting their corpus in response to their own l	Paper - Char
180	iscourse analysis. Learning about language and ideology by autonomously exploring a corpus of creationist literature.' In N.	Book - Frank
181	rtant role for teachers in this process since 'the ability to behave autonomously for students is dependent upon their teacher creat	PAPER--4.T
182	direct consultation is essential if learners are to benefit fully and autonomously from the possibilities that corpora have to offer, b	PABACE~1.T
183	they could be invited to carry out their own language researches autonomously. I noted that this opened up a new series of enquir	Book - Gavic
184	Students' lack of knowledge on how to learn and achieve autonomously is a reflection of the current state of Educatio	Paper - Vela
185	and principles constrained by our relatedness. When we behave autonomously our actions are authentic because they emanate fi	Paper - Little

Search Term ☒ Words ☐ Case ☐ Regex

autonom\*

Advanced

Search Window Size

100

Start

Stop

Sort

Show Every Nth Row

1

Kwic Sort

☒ Level 1

0

☒ Level 2

1R

☒ Level 3

2R

Level 1 = 0 to sort  
according to word type

Asterisk to find all  
morphological possibilities

Clone Results



Concordance Hits 14

Hit	KWIC	File
1	cts: Language Acquisition in an Autonomous Learning Environr	Paper -
2	l Newby (2000) argue, in an autonomous learning Vol 35,	PAPER-
3	between learner awareness and autonomous learning, since "be	Paper -
4	nship between the Internet and autonomous learning. Although	Paper -
5	help students develop skills for autonomous learning and beco	Paper -
6	a strong preference for a more autonomous learning process. F	PAPER-
7	udies to illustrate the power of autonomous learning to suppo	Paper -
8	e in support of the principles of autonomous learning are made	PAPER-
9	er means that homework or autonomous learning is vital.' Paper -	
10	language teachers to promote autonomous learning in their cl	Paper -
11	g. approach, learning strategies, autonomous learning, patterns,	Paper -
12	ence, and how it enhances their autonomous learning skills. The	Paper -
13	102 Nunan, D. (1996). Towards autonomous learning: Some the	PAPER-
14	teaching styles contrasted with autonomous learning – Barnes	Paper -

Concordance Hits 215

Hit	KWIC	File
1	Scharle, A. & Szabo, A. (2000). Learner autonomy: a guide to d	PAPER--~4.TXT
2	2007). The questions are about learner autonomy principles wh	PAPER--~4.TXT
3	tions and Teacher Beliefs about Learner Autonomy in Language	Paper - Scott 2014 (Teachi
4	student teachers' beliefs about learner autonomy in the Turkish	PAPER--~4.TXT
5	point I want to make about learner autonomy comes from	Paper - Koosha and Jafarp
6	d in retaining them. Accepting learner autonomy also means	Book - Lewis (Implementin
7	on'ts: teachers, self-access and learner autonomy Andy Keedw	Paper - Scott 2014 (Teachi
8	on'ts: teachers, self-access and learner autonomy Andy Keedw	Paper - Scott 2014 (Teachi
9	on Vocabulary Acquisition and Learner Autonomy Vjosa Vela	Paper - Vela et al 2016 (Th
10	case of learner autonomy, and learner autonomy exploits a un	Paper - Little and Legenha
11	ation, teacher development and learner autonomy. In her free ti	Paper - Scott 2014 (Teachi
12	learners, teacher education and learner autonomy Abstract Th	Paper - Koosha and Jafarp
13	objectives and guidelines) and learner autonomy (flexibility of	Paper - Scott 2014 (Teachi
14	the relationship between IT and learner autonomy has already b	Paper - Soler et al 2005 (Si
15	student-centered learning and learner autonomy (Savignon &	Paper - Smith 2011 (Learn
16	vocabulary acquisition as well as learner autonomy. This paper at	Paper - Vela et al 2016 (Th
17	nting Principles of Authenticity, Learner Autonomy and Cu	PAPER--~4.TXT
18	(2).180-201 Sinclair, B. (2000). Learner autonomy: the next pha	PAPER--~4.TXT

Paper - Adel and Erman 2

Total No.

141

Files Processed

Search Term ☐ Words ☐ Case ☐ Regex

learner autonomy

Advanced

Start

Stop

Sort

Show Every Nth Row

1

Kwic Sort

☒ Level 1

1L

☒ Level 2

2L

☒ Level 3

3L

Search Window Size

100

Compare two similar  
patterns of language

Clone Results

‘Concordance Plot’ = See where in each text certain words/phrases most commonly occur

AntConc 3.5.7 (Windows) 2018

FileGlobal SettingsTool PreferencesHelp

Corpus Files

Paper - Ackermann and Cl

Paper - Folse 2010 (Is exp

Paper - Masrai and Miltor

Paper - Min 2013 (Vocabu

Paper - Schmitt et al 2012

Paper - VOCAB ACQUISITI

Paper - Coxhead and Byrc

Paper - Crosthwaight 2016

Paper - Dalsky et al 2009

Paper - De Chazal 2012 (T

Paper - Dudley-Evans 2001

Paper - Durrant 2016 (To

Paper - English 2015 (Gen

Paper - Frydrychova-Klimc

Paper - Gardner and Davi

Paper - Hardy and Figinal

Paper - Hyland 2002 (Geni

Paper - Hyland 2002 (Spec

Paper - Hyland 2015 (Geni

Paper - Jordan 2002 (The

Paper - Kuteeva 2013 (Dis

Paper - Nagy and Townse

Paper - Nation and Coxhe

Paper - Cobb 2007 (Comp

Paper - Hu and Nation 201

Paper - Laufer and Rozovs

Paper - Nation 2006 (How

Paper - Pereyra 2015 (Ext

Book - Lewis (Implementin

Paper - Adel and Erman 2

Concordance

Concordance Plot

File View

Clusters/N-Grams

Collocates

Word List

Keyword List

Concordance Hits

12

Total Plots (with hits)

11

Plot: 2

FILE: Paper - Adel and Erman 2012 (Recurrent word combinations in academic writing by native and non-native speakers of English - A lexical bundles approach).txt

1

Hits: 1

Chars: 62726

Plot: 3

FILE: Paper - Bogaards 2001 (Lexical Units and the Learning of Foreign Language Vocabulary).txt

1

Hits: 1

Chars: 67675

Plot: 4

FILE: Paper - Granger 2017 (Prefabricated patterns in advanced EFL writing - Collocations and formulae).txt

1

2

Hits: 2

Chars: 42530

Plot: 5

FILE: Paper - Harwood 2002 (Taking a Lexical Approach to Teaching - Principles and Problems).txt

1

Hits: 1

Chars: 51787

Plot: 6

FILE: Paper - Staples et al 2013 (Formulaic sequences and EAP writing development - Lexical).txt

1

Hits: 1

Chars: 57031

Plot: 7

FILE: Paper - Walters and Bozkurt 2009 (The effect of keeping vocabulary notebooks on vocab acquisition).txt

1

Hits: 1

Chars: 57603

Plot: 8

FILE: Book - Hewings 2001 (Academic Writing in Context).txt

1

Hits: 1

Search Term

☒ Words

☐ Case

☐ Regex

explanation for th\*

Advanced

Plot Zoom

x1

Start

Stop

Show Every Nth Row

1

Total No.

141

Files Processed

'Clusters/N-Grams' = for finding most frequent clusters around a particular word/phrase

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

- Paper - Ackermann
- Paper - Folse 2010
- Paper - Masrai and
- Paper - Min 2013 (
- Paper - Schmitt et a
- Paper - VOCAB ACC
- Paper - Coxhead ar
- Paper - Crosthwaig
- Paper - Dalsky et a
- Paper - De Chazal
- Paper - Dudley-Eva
- Paper - Durrant 20
- Paper - English 201
- Paper - Frydrychov
- Paper - Gardner an
- Paper - Hardy and
- Paper - Hyland 200
- Paper - Hyland 200
- Paper - Hyland 201
- Paper - Jordan 200
- Paper - Kuteeva 20
- Paper - Nagy and 1
- Paper - Nation and
- Paper - Cobb 2007
- Paper - Hu and Nat
- Paper - Laufer and
- Paper - Nation 200
- Paper - Pereyra 20
- Book - Lewis (Imple
- Paper - Adel and E

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of Cluster Types 645 Total No. of Cluster Tokens 870

Rank	Freq	Range	Cluster
1	34	16	this paper is
2	11	8	this paper we
3	10	7	this paper has
4	9	7	this paper reports
5	9	8	this paper was
6	8	7	this paper, we
7	7	4	this paper i
8	6	4	this paper explores
9	6	4	this paper, i
10	5	5	this paper is
11	5	5	this paper aims
12	5	5	this paper aims to
13	5	2	this paper is to
14	5	5	this paper reports on
15	4	4	this paper describes
16	4	2	this paper examines
17	4	4	this paper focuses

Search Term ☒ Words ☐ Case ☐ Regex ☐ N-Grams

this paper # Advanced

Start Stop Sort

Sort by ☐ Invert Order Sort by Freq

Search Term Position ☒ On Left ☐ On Right

Cluster Size

Min. 3 Max. 5

Min. Freq. 1 Min. Range 1

Total No. 141

Files Processed

Clone Result

Max / min size of cluster

Range = 5 (must appear in at least 5% of texts) Frequency = 5 (5 appearances per every million words)

'Clusters/N-Grams' = for finding most frequent clusters around a particular word/phrase

AntConc 3.5.7 (Windows) 2018

FileGlobal SettingsTool PreferencesHelp

Corpus Files

- Paper - Ackermann
- Paper - Folse 2010
- Paper - Masrai and
- Paper - Min 2013 (
- Paper - Schmitt et a
- Paper - VOCAB ACC
- Paper - Coxhead ar
- Paper - Crosthwaig
- Paper - Dalsky et a
- Paper - De Chazal
- Paper - Dudley-Eva
- Paper - Durrant 20
- Paper - English 201
- Paper - Frydrychov
- Paper - Gardner an
- Paper - Hardy and
- Paper - Hyland 200
- Paper - Hyland 201
- Paper - Jordan 200
- Paper - Kuteeva 20
- Paper - Nagy and 1
- Paper - Nation and
- Paper - Cobb 2007
- Paper - Hu and Nat
- Paper - Laufer and
- Paper - Nation 200
- Paper - Pereyra 20
- Book - Lewis (Imple
- Paper - Adel and E

ConcordanceConcordance PlotFile ViewClusters/N-GramsCollocatesWord ListKeyword List

Total No. of Cluster Types 3038Total No. of Cluster Tokens 4161

Rank	Freq	Range	Cluster
1	23	21	to report
2	18	15	also reported
3	19	14	been reported
4	16	13	we report
5	24	12	students reported
6	13	11	is reported
7	34	11	the report
8	11	9	are reported
9	10	9	has been reported
10	11	9	paper reports
11	8	8	and report
12	9	8	as reported
13	8	8	be reported
14	16	8	in reporting
15	10	8	research reported
16	8	8	those reported
17	9	8	were reported

Search Term☐ Words☐ Case☐ Regex☐ N-Grams☒ Advanced

report\*

Cluster SizeMin. 2Max. 4

Min. Freq. 1Min. Range 1

Sort by☐ Invert Order☐ Search Term Position☐ On Left☒ On Right

Total No. 141

Files Processed

Clone Results

Change direction of cluster from left to right



'Clusters/N-Grams' = for finding most frequent clusters around a particular word/phrase

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

- Paper - Zhou 2009
- Paper - Zhou 2010
- Book - Frankenberg
- Book - Gavioli (Expl
- Book - McCarthy (T
- Book - McCarthy (T
- Book - O'Keeffe, M
- Book Chapter - Flov
- PABACE~1.TXT
- Paper - Ackermann
- Paper - Atkinson (D
- Paper - Boulton and
- Paper - Boulton 200
- Paper - Boulton 20
- Paper - Charles (Stu
- Paper - Charles 200
- Paper - Charles 201
- Paper - Charles 201
- Paper - Charles 201
- Paper - Cortes 200
- Paper - Coxhead (C
- Paper - Eriksson 20
- Paper - Flowerdew
- Paper - Hafner and
- Paper - Hunston (C
- Paper - Hyland 200
- Paper - Johnson an
- Paper - Koosha and
- Paper - Laufer 2010
- Paper - Lee & Swal

Concordance Concordance Plot File View **Clusters/N-Grams** Collocates Word List Keyword List

Total No. of N-Gram Types 74 Total No. of N-Gram Tokens 24213

Rank	Freq	Range	Prob	N-gram
1	1154	116	0.005	the use of
2	741	104	0.007	in order to
3	714	102	0.022	as well as
4	660	98	0.006	in terms of
5	608	117	0.176	cambridge university press
6	591	89	0.006	a number of
7	574	73	0.014	for academic purposes
8	565	104	0.058	one of the
9	563	69	0.035	english for academic
10	550	69	0.034	english for academic purposes
11	479	87	0.002	the fact that
12	459	92	0.002	the number of
13	419	89	0.017	on the other
14	416	68	0.003	of english for
15	400	83	0.147	part of the
16	400	79	0.057	some of the
17	377	81	0.109	cambridge cambridge universitv

Search Term ☒ Words ☐ Case ☐ RegEx ☒ N-Grams

Start Stop Sort

Sort by ☐ Invert Order ☐ On Left ☒ On Right

Sort by Freq

N-Gram Size

Min. 3 Max. 4

Min. Freq. 100 Min. Range 60

Total No. 141

Files Processed

Clone Results

scan entire corpus for most frequent clusters throughout corpus

# 'Collocates' = Search for words that often appear in close proximity to a particular word and determine strength of association

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

Corpus Files

Paper - Ackermann  
Paper - Folse 2010  
Paper - Masrai and  
Paper - Min 2013 (N  
Paper - Schmitt et al  
Paper - VOCAB ACC  
Paper - Coxhead and  
Paper - Crosthwaite  
Paper - Dalsky et al  
Paper - De Chazal  
Paper - Dudley-Eva  
Paper - Durrant 201  
Paper - English 201  
Paper - Frydrychova  
Paper - Gardner and  
Paper - Hardy and  
Paper - Hyland 200  
Paper - Hyland 200  
Paper - Hyland 201  
Paper - Jordan 200  
Paper - Kuteeva 20  
Paper - Nagy and T  
Paper - Nation and  
Paper - Cobb 2007  
Paper - Hu and Nat  
Paper - Laufer and  
Paper - Nation 200  
Paper - Pereyra 20  
Book - Lewis (Imple  
Paper - Adel and El

Total No.

141

Files Processed

100%

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of Collocate Types: 17

Total No. of Collocate Tokens: 1433

Rank	Freq	Freq(L)	Freq(R)	Stat	Collocate
1	85	83	2	5.20108	i
2	71	64	7	6.46017	we
3	60	59	1	6.07672	have
4	69	56	13	3.07787	and
5	54	51	3	4.99202	be
6	51	50	1	7.27532	would
7	53	42	11	4.14875	is
8	62	39	23	5.32910	it
9	48	38	10	2.82224	to
10	43	38	5	6.42414	has
11	30	30	0	7.50919	she
12	149	20	129	3.33284	the
13	40	8	32	4.58560	this
14	38	5	33	2.39248	a
15	489	4	485	7.39922	that
16	32	3	29	2.11948	in
17	59	3	56	4.42821	for

Can sort by the most frequently associated words on the the left...

Search Term ☒ Words ☐ Case ☐ Regex

l argue\*

Advanced

Start

Stop

Sort

Sort by ☐ Invert Order

Sort by Freq(L)

Window Span ☐ Same

From... 2L

To... 2R

Min. Collocate Frequency

30

Clone Results

# 'Collocates' = Search for words that often appear in close proximity to a particular word and determine strength of association

AntConc 3.5.7 (Windows) 2018

File Global Settings Tool Preferences Help

## Corpus Files

Paper - Ackermann  
Paper - Folse 2010  
Paper - Masrai and  
Paper - Min 2013 (N  
Paper - Schmitt et al  
Paper - VOCAB ACC  
Paper - Coxhead and  
Paper - Crosthwaite  
Paper - Dalsky et al  
Paper - De Chazal  
Paper - Dudley-Eva  
Paper - Durrant 201  
Paper - English 201  
Paper - Frydrychova  
Paper - Gardner and  
Paper - Hardy and  
Paper - Hyland 200  
Paper - Hyland 200  
Paper - Hyland 201  
Paper - Jordan 200  
Paper - Kuteeva 20  
Paper - Nagy and T  
Paper - Nation and  
Paper - Cobb 2007  
Paper - Hu and Nat  
Paper - Laufer and  
Paper - Nation 200  
Paper - Pereyra 20  
Book - Lewis (Imple  
Paper - Adel and El

Total No.  
141

Files Processed

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of Collocate Types: 17 Total No. of Collocate Tokens: 1433

Rank	Freq	Freq(L)	Freq(R)	Stat	Collocate
1	85	83	2	5.20108	i
2	71	64	7	6.46017	we
3	60	59	1	6.07672	have
4	69	56	13	3.07787	and
5	54	51	3	4.99202	be
6	51	50	1	7.27532	would
7	53	42	11	4.14875	is
8	62	39	23	5.32910	it
9	48	38	10	2.82224	to
10	43	38	5	6.42414	has
11	30	30	0	7.50919	she
12	149	20	129	3.33284	the
13	40	8	32	4.58560	this
14	38	5	33	2.39248	a
15	489	4	485	7.39922	that
16	32	3	29	2.11948	in
17	59	3	56	4.42821	for

...or on the right

How close the collocates have to be to the root word

Search Term ☒ Words ☐ Case ☐ Regex

l argue\*

Advanced

Start

Stop

Sort

Sort by ☐ Invert Order

Sort by Freq(L)

Window Span ☐ Same

From... 2L

To... 2R

Min. Collocate Frequency

30

Clone Results

'Keyword List' = Find unusually frequent words within the corpus compared to general corpus

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files

- Paper - Ackermann
- Paper - Folse 2010
- Paper - Masrai and
- Paper - Min 2013 (
- Paper - Schmitt et a
- Paper - VOCAB ACC
- Paper - Coxhead ar
- Paper - Crosthwaig
- Paper - Dalsky et a
- Paper - De Chazal 2
- Paper - Dudley-Eva
- Paper - Durrant 20
- Paper - English 201
- Paper - Frydrychovi
- Paper - Gardner an
- Paper - Hardy and
- Paper - Hyland 200
- Paper - Hyland 200
- Paper - Hyland 201
- Paper - Jordan 200
- Paper - Kuteeva 20
- Paper - Nagy and 1
- Paper - Nation and
- Paper - Cobb 2007
- Paper - Hu and Nat
- Paper - Laufer and
- Paper - Nation 200
- Paper - Pereyra 20
- Book - Lewis (Imple
- Paper - Adel and E

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word list **Keyword List**

Keyword Types: 1892 Keyword Tokens: 1019848 Search Hits: 0

Rank	Freq	Keyness	Effect	Keyword
1	21142	+ 14587.14	0.0195	e
2	13994	+ 9897.65	0.0129	language
3	11796	+ 7691.66	0.0109	n
4	11262	+ 7543.56	0.0104	r
5	11794	+ 7519.56	0.0109	o
6	10121	+ 6681.87	0.0094	l
7	10333	+ 6449.47	0.0096	students
8	8064	+ 6202.51	0.0075	corpus
9	7306	+ 5152.45	0.0068	academic
10	7180	+ 5048.6	0.0067	learning
11	7966	+ 4774.49	0.0074	english
12	8949	+ 4718.01	0.0083	c
13	7124	+ 4606.81	0.0066	writing
14	5769	+ 4349.45	0.0054	vocabulary
15	5460	+ 4246.13	0.0051	learners
16	6987	+ 3741.81	0.0065	words
17	15158	+ 3517.29	0.014	t
18	6477	+ 3507.25	0.006	n

Search Term ☒ Words ☐ Case ☐ Regex

Hit Location

Search Only 10

Start Stop Sort

Reference Corpus ☒ Loaded

Sort by ☐ Invert Order

Sort by Keyness

Clone Results

Total No. 141

Files Processed



# Independent Work

Students given time for guided discovery learning:

1. look for more language features / rhetorical functions in given text
2. look for more texts for discourse analysis and/or adding to AntConc
3. perform searches with AntCont, noticing and checking relevant MWUs
4. record relevant MWUs in lexical notebooks

# Reflection

Time to reflect on and share successful strategies and useful language discoveries

1. providing opportunities for peer teaching with those from similar academic courses / assignment topic
2. feeding back on language added to lexical notebooks
3. reflecting on difficulties faced
4. giving recommendations for improving strategies (e.g. sources of finding articles, uses of different AntConc functions, methods of recording lexis)
5. demonstrating what needs to be done outside of class (e.g. engaging with this language in relevant, interactive way)

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