

**EFFECTIVENESS OF CORPUS BASED APPROACH ON  
PERFORMANCE IN ENGLISH OF STANDARD VIII  
STUDENTS IN KERALA**

*THESIS*

*Submitted for the Degree of*

*DOCTOR OF PHILOSOPHY IN EDUCATION*

by

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2024**

## DECLARATION

I hereby declare that the work presented in the thesis entitled **Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala** is based on the original work done by me under the guidance of Prof. (Dr) M JESA, Professor (Rtd.), Farook Training College, Research Centre in Education, University of Calicut, and has not been included in any other thesis submitted previously for the award of any Degree. The contents of the thesis have undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index is found within the permissible limit. I also declare that the thesis is free from AI generated contents.

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## CERTIFICATE

This is to certify that the thesis entitled **Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala** is an authentic record of research carried out by Mr. Prabeesh. M, Farook Training College, Research Centre in Education, University of Calicut, for the degree of Doctor of Philosophy in Education under my supervision and guidance and that no part of the thesis has been submitted previously for the award of any Degree in any other university.

The thesis is revised as per the modifications and recommendations reported by the adjudicators and resubmitted. Soft copy attached is the same as that of the resubmitted revised copy.

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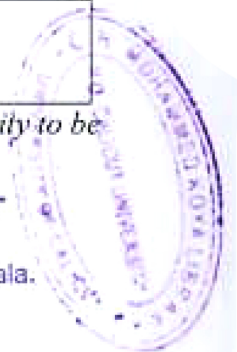
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# Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala


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## Abstract

English language learning process and learning outcomes have been the theme of discussions on secondary school level curriculum in Kerala. The principles and theories of English as Second Language propose acquisition of language elements to ensure performance in real life contexts. In spite of a series of research studies on the process of acquisition of elements of language, mainly, vocabulary items, learners struggle hard in meaningful communication, using appropriate words. At this juncture, an experimental study on the effectiveness of Corpus Based Approach on performance in English of standard VIII students was carried out. The approach relies on the use of linguistic corpora as a repository for acquisition of vocabulary. The pre-test – post-test non-equivalent group design was followed and the sample consisted of 31 students in the experimental group and 34 students in the control group. Based on the analysis of data, applying the statistical technique of t-test, the study concluded that corpus based approach is more effective on performance in English related to Speaking, Reading and Writing. The conventional Constructivist approach was found to be more effective for the skill of Listening. Based on the conclusions, the study puts forward recommendations regarding research policy, curriculum development, resource planning, teacher professionalism, infrastructure facility and policy on outsourcing.

**Keywords:** Vocabulary, secondary school, corpus based approach, English language performance, language skills development

  
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## സംഗ്രഹം

ഇംഗ്ലീഷ് ഭാഷാ പഠനപ്രക്രിയയും പഠനഫലങ്ങളും കേരളത്തിലെ സെക്കന്ററി സ്കൂൾ തല പാഠ്യപദ്ധതിയെക്കുറിച്ചുള്ള ചർച്ചകളുടെ പ്രമേയമാണ്. രണ്ടാംഭാഷ എന്ന നിലയിൽ ഇംഗ്ലീഷിന്റെ തത്വങ്ങളും സിദ്ധാന്തങ്ങളും യഥാർത്ഥ ജീവിതസന്ദർഭങ്ങളിൽകൂടി പ്രകടനം ഉറപ്പാക്കുന്നതിന് ഭാഷാഘടകങ്ങൾ ഏറ്റെടുക്കാൻ നിർദ്ദേശിക്കുന്നു. ഭാഷയുടെ ഘടകങ്ങൾ, മുഖ്യമായും, പദാവലിയിനങ്ങൾ സ്വായത്തമാക്കുന്ന പ്രക്രിയയെക്കുറിച്ച് ഗവേഷണപഠനങ്ങളുടെ ഒരു പരമ്പര തന്നെ ഉണ്ടായിരുന്നിട്ടും, പഠിതാക്കൾക്ക് ഉചിതമായ വാക്കുകൾ ഉപയോഗിച്ച് അർത്ഥവത്തായ ആശയവിനിമയത്തിന് വേണ്ടി കഠിനമായി പോരാടേണ്ടിവരുന്നു.

ഈ ഘട്ടത്തിൽ, 8-ാം ക്ലാസ്സിലെ വിദ്യാർത്ഥികളുടെ ഇംഗ്ലീഷ് ഭാഷാപ്രകടനത്തെക്കുറിച്ച് കോർപ്പസ് അടിസ്ഥാനമാക്കിയുള്ള സമീപനത്തിന്റെ ഫലപ്രാപ്തിയെക്കുറിച്ചുള്ള ഒരു പരീക്ഷണാത്മകപഠനം നടത്തി. പദാവലി സ്വായത്തമാക്കുന്നതിനുള്ള ഒരു സംഭരണിയായി ഭാഷാപരമായ കോർപ്പറയുടെ ഉപയോഗത്തെയാണ് സമീപനം ആശ്രയിക്കുന്നത്. പ്രീ-ടെസ്റ്റ് - പോസ്റ്റ്-ടെസ്റ്റ് അതുല്യ ഗ്രൂപ്പ് ഡിസൈൻ പിന്തുടർന്നു. സാമ്പിളിൽ പരീക്ഷണ ഗ്രൂപ്പിലെ 31 വിദ്യാർത്ഥികളും നിയന്ത്രണ ഗ്രൂപ്പിലെ 34 വിദ്യാർത്ഥികളും ഉൾപ്പെടുന്നു. ദത്തങ്ങളുടെ വിശകലനത്തെ അടിസ്ഥാനമാക്കി, ടി-ടെസ്റ്റിന്റെ സ്റ്റാറ്റിസ്റ്റിക്കൽ ടെക്നീക് പ്രയോഗിച്ച്, സംസാരം, വായന, എഴുത്ത് എന്നിവയുമായി ബന്ധപ്പെട്ട ഇംഗ്ലീഷിലെ പ്രകടനത്തിന് കോർപ്പസ് അടിസ്ഥാനമാക്കിയുള്ള സമീപനം കൂടുതൽ ഫലപ്രദമാണെന്ന് പഠനം നിഗമനം ചെയ്തു. ശ്രവിക്കാനുള്ള വൈദഗ്ദ്ധ്യത്തിന് പരമ്പരാഗത കൺസ്ട്രക്ടിവിസ്റ്റ് സമീപനം കൂടുതൽ ഫലപ്രദമാണെന്ന് കണ്ടെത്തി. നിഗമനങ്ങളെ അടിസ്ഥാനമാക്കി, ഗവേഷണ നയം, പാഠ്യപദ്ധതി വികസനം, റിസോഴ്സ് പ്ലാനിംഗ്, അധ്യാപക പ്രൊഫഷണലിസം, ഭൗതിക സൗകര്യം, ഔട്ട്സോഴ്സിംഗ് നയം എന്നിവ സംബന്ധിച്ച ശുപാർശകൾ പഠനം മുന്നോട്ടു വരുന്നു.

**പ്രധാന വാക്കുകൾ:** പദസമ്പത്ത്, സെക്കണ്ടറി സ്കൂൾ, കോർപ്പസ് അധിഷ്ഠിത സമീപനം, ഇംഗ്ലീഷ് ഭാഷാപ്രകടനം, ഭാഷാനൈപുണിവികാസം.

  
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# Chapter 1

## **INTRODUCTION**

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- Need and significance of the study
- Statement of the problem
- Operational Definition of key terms
- Variables in the study
- Objectives of the study
- Hypotheses of the study
- Methodology of the study
- Design of the study
- Sample
- Methodology based on minor objectives
- Tools and documents
- Statistical techniques used
- De limitation of the study
- Scope and limitation of the study
- The contents of the report

## INTRODUCTION

The prodigious tradition of English language has made a boundless contribution to India. With the advent of the English language, all arenas of education as well as philosophy, science and technology activated to augment. In a multilingual country like India, English is incredibly used as an operative auxiliary language. Despite the debate over whether or not to learn English, the English language continues to play a significant role in primary education.

English language is very vital in the early stages of education because it is an instrument for communication. Learning a regional language is not a grim task as it provides a lot of opportunities. Learning English as a second language suffers from adequate exposure. That is why English language learners need more opportunities to conceive linguistic source materials. It is implicit that teaching of English language is highly desirable in its practical usage and language-oriented activities.

English language has to be skilled as a language of comprehension rather than a literary language. Then only the learners would indulge in practical activities to imbibe the language. An adequate volume of vocabulary in the target language is indispensable for a better performance in the language. For developing the language skills students need to be exposed to various real-life situations. For comprehending in a better way, the learner has to acquire sufficient amount of vocabulary items. So, learning materials which recur the vocabulary items benefit the pupils acquire and master the language skills with ease. In schools functioning under Kerala educational

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act and rules, English language is being introduced from the first standard onwards. Thus, the pupils get opportunity for learning English language at an early stage itself. In secondary schools, the condition of English language is very pathetic. The major reason behind the drawback is lack of proper and appropriate supportive learning resources which can support students get motivated and involved in the process of learning by themselves enthusiastically and with confidence.

Moreover, majority of teachers are often unprepared to adopt innovative, creative, and effective teaching methods in secondary classes, which are crucial for enhancing students' language performance. Though several books and source materials have been prepared by various agencies, students are not utilising them effectively. One of the reasons for this may be that the materials prepared may not be in tune with the requirements of the students or motivative in nature.

Mastering a language means achieving communicative competence that includes fluency, accuracy, appropriateness and so on. It has been proved that grammar teaching or even knowing grammar rules need not lead to correct language use. This is so because an average Indian learner does not get enough exposure to English to internalise its rules as a native speaker would. In order to overcome the drawbacks, encounter in the present text book, remedial measures have to be taken.

The qualified English teachers, innovative experiments in pedagogy, IT-enabled infrastructure facilities etc have accelerated the standard of English language acquisition of secondary level students in Kerala. But the capacity of the children to perform in the target language as we envisaged has yet to be satisfied.

Teachers are conceding the textbook and the activities they are providing related to the lessons do limit the pupils in the process of language acquisition. Moreover, students are too much dependable to teachers for the comprehension of the passages in the lessons. At present productive skills such as writing and speaking cannot be ensured in the classroom.

Currently, the teacher provides situations, contexts and shows images to explain the meaning of the words. But the contextual use of the words is not ensured for their future use in real situations. Once we learn a word it should change from passive vocabulary to active vocabulary by its intermittent usage. The way we learn a particular word is important for its recovery when time demands. The number of words a secondary student learns is tremendous and more than enough for effective communication. But in reality, at present, even an average student at secondary level is not proficient in English language even though he/she has come across myriads of words during their academic time.

### **Need and Significance of the Study**

It is a fact that teaching of English language in our schools has been a subject of criticism. While learning a language, the learner needs opportunities to develop the four language skills – Listening, Speaking, Reading and Writing. The importance of vocabulary for the acquisition of a language is indispensable. Krashen (1989), McGinnis (1982) and Smith (1982), Pittelman (1991), Heimlich (1991) have pointed out the importance of vocabulary. According to them vocabulary is the requisite for language learning and without the basic vocabulary none can understand written and spoken language. Crow (1986) also claims that the difficulty faced by second

#### *4 Introduction*

language learners is not the issue in understanding the concept but the words that represent the concept is the problem. Howell and Morehead (1987) also substantiate the same thought. McCathy (2014) found that lexical knowledge helps in reading comprehension.

In skill-based approach vocabulary was taught in isolation and in a de contextualised way. It gives importance to structural analysis, morphological analysis and definitions. Whole language approach claims vocabulary is taught through contexts and natural situations. A comprehensive approach propagates that neither direct instruction nor context alone is adequate for vocabulary.

The methodology which is implemented in the classroom is to be redesigned in accordance with diverse needs of the learners. The learning activity for vocabulary acquisition should be motivational and self-directing in nature. Effective learning occurs only in the learner's cognitive surroundings of life related experiences, disposition and knowledge. Acquisition and performance in language could be ensured only in a learning context of learner autonomy and performance context of real life or life like situations.

The pedagogy of English as Second language in Indian classrooms have been designed on the theory of constructivism. The constructivist classrooms demand learner involvement in skill- based tasks. Even then the role of the facilitator in creating a language rich environment is the determining factor. The principle of individualized teaching or self- learning cannot be practised in the crowded classrooms, especially in the Kerala context. The development and integration of ICT resources could not upgrade the situation remarkably when language use by every

learner is the parameter for successful teaching-learning process. Further, implementation of the methods and strategies of Constructivist approach suffer from many factors which are related to the learners, learning environment, resources and even socio- economic conditions. Acquisition of vocabulary of the foreign language becomes time consuming process through the receptive skills of Listening and Reading and through the productive skills of Speaking and Writing. Realization of the process and product objectives of discourse based pedagogy does not guarantee the development of a rich repertoire of vocabulary for performance in the language. The learning outcomes based on performance in the target language is possible through developing vocabulary. By exposing the individual learner to a variety of authentic natural situations as in the Corpus based may be successful in this context. This led the investigator to experiment with the discourse based constructivist approach and linguistic corpus based approach on performance in English among secondary level students. Standard VIII has been identified as representing Secondary level in Kerala level of Malayalam medium standard VIII students.

### **Statement of the Problem**

The research problem is titled as, Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala. The pedagogic strategies based on constructivist approach in ELT in the classrooms of Kerala have not yet proved to be successful in achieving the aims of learning English as second language. The increased emphasis on learner autonomy and advanced techno pedagogical knowledge demand contextualised enhancement in ESL classrooms. Corpus based approach puts forward pedagogic strategies which could cater to the demands of 21<sup>st</sup>

century English pedagogy. Corpus based approach implements linguistic corpora which is a repertoire of most frequently used vocabulary and grammatical items. The effectiveness of the approach will be studied by comparing it with the effect on performance in English when the constructivist approach is followed.

### **Operational Definition of Key Terms**

#### **Effectiveness**

Educational effectiveness is concerned with whether or not a specific set of resources has a positive effect on achievement and if so, how huge this effect is (Peterson et al., 2010)

#### **Corpus based approach**

In this study, the Corpus-Based Approach means using real examples of language from the British National Corpus (BNC) to teach vocabulary in the classroom. Students explore concordance lines to see how words are used in real contexts, notice patterns, and guess meanings with teacher guidance. This approach makes learning active and discovery-based, helping learners understand word use, think critically, and apply vocabulary accurately in communication.

#### **Performance in English**

In this study, Performance in English refers to students' ability to use the target vocabulary accurately and appropriately in classroom tasks such as writing short paragraphs, answering comprehension questions, and taking part in guided discussions. Their performance is measured using a rubric that assesses word usage,

grammatical accuracy, contextual understanding, and clarity of expression. It reflects how well students can apply the vocabulary learned through the corpus-based approach in meaningful communication.

### **Standard VIII students in Kerala**

Students studying VIII standard of General Education system in Kerala.

### **Variables in the Study**

In the present study corpus-based approach and constructivist approach are considered as the independent variables. The dependent variable is the student's performance attributable to the influence of the independent variables.

### **Objectives of the Study**

#### **Major Objective**

1. To compare the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students.

#### **Minor Objectives**

1. To find out the problems in realizing the learning outcomes of vocabulary in English language in secondary schools in Kerala.
2. To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.
3. To develop modules based on Corpus Based Approach for Standard VIII students.

## 8 *Introduction*

4. To find out the effect of Corpus Based Approach on performance in English of Standard VIII students.
5. To find out the effect of Constructivist Approach on performance in English of Standard VIII students.
6. To collect reflections of English teachers on the self-developed Corpus Based Modules to teach English in Standard VIII.
7. To collect opinions of standard VIII students who experienced the Corpus Based Modules.

### **Hypotheses**

1. There are felt problems for the teachers in realizing the learning outcomes of English Language in secondary schools in Kerala.
2. There is no significant difference in the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students.

### **Research Methodology**

The methodology section outlines the design, sample, tools, and statistical techniques used for data analysis in this study.

### **Method**

Experimental research was employed for the study, aligned with the research objectives.

## **Major Objective**

To compare the effectiveness of corpus-based approach and constructivist approach on performance in English of standard VIII students

## **Methodology**

The methodology for data collection, analysis, sample and tools are outlined as follows:

## **Design of the study**

The experimental methodology administered in this study was intended to provide answers to the major research objective to find out the effectiveness of corpus-based approach on performance in English of standard VIII students. The study administered a pre-test post-test non-equivalent group design. Designing and administering a performance test giving weightage to all the language skills such as Listening, Speaking, Reading and Writing was the fundamental step to realise the major objective.

All students in both groups were required to complete the performance test, pre-test, and post-test that were included in the design. While the post-test measures the treatment's immediate effect, the pre-test serves to determine and demonstrate that the two randomly allocated groups were comparable before the intervention. First, two groups—the experimental group and the control group—were chosen at random by the researcher. While the control group was taught the same lessons with target vocabulary using a traditional method, the experimental group received lessons using a corpus-based approach and the BNC Corpus (British National Corpus) to improve their learning experience. To assess the performance level in English before and after

treatment, the researcher created and administered a performance test, validating with the consultation of a subject expert, to all experimental and control group students as a pre-test and post-test. The result obtained from the performance test as pre-test and post-test were compared employing appropriate statistical techniques.

Even though, the study was experimental two interviews and one survey were also conducted as part of the study to support the major objective. Interview was conducted with practising English teachers for minor objective I to realise the existing practices and problems in English language teaching. The second interview was with English teachers and resource persons in Kozhikode district who had participated in the corpus-based training programme conducted as part of the study for objective 6 to collect their reflections on corpus-based module. The survey was administered with the samples in the experimental group for minor objective 7 to collect their responses after the experiment.

### **Sample**

The total sample for the study constituted sixty five students, with thirty one students in the experimental and thirty four students in the control groups from Government Vocational Higher Secondary School Omanur in Malappuram district, Kerala. This school, located in a rural area, was chosen to represent secondary school students in the study. The medium of instruction in both the classroom groups was Malayalam.

### **Tool**

Performance test was constructed to compare the level of performance of control group and experimental group.

## **Statistical techniques**

The statistical techniques employed to compare the effectiveness of corpus-based approach and constructivist approach are:

- 1) Measures of central tendencies – Mean, Median, Mode
- 2) Measures of dispersion –Standard deviation.
- 3) Skewness
- 4) Kurtosis
- 5) Test of significance of difference between means t-test.
- 6) Paired t-test

## **Methodology Based on Minor Objectives**

### ***Minor objective 1***

To find out the problems in realizing the learning outcomes of vocabulary in English language in secondary schools in Kerala.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** The method used for data collection was interview.

**Sample.** To identify the practices and difficulties faced by English language teachers in Kerala, the researcher conducted interviews with a representative sample of 35 teachers across the state.

**Tool.** An interview schedule was used to identify the current practices and classroom difficulties of secondary school English teachers.

***Minor Objective-2***

To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.

**Methodology.** The methodology adopted for data collection and tool construction is described in terms of

**Method.** The method followed was document analysis.

In order to choose the target vocabulary for the experiment, the researcher analysed two units of the Standard VIII English textbook. Sixty three new words were identified as a result of the analysis. A linguistic corpus was developed by the researcher to teach the target vocabulary items.

**Sample.** Two units of text book

**Document.** Standard VIII English textbook

***Minor objective-3***

To develop modules based on Corpus Based Approach for Standard VIII students.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** The method followed was document analysis

Two units in the English textbook were used for developing corpus based modules.

**Document.** Standard VIII English textbook

***Minor objective 4***

To collect reflections of secondary school English teachers on the self developed Corpus Based Modules to teach English in Standard VIII.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** Interview was used to collect secondary school English teachers' reflections on corpus-based modules.

**Sample.** The researcher randomly selected 24 English teachers in Kozhikode district to collect the reflections on corpus-based modules.

**Tool.** Interview schedule was employed to conduct the interview.

***Minor objective 5***

To collect opinions of standard VIII students who experienced the Corpus Based Modules.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** Survey was administered to collect standard VIII students' reflections on corpus-based modules.

**Sample.** The researcher used the experimental group with 31 students to collect the reflections on corpus-based modules.

**Tool.** Opinionnaire

### **Delimitation of the Study**

Corpus based module was developed and experimented only for standard VIII students excluding other classes. The study was limited to schools only in Kerala and it cannot be generalised due to the potential difference in region and curriculum. This approach was integrated to the existing curriculum and proposed learning outcomes since the treatment cannot be for a prolonged period doubting nurturant effects. Performance in English alone was compared for the two treatments.

### **Scope and Limitations of the Study**

The third-generation problem in Kerala education scenario is ensuring equitable quality education. It is the right of every child enrolled in the school to access quality education. Although English, the world language, is given due importance in school education, it is understood that the level of performance of children in the language does not correspond to the weightage given to the language. In this context, an innovative learning method based on Corpus Based Approach may be capable of making children proficient in English according to their level. The main purpose of the study to develop a linguistic corpus and experiment its effectiveness on the performance in English of standard VIII students. The linguistic corpora and corpus-based modules integrate numerous vocabulary activities to foster the language performance of the learners. The learners are exposed to numerous real-life authentic contexts to explore and analyse word meaning, the sentence pattern, word usage and collocations facilitating learner autonomy and independence.

A performance test has been developed to serve as pre-test and post-test.

It has not been able to give importance to all the micro skills of the language.

## **Organization of the Report**

Following the completion of the investigation, a comprehensive report with five chapters has been presented.

Chapter 1 consists of an introduction to the study focussing the various facets of teaching of English in secondary schools in Kerala, need and significance of the study, the objectives, hypotheses and methodology and lastly delimitations and the scope and limitations of the study.

Chapter 2 depicts a detailed account of the theoretical premises regarding the historical overview of approaches and methods in English language teaching in the Indian context, major theories used in the study viz. corpus-based approach and constructivist approach. The second half of the chapter presents a summary of related studies that paved the way to the current investigation.

Chapter 3 explains methodology, design, samples selected, tools and techniques, objectives and hypotheses of the study in detail. Procedure of development of linguistic corpora and corpus-based modules are also detailed.

Chapter 4 presents a detailed analysis and interpretation of the data.

Chapter 5 offers a short summary of the study and also presents major findings.

Chapter 6 presents educational implications and recommendations of the study.

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## Chapter II

# **REVIEW OF RELATED LITERATURE**

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- Theoretical overview
- Review of related studies

## **REVIEW OF RELATED LITERATURE**

In a multilingual country like India English is a second language however, it is a foreign language throughout the rest of the world. Around the world, new developments in English teaching and learning methodologies are taking place. Nowadays, a substantial section of the world's population studies English as a foreign language (EFL) or as a second language (ESL). Compared to native English speakers, this group is expanding more quickly. English has become a second language in India due to its importance both domestically and internationally as a language of education, knowledge, communication, trade, business, commerce, science, and technology, as well as a window into the contemporary world. As a result, English language teaching is becoming increasingly important. Any subject teacher who instructs pupils in English has also taken on the responsibilities of an English teacher, who must meet the particular needs of the students in an ESL or EFL classroom.

### **Status of English**

It is a broad phrase used to describe people for whom English is not their first language (ESL). In order to highlight the fact that they are not natural speakers of the language, ESL speakers are also occasionally referred to as NNS (non-native speakers) (Allen, 2017). According to the Cambridge Dictionary, ESL refers to teaching English to individuals whose primary language is not English and who reside in a nation where English is the official or primary language. It implies that in a nation like India where English is not the primary language but is widely used.

Additionally, ESL students have historically been defined as pupils who are not native English speakers. As English is third or fourth language to some people the term "second language" can appear inaccurate in many situations. The phrase "Teaching English to Speakers of Other Languages" (TESOL) has been adopted by a number of people and organizations to more accurately convey the underlying linguistic reality. Additionally, the phrase "English as an Additional Language" (EAL) is used in a number of contexts. In the United States of America, for instance, the term "English Language Learner" (ELL) has become more widely used.

For those who do not speak English as their first language (L1), ESL also refers to specialist language teaching techniques. For instance, EFL, ESL, and TESOL emerged following World War II. In Britain, ESL and EFL were categorized under English Language Teaching (ELT) until the 1960s, when there was no significant difference between them. Generally speaking, nations can be categorized according to whether English is their first language, second language, or foreign language. ESL is fundamentally related to the 'Outer Circle' of linguist (Kachru, B,1985). He has divided the English-speaking nations of the world into three concentric circles:

1. Inner Circle: Great Britain and Ireland, the United States, Canada, Australia, and New Zealand are the countries where English has historically been the most widely spoken.
2. Outer or Extended Circle: These nations reflect the earlier adoption of English in non-native settings, where it is used as a second language in a multilingual society and is a part of the nation's top institutions; Singapore, India, Malawi, and fifty other territories, for instance.

3. Expanding Circle: This comprises nations like China, Japan, Poland, and an increasing number of other governments that demonstrate the value of English as a global language while having no colonial past and no particular official standing for the language. The circle that is most affected by English standing around the world is the one that is growing. English is mostly utilized as an international language, particularly in the fields of commerce, science, law, politics, and academia.

### **English as a foreign language**

In many regions of the world, English is also a foreign language. English may be considered a foreign language in a nation where it is neither the dominant nor the native tongue. It indicates that although English is taught extensively in schools and universities, it has little role on social or national affairs. Students and location are two areas where ESL and EFL differ from one another. English is used for communicative purpose in the country when it comes to English as second language. ESL instruction is commonly provided to students in English-speaking nations. Conversely, EFL is taught to students in a foreign nation where English is not the primary language. Additionally, in order to satisfy the needs of ESL and EFL students, ESL and EFL teachers may use various teaching methods. An EFL teacher may incorporate a number of oral tasks into their teaching manuals because EFL students are likely to have less opportunities to speak English. ESL teachers, on the other hand, might concentrate on language performance in general.

ESL students acquire the language in an environment where English is spoken outside of classrooms. In order to understand and converse in English outside of the

classroom, the student is learning the language. An EFL learning environment is one in which the student learns English in class while still using his or her native tongue outside of it.

### **English language teaching**

Children acquire mother tongue naturally as they are motivated to meet the basic needs in life. But in the case of second language they can live even without mastery in this language. Learning a second language, however, is a different matter. For this reason, classroom activities need to offer encouragement and adequate opportunity for language practice.

The overall educational goals of teaching a second language vary from country to country. The development of logical thinking, students' self-awareness and maturity, an appreciation of literature and culture, and communication with individuals from different countries are some of the objectives of language learning. Children naturally acquire their mother tongue as they are incessantly exposed to a language rich environment. However, learning a second language requires deliberate effort. Most pupils prefer classroom instruction when learning a second language. The factors that affect the process of learning a second language include attitude, self-confidence, motivation, duration of exposure to the language, environment, classroom settings, availability of qualified teachers, and family background. Enabling the students to use a language in their real-life situation is the aim of teaching any language. The process of teaching a second language primarily involves assisting students in selecting appropriate words in the appropriate situations. L2 learning is substantially depended on the method incorporated in the teaching learning process.

Students are frequently provided English lessons in ESL classroom, which makes them more comfortable at school and enables them to interact with their peers in an efficient manner. Their language exposure may influence their language performance, students need to be frequently exposed to English-rich environment on a regular basis. English is frequently taught in many EFL and ESL programs in a traditional way. Students need to be exposed to the language as often as possible. EFL and ESL students must have ample opportunity to study in the classroom if they are not given opportunities to practice their language abilities outside of it.

### **Concept of Vocabulary**

Language is a means of communication made with text that conveys meaning. In school, learning a language means learning its vocabulary. Vocabulary plays an important role in language, in that vocabulary can make a language meaningful. Broad and in-depth knowledge in vocabulary is important to become a fluent second language speaker. Lack of vocabulary has a profound impact on fluency of spoken and written language (Hedge, 2000).

Moreover, Setiyadi (2006) stated that structure and vocabulary are the heart of foreign language learning. Vocabulary is essential in learning a language, because in order to master a language, we must master its vocabulary. Kriedler (1998) stated that in modern language teaching, vocabulary learning no longer consists of memorizing list of words in isolation, but words to be presented in meaningful contexts and practice in appropriate patterns is necessary.

According to Aitchison (2001), vocabulary is a set of words that a person or other entity knows or is part of a particular language. It is impossible to learn a language without words or vocabulary (Rivers, 1981). It showed that people cannot do anything in communication unless they know the word or vocabulary.

Teaching vocabulary has an important role in English teaching to improve effectiveness and efficiency, and teachers must not only understand the difficulties of student vocabulary but also employ some useful strategies and techniques. Only in this way will we be able to improve the students' language and communication skills. Vocabulary is one of the keys to learning English because vocabulary teaching is a way to develop the English ability of the learners. Definition of technical or unfamiliar terms in texts involves more vocabulary development than teaching. Students need a number of encounters that have the words in meaningful contexts. We need to understand how words are learned in non-instructional contacts through conversation and reading.

### **The importance of vocabulary**

Krashen and Smith (1981) have pointed out the importance of vocabulary. According to them vocabulary is the requisite for language learning and without the basic vocabulary none can understand written and spoken language. Crow (2014) also claims that the difficulty faced by L2 learners is not the issue in understanding the concept but the words that represent the concept is the problem of adult L2 learners. McCarthy (2014) found that lexical knowledge benefits in reading comprehension.

## **Theoretical Overview**

### **Historical overview of methods and approaches of teaching English language**

#### ***Structural approach***

Every language has its structure. In the structural approach, meaningful words are used in a particular order. Different arrangements of words are known as structures. This approach aims to develop four basic skills: Listening, Speaking, Reading and Writing. The fundamental principles of this approach include learners must develop habits of the English language patterns, learners' activities are more significant than the teacher's, oral work serves as the foundation for the development of other language skills, English structures are mastered, structures must be learned, practiced, and retained, dramatization is used to create meaningful situations in order to teach language skills, and the teacher teaches one language item at a time.

It enlarges the vocabulary of the students and develops speaking skills transforming the classroom activities interesting and natural. It enables the students to acquire about 3000 root words to make their communication more effective. Vocabulary control and grading are an essential feature of this approach. Pattern drill, substitution drill, repetition drills and questions and answers are used in the classroom. This approach has numerous advantages, including accuracy improves through controlled practice of structures, which are taught using the concepts of selection, gradation, language patterns, and sentence types. As a result, a great deal of time is saved. English is taught in relevant circumstances and speech is valued.

It is effective for beginners as it emphasises strong grammatical foundations and oral fluency. As language is a matter of creativity it has certain drawbacks; learners' LI is not used in teaching and learning. Language drills and repetitions are mechanical, and teaching a small set of structures may limit the learner's ability to use the language. Teachers should have a solid understanding of linguistics, particularly syntax, in order to teach English utilizing the structural approach. The stress of oral labour is excessive. The repetitive exercises make the class room monotonous and lack meaningful communication focussing on sentence and vocabulary.

### ***Grammar translation method***

The first concepts of language teaching are based on the teaching of Latin. Since the 16th century, European vernacular languages have been studied as foreign languages (FLs). Once they were school subjects, they were taught the same way as Latin – by grammar and translation method. Grammar-translation has been the dominant method for many centuries. This is best for teaching classical languages (Latin and Greek). The student's mind must be trained in language analysis, models and complex grammar rules in order to learn to read, translate, and write similar texts. In the early nineteenth century the primary aim of learning a foreign language is to read the literature in the target language.

The main tenets include emphasizing reading and writing, using L1 when instructing, teaching grammar deductively, encouraging rote learning, using grammar drills and translation, emphasizing "form" over "content," evaluation on text translation, and using textbooks as the only teaching-learning resource. This method highly focussed on reading and writing, grammar rules and syntax, and vocabulary

memorisation. Translation exercises, drills and written exercises were the techniques used in the classroom. The main focus was on grammar rules and sentence structure. It was easy to implement with a minimum requirement of the materials. There was no systematic way for selection and teaching of vocabulary. Language was taught through bilingual word list, dictionary learning and memorisation. This approach has several important benefits, including the use of L1 by both the teacher and the student for instruction and learning, the learner's clear comprehension of new words through translation, the teacher's lack of need to aim for accuracy, and adherence to the philosophical principle of known to unknown. As a result, the students grasp the material with ease, the instructor is at ease because she needs to exert little effort, and the instructor can assess the students' understanding with ease.

Notwithstanding its benefits, this approach has its own drawbacks. It does not increase oral fluency and it is boring and uninteresting because students must memorize words and rules. Moreover, it does not boost their confidence as the learners are not restricted in using L1 in class as a result, the language they learn is disconnected from everyday situations. As it solely concentrates on reading and writing the learners are unable to use English in everyday conversations. Contextual use of words was neglected selecting isolated examples and sentences. It failed to ensure real life communication exposure with limited Listening and Speaking practices.

### ***Direct Method***

By the end of the 19th century, the opposition to the grammar-translation method had become so strong. Their general philosophy is based on the belief that

they learn a language, not through the mother tongue, but through the direct association of foreign words to the objects and activities they refer to. New methods were called using the general term - direct method. Teaching in the target language is one of the concepts that underlie this approach. The learners' mother tongue or native language is neglected and everyday vocabulary and sentences are prioritized during instruction. The lesson's teaching materials are presented orally in the form of questions and answers. Vocabulary is taught using illustrations, or demonstrations and association techniques while, grammar is taught inductively to ensure the active participation of the learners. It advocates direct association of words and objects and enable the children to think in target language. The main advocates of this method are Gouin, Franke and Berlitz. They suggest the use of pantomime, pictures and demonstration as better techniques for strengthening students' vocabulary learning and recall. The induction of FL as a medium of instruction and phonetic development as a discipline at that time stimulated the importance of pronunciation. Reading was encouraged so as to guess meaning from the context. Native language was strictly prohibited in the direct method classroom. Emphasising practical language skills this method promoted fluency and confidence. However, this method solely depended on the highly skilled teachers with strong command in the target language.

### ***Audio lingual method***

Audio lingual method was originated from army specialised training programme during the second world war. This method gives importance to Listening and Speaking similar to direct method. In the 1920s and 1930s, with the rapid development of technology, social change, and new communication needs, verbal

skills took precedence over written skills. The method was inspired by the insights developed by structural linguists (e.g., L. Bloomfield) and behaviourists (e.g., B. F. Skinner). The fundamental ideas of this approach centred around various principles such as grammar structures are taught first followed by vocabulary, rules are taught using examples, mistakes are corrected promptly, teachers serve as role models for language usage, language is learned contextually, and language is learned using the natural order of Listening, Speaking, Reading, and Writing.

The descriptive approach to language is coupled with the belief that language learning is a culturally and socially determined function of habit formation. This has given rise to new ideas about teaching FLs based on the factors the importance of speech over writing and the supreme authority of the native speaker. Some pedagogical experts of the time highlighted the visual element (mostly in the form of imagery), using it as a carrier of meaning and context. This trend led to the development of the audio-visual method. Another structural-based method has been popular in some parts of Europe for decades. Audio-Visual Global Structural (AVGS) method developed by Petar Guberina of Zagreb and Paul Riven of St. Cloud. This method is based on the assumption that a foreign language is best achieved when it is presented to global language structures (parts of a language) using simultaneous auditory and visual stimuli. As it is based on a sound theory of language acquisition it is simple and effective for teaching a large class of students emphasizing speaking and Listening skills using visual aids placing focus on proper pronunciation and structure.

Language was taught through oral imitation, memorisation and drills concentrating Listening and Speaking. Teaching vocabulary was given less

importance hence students concentrated more on structures. No particular method was used to learn vocabulary considering learning a language automatically benefit vocabulary acquisition. It is good for beginners to develop oral skills promoting fluency and pronunciation. Being a behaviourist method ELT practitioners and academics have ignored this kind of learning. Communicative competence and the four fundamental skills are not given equal weight. "Form" is valued more than "meaning" thereby, pattern practice, drilling, and memorization are mechanical in nature disregarding the organic and functional aspects of the language.

### ***Situational approach***

The situational approach suggests that all language items whether it is structure or word cannot be applied in the isolate. Words and structures are used in a particular situation or context outside the classroom. Situations are created in the classroom by using maps, pictures, various objects and other language activities. The fundamental ideas of the situational approach support the principle language learning is habit formation. They suggested language skills are taught orally first, then in writing and errors should be avoided. New words are introduced providing opportunities to associate the meaning of new words with similar situations. Language materials are used to create appropriate situations in which vocabulary and language items are continuously repeated and the teacher poses questions related to the created situation and provides answers.

According to this approach, English is taught creating a link between the new words and the situation they encounter while they use their mother tongue. Words are graded in accordance to the frequency, usefulness and teachability. As the words are

introduced incidentally students get the opportunity to connect the meaning of new words with their real-life situations. Contexts related to their personal life make the learning process interesting and motivating. PPP (Presentation, Practice and Production) model is used in situational approach to ensure accurate use of vocabulary. Structures are presented through conversation or any other activities and practised employing appropriate drills. Ample room for free use of the structure is given at the end. Although, this method lacked emphasis on grammar rules and heavily relied on teachers' creativity.

### ***Humanistic approach***

Humanistic approaches stressed the effect of influential factors such as attitude, motivation or language anxiety in language teaching. Many methods based on humanistic theories became popular in the 1970s. Community Language Learning (CLL) (or Counselling Learning) is based on the work of Charles Curran, who believes that group harmony and trust between teachers and learners are guaranteed by the desired emotional climate. Self-expression, creativity and safe and supportive environment are important learning factors. In this approach teacher is considered as a facilitator providing conducive environment for collaborative learning. Reflective exercises, role play and dramatization are the techniques used for the learners. Reducing anxiety and stress it enhances retention through meaningful learning. Relying heavily on teachers' skill it may not appropriate for all learners.

### ***The natural approach***

The natural approach was designed by Krashen and Terrell in the early 1980s. This method sometimes reflects the so-called second-language acquisition tradition, which is based on Krashen's monitor theory. The advocates emphasised instruction on communication believing the natural progression of the stages of speech development (yes/no responses, one-word answers, lists of words, short phrases, and whole sentences). The main principle of this method is that the acquisition of any language is an unconscious process, which is equivalent to first language acquisition. Negative emotions impede the natural process of acquisition. The high affective filter can cause serious problems and the teacher must take this into account. Within a naturalistic approach, teachers should provide comprehensible input to the learners which is slightly above the current ability of learners. The focus of the classroom activities should be on the meaning, not on the form, and the classroom environment should be positive so that the filter is low. Vocabulary is key to comprehension and oral production so the teacher uses the same vocabulary over and over in various occasions to get the expected result. Showing actual objects, models, pictures and charts related with the meaning of the word teacher can provide direct experience to the learners.

As this approach supports natural language acquisition it reduces language anxiety and encourages communication. However, it delays language production as the learners are not required to speak immediately and grammar may not be learned in the order of difficulty throughout language acquisition.

### ***Communicative approach***

Communicative approach is a newly emerged approach in English language teaching. Communication is the prime concern of any language. It gives importance to the accuracy and suitability of the language use than the structure. Opportunities are provided by conducting discussion, debate, literary and cultural activities. Emphasising the role of vocabulary, the advocates of this approach believed acquisition of vocabulary is the great challenge and responsibility of a learner. They proposed to include useful vocabulary in the text books than the targeted vocabulary. It focussed on learner centred instruction, authentic materials and task-based learning. Moreover, it develops practical language skills promoting social interaction and fluency of the language. Inability to ensure active participation in large class is the main drawback of this approach.

### ***Silent way***

Gattegno's silent way is based on the belief that the learner must be focused on the learner, because the inner state of the learner is of great importance. This method uses a coloured stick that not only helps the teacher to speak very little but also allows the learner to speak too much. This method focusses on meaning and communication, learner autonomy and teachers' silence minimising the teacher intervention allowing the learners to take their own responsibility. Contextual learning, discovery learning, peer interaction and use of visual aids are emphasised in the classroom. Creating collaborative learning environment, it promotes learner independence to enhance critical thinking and deep understanding. Nevertheless, it requires skilled teachers and also challenging for all levels of learners.

### ***Suggestopedia***

Suggestopedia is based on the idea of holistic learning. Lozanov, the founder of the method, says that learning can be achieved by bringing learners to a deeper state of relaxation. This can be achieved by rhythmic breathing, Listening to FL lessons, and synchronizing with specific music that activates relevant parts of the left hemisphere of the brain.

It focusses memorisation of target vocabulary and its translation to the mother tongue. This method provisions for vocabulary building providing various contexts. It is a system for liberation from the negative concept of the difficulties of learning. All the physical surroundings and classroom atmosphere are set for making the learners comfortable and confident to uncover the hidden powers of the mind. The functional aspects of language are emphasised providing sufficient space for Listening with the support of background music. This method ensures faster vocabulary acquisition and high retention due to relaxed and engaging environment. Despite that, it requires costly classroom set up and make it impractical.

### ***Total Physical Response***

Asher's Total physical Response is based on insights from the first language acquisition which begins with a latent period before speaking. During this period, learners are exposed to a lot of understandable inputs and they are able to prove their comprehension by performing commands given by the teacher. In TPR wide range of language items are used instead of a particular vocabulary group. Comprehension skill is emphasised arguing Listening should precede other language skills. The advocates

believe that brain and neuron system are biologically programmed to acquire the language. Lessons are developed around grammar particularly around the verb and taught through inductive method. "Meaning" is at the centre of a lesson leaving speaking to the later stages of learning. Learners can respond to the teacher in L1 during this time. Learners are left with enough time to acquire speaking skills through Listening language fluency. As a result, teachers are in complete control of selecting the Listening input and students acquire vocabulary through appropriate commands based on verbs, and teachers are free to employ additional strategies in addition to TPR. Engaging and interactive sessions ensure high retention of vocabulary items. But it is limited for beginners and may not be effective for advanced learners.

### **Constructivism**

Constructivism is a learning paradigm that highlights how students actively build their own knowledge and understanding through experience and introspection. It denies the conventional "transmission" in which instructors impart knowledge to be retained. Constructivism promotes the notion that learning is a meaning-making process in which information is produced rather than acquired. Constructivism is a theory that has its roots in the writings of Piaget, Dewey, Kant, and Freire. It emphasizes that learning happens when students analyze, think about, and act on their experiences. Constructivism views the learner as an active participant who creates meaning and not as a blank slate to be filled with knowledge.

Constructivism's theoretical underpinnings are found in social and cognitive learning theories. To know is to act on and transform the object—knowing is created

through active engagement with the environment. As they come across new experiences, learners constantly alter their mental models. Vygotsky (1978) developed the idea of social constructivism, emphasizing that education is fundamentally a social process influenced by communication, teamwork, and cultural background. Gardner (1979) and Bruner (1961) also backed up the idea that interaction, problem-solving, and discovery are how understanding develops. In order to empower both teachers and students, Freire (1970) expanded this concept to the social dimension of education by asserting that instruction needs to be linked to real-life situations and experiences. Montessori also placed a strong emphasis on student autonomy via practical investigation and learning. Collectively, these scholars laid the groundwork for constructivist education, which emphasizes social interaction, introspection, and active learning.

Constructivist learning environments differ from traditional ones in their key features. Traditional classrooms emphasize teacher-centred learning, textbooks predominate in the curriculum, and tests and memorization are the main methods of assessment. A constructivist classroom, on the other hand, is learner-centred and promotes inquiry, problem-solving, and teamwork among students. Constructivist classrooms encourage self-evaluation, group projects, peer learning, and independent thought. Instead of prescribing material, the instructor takes on the role of a mediator and facilitator, helping students explore ideas. These kinds of classrooms encourage transformative learning, students co-create information and gain deeper comprehension through inquiry, reflection, and exploration. Portfolios, projects, peer

evaluations, and other formative and alternative assessments that incorporate assessment into the learning process itself are valued in this approach.

Significant methodological and strategic advancements in education, particularly in language instruction, have been brought about by constructivism. Constructivist approaches include context-based learning, problem-based learning (PBL), task-based learning (TBL), and content and language integrated learning (CLIL). These approaches place a strong emphasis on learning by doing, utilizing communication from everyday life, and relating classroom tasks to real-world circumstances. Through meaningful tasks that simulate language use in everyday situations, task-based learning helps students become more fluent, accurate, and interactive. Collaboratively resolving real-world problems fosters critical thinking, creativity, and learner autonomy in problem-based learning. Constructivist principles are embodied by blended learning and ICT-based models like Computer-Assisted Language Learning (CALL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL), which combine technology and in-person instruction to foster engagement, autonomy, and collaboration.

Constructivism signifies a paradigm change from instruction to learning, from memorizing to comprehension, and from passive exposure to active engagement. It has changed the role of the teacher in all fields, particularly in language teaching, as well as classroom procedures and evaluation techniques. Constructivism equips students to think critically, solve problems, and apply information in real-world situations by placing a strong emphasis on student-centered learning, teamwork, and technological integration.

## **History of Corpus**

A corpus is “a large and principled collection of natural texts” (Biber et al., 1998, p. 4), which is compiled so that it is representative of the language in general, a dialect, or other subset of the language. Corpora may contain language based on written texts, transcribed speech, or both. These texts are stored electronically, and then analyzed using computer software programs called concordance generators, concordancers, or, generically, concordancing software (Tribble & Jones, 1990). These collections are often created to represent specific language varieties, genres, or registers, and support researchers to study language use, patterns, and features in authentic contexts. Corpora are essential for empirical research in linguistics, providing a large-scale database of real-life language examples that support various analyses, such as syntax, semantics, pragmatics, and language change.

Corpora has been prevalent since 1960 and it has been used by dictionary makers and linguists since then. They have been collecting natural written and spoken texts of native speakers. Before the advent of computers, data are collected by using papers and organised in pigeon holes. The advent of computers made it possible to create modern-day corpora (Bennet, 2010).

The idea of corpus is not a new one. We had the tradition of collecting different spoken and written texts and analysed the word frequency also. McEnery and Wilson (2001) named it “early corpus linguistics” for all linguistic corpus based works up to 1950 before the advent of Noam Chomsky.

It was believed that the concept of corpus linguist has been left in 1950s and again started in 1980s. Some linguists like Francis and Kucera engaged with the corpus during these periods and started their work on the first computer corpus, the Brown corpus. The pioneering attempt of making a corpus was not welcomed by all linguists. Chomsky (1957) commented that language competence should be given importance rather than language performance. He opined that language learning is not a mere collection of unanalysed data and drawing of conclusions. During these decades corpora was neglected due to the controversy among the linguists. But the advent of computer made the acceptance and possibilities of corpora wider. “The 1990s can be seen as the era of large under-differentiated corpora, such as the Bank of English and the British National Corpus” (Swales, 2006).

### ***Types of Corpora***

For many reasons linguists make corpora in different sizes. A corpus may help to prepare dictionary as it contains millions of words and sentences. A medium sized corpus may contain transcripts of lectures and it is helpful to write books for learners (McCarthy, 2014). There are different types of corpora i.e. Written, spoken, parallel and learner corpus. Written corpora draw its material from books, magazines, newspapers and other authentic written materials. It helps to understand how language is used in different registers and how it has changed so far.

Parallel corpora are described as a corpus of original text and its translation to other language. It may be monolingual and bilingual. It is helpful for comparative study and to understand specific cultural differences. It is beneficial for language teaching also (McEnery & Xiao, 2007).

A spoken language corpus is defined as “any collection of speech recordings which is accessible in computer readable form and which comes with annotation and documentation sufficient to allow re-use of the data inhouse, or by scientists in other organizations” (Gibbon et al., 1997).

Spoken corpora is collected from phone calls, conversations, tv shows etc. in real life contexts. Transcripts of phone calls, business meetings, and tv shows are included in the spoken material.

Learner corpora is defined as the collections of electronic texts prepared by the second language users. It is used for teaching foreign language and second language and it can be easily analysed.

### ***Corpus Linguistics***

The emergence of technology has affected all the spheres of human life. As a result, it has made a remarkable change in the field of education also. By using database of corpora, language can be analysed and interpreted. Thus, language learning has become more effective. “Corpus linguistics came into being when it was first considered that language was something observable” Sinclair (1997, cited in Yusuf, 2009) believed that language cannot be invented; it can only be captured. Corpus linguistics is defined as a study of language through corpus based research, but it differs from traditional methods as it studies authentic language in use. Corpus linguistics analyses corpora which are collections of “real life” written texts or recordings of speech (Gajic, 2010). According to Farr, it is an approach and has been used in many disciplines: e.g. dialectology, lexicography, sociolinguistics, language

materials development, language therapies, speech technology, forensic linguistics, literary studies, language change and evolution and grammar research. Granger (2002) defined it as a linguistic methodology founded on the use of electronic collections of corpora. According to Granger (2002), corpus linguistics is neither a new branch of linguistics nor a new language theory; it is a powerful methodology. “Corpus linguistics is one of the fastest-growing methodologies in contemporary linguistics” (Gries, 2009). Corpus linguistics has been supposed as a sub-field of linguistics like the other areas of linguistic studies in sociolinguistics, pragmatics, semantics, syntax, and the like. Moreover, it has also been applied as a methodology on research in applied linguistics and utilized as a reference tool for grammar books, dictionaries, and course books (Akban, 2011). Meyer (2002, cited in Maryani, 2011) pointed out that “because corpora consist of texts (or parts of texts), they enable linguists to contextualize their analyses of language; consequently, corpora are very well suited to more functionally based discussions of language”. Corpora enable the learner to be engaged with more realistic and authentic spoken and written texts. Until then, language analysis was felt as more time consuming. Moreover, they reveal connections between linguistic phenomena which would previously have remained hidden (Rissanen, 2004).

Corpus linguistics is also characterized as making extensive use of computers and electronic collections of texts, or corpora (Curzan, 2012). Teachers, students and researchers work on corpora to understand how language works. They can make qualitative and quantitative analysis of linguistic data to find out the frequency of

vocabulary, collocations and grammar rules. They can even compare students' written and spoken language to find out what types of errors they make (Kitao, 1994).

### ***Corpus Based Approach***

Communicative Language Teaching (CLT) arrived as the dominant paradigm for teaching second and foreign languages in the U.S. in the late 1970s and early 1980s. Because this approach emphasized exposing learners to authentic language in context and encouraged the use of inductive learning techniques. Linguists soon began to understand the overlap between the methods used by corpus linguists to discover facts about language and the principles of teaching second languages within the CLT paradigm. As a result, linguists who were also language instructors began experimenting with using corpora directly with language learners in the classroom to facilitate language acquisition.

Corpora had been indirectly contributing to language instruction through their use in the creation of reference materials and textbooks for some time before Tim Johns, one of the first advocates for giving language learners direct access to corpus data. Johns felt that learners could benefit more from corpora by becoming language researchers themselves and analysing the language data from a corpus, a technique he named "Data-driven learning" (DDL). Data-driven learning (DDL) is the use of computer-generated concordances in the classroom to help students explore patterns in the target language, and the creation of activities and exercises based on concordance output. Over the years, enthusiasm for using DDL and concordance output in the classroom with language learners has grown. The main argument being

that DDL creates learning conditions which have been found to facilitate second language acquisition (SLA) processes.

In addition to its relevance to current developments in applied linguistics, DDL also has empirical support for its use in vocabulary teaching. Viewing concordance lines has been found to lead to small but consistent gains in students' vocabulary knowledge, greater recall, and to the acquisition of transferable word knowledge compared with traditional vocabulary teaching methods, such as using a dictionary.

Corpus linguists are mainly interested in descriptive or functional interpretations of language (Meyer, 2002), and study linguistic phenomena through the empirical analysis of large computerized databases of language called corpora (corpus, sing.).

Essentially, there are two ways to directly engage second language learners in corpus work in the classroom: 1) they can be given direct access to a corpus and concordancing programme on a computer; or 2) they can be given print-outs containing the raw data, or concordance output, from a corpus.

Over the years, a significant body of research has developed which promotes the use of corpus-based activities, such as DDL, with second language learners. Many strong theoretical arguments have been made which align corpus work with principles of second-language acquisition (SLA) and place it within the communicative language teaching (CLT) paradigm. Researchers who have commented on the potential facilitative effects on SLA processes of corpus consultation by second language learners believe that the same procedures which corpus linguists use to

conduct descriptive studies of language can be taught to and used by language learners themselves to promote SLA processes. Using corpus analysis methods with second language learners has the added effect of reassigning traditional classroom roles, whereby students become linguistic “researchers”, and teachers become directors or coordinators of research (Gavioli, 2001; Johns, 2000). However, Bernardini (2002) states that “descriptive insights and research methodologies have not simply been borrowed from the descriptive paradigm, but have been adapted, reformulated, and often extended in various ways to fit pedagogic concerns and priorities”. In this newly structured classroom, students are encouraged to engage in linguistic research which involves raising questions about the target language and engaging in a process of hypothesis formation and testing of particular rules of the language, a process by which interlanguage development is thought to progress (Conrad, 2005). Furthermore, Aston (1995, 1997) argues extensively that “corpora can play a useful role in the acquisition and restructuring of schematic knowledge” (1995). His argument is that concordance lines expose learners to contextual repetition and variation of linguistic structures, promoting a process of synthesis and analysis of information on the part of the learners, which, in turn is a key to acquisition. Finally, many researchers have noted that engaging students in corpus-based activities promotes noticing or consciousness-raising (Kettermann, 1995; Johns 1991, Conrad, 2005).

In addition to facilitating SLA, corpus-based activities are viewed as being consistent with a variety of principles and learning goals within the CLT paradigm, which currently dominates the English language teaching (ELT) profession. First, concordance output exposes learners to linguistic phenomena in authentic contexts,

which learners have to analyse and categorise inductively (i.e., they must categorize the data and are thus led to discover the rules of the language on their own). Furthermore, the redefined role of the learner as researcher shifts control of learning from teacher to student, causing the classroom to become more student-centred during these activities. Finally, corpus-based activities are thought to increase learner autonomy “as students are taught how to observe language and make generalisations rather than depending on a teacher” (Conrad, 2005).

Many researchers have outlined the uses and benefits of using DDL or concordance output to teach vocabulary to second language learners (Cobb, 1997, 1999; Horst, 2019; Stevens, 1991; Thurstun & Candlin, 1998). These studies have demonstrated how to create more traditional vocabulary activities (e.g., fill-in-the-blank or matching exercises) that have the added advantage of being based on authentic texts and also exposing learners to multiple, novel contexts at one time (Stevens, 1991; Thurstun & Candlin, 1998). Researchers have also created and demonstrated the efficacy of complex online self-access vocabulary packages for extensive vocabulary study using concordance data alongside more traditional reference materials (Horst & Cobb, 2001).

In addition to supplying teachers with ideas for creating corpus-based vocabulary activities, researchers have outlined the facilitative effects of using corpus-based materials. For example, Stevens (1991) found that concordance-based vocabulary exercises can be more easily solved by learners than traditional gap-filler exercises, suggesting they should be used “if the purpose of the exercise is to reinforce

the vocabulary, as opposed to testing, and if the tendency of the teacher is to stimulate a sense of confidence and well-being in the students”

Tom Cobb’s (1997, 1999) work empirically tested the effectiveness of corpus-based techniques to teach vocabulary. Picking up where Steven’s study left off, Cobb (1997) compared the vocabulary learning outcomes of his students when new words were learned by viewing multiple concordance lines vs. a single sentence accompanied by a short definition of the word, and found that viewing concordance lines lead to small but consistent gains in his students’ vocabulary knowledge. Furthermore, in a follow up study, Cobb (1999) found that viewing concordance lines also facilitates the acquisition of transferable word knowledge, supported by the fact that these students were able to apply their knowledge of the word in novel activities and contexts.

Since much of the research has either focused on teaching vocabulary with online concordancing (Cobb, 1997, 1999) or by using concordance lines to amend the format of traditional vocabulary exercises (e.g., gap-fillers) (Stevens, 1991), there is a need for research which seeks to discover how to best design and exploit DDL activities in their purest, offline form (i.e., as raw language data extracted from an appropriate corpus and subsequently given to language learners for analysis).

DDL exploits number of key concepts in existing approaches – including, but not limited to: authenticity, autonomy, cognitive depth, constructivism, context, critical thinking, discovery learning, heuristics, ICT, individualisation, induction, learner-centeredness, learning-to-learn, lifelong learning, (meta-)cognition, motivation, sensitisation and transferability.

On the other hand, promoting active learning through exposure to “raw” linguistic data produced by concordancers helps to increase the inductive reasoning skills, enabling students to formulate rules on their own and retain them for a longer period of time. Concordancing ensures authenticity (of text, purpose, and activity) into the learning process, as students assume control of that process and their competence is built by gaining access to the facts of linguistic performance (Johns, 1991). Concordances expose the learners to notice a word in several contexts which extends the knowledge of that word and promotes successful learning (Cobb, 1999). A corpus is built from many texts, it displays words in many more situations than just the most prototypical ones that coursebook authors may come up with (Cobb, 1999). The diversity of a language can never be fully presented in a dictionary, and only few dictionaries provide sufficient amount of information about a word’s grammar or its collocations, while it takes a few seconds for a concordancer to search a corpus and give more language data (Thomas, 2003)

Corpus-based procedures create conditions for internalizing certain abstract grammatical concepts, such as part-of-speech or part-of-sentence distinctions (Godwin-Jones, 2001). Having determined these, one could reflect on the mode of use direct and indirect use of corpora in teaching. Corpora are viewed in different dimensions such as teaching about corpora, teaching the use of corpora and using corpora to teach which is said to represent the direct use of corpora, while reference publishing, materials development and language testing are indirect applications (Leech, 1991). Barlow (1996) defines and further describes three specific areas for teacher-directed corpora use:

1. Syllabus design: conducting an analysis of a corpus relevant to a purpose of a given class to obtain frequency to assist in course planning choices;
2. Materials development: creating exercises based on real examples which provide students with the opportunity to discover features of language use;
3. Classroom activities: hands-on student-conducted language analyses to elicit learner made discoveries about language use.

**Corpora in Language Teaching.** Language corpora attracted the attention of many linguists from 1987 onwards with the publication of COBUILD English language dictionary. Next year an article was published describing the implications of corpus material in the classroom (Gabrielatos, 2005). After that linguists showed their interest to conduct research in corpus based language teaching (Sripicharn, 2002; Sun and Wang, 2003; Chan and Liou, 2005; Koosha and Jafarpour, 2006; Balunda, 2009).

Integration of corpora in EFL teaching and learning made remarkable change in ideology and methodology (Binkai, 2012). Before the advent of corpora, language description is based on the native speaker's knowledge and perception of their language. It enabled to understand the usage and structures of language (Tsui, 2004). Corpora learners can understand the changes in the language with ease. Teachers can design materials and exercises in the classroom to make clear the change in language. Thus, learners interpret the changes and became researchers in the classroom. Learning process based on corpus based approach is more effective than the traditional approach (Heremans & Cuyckens, 2012).

Corpora provide variety of examples search items in its context. It doesn't give us the direct meaning of the words. The learners deduce the meaning from the real life contexts (O'Keeffe, et al.,2007). Corpus analysis is an effective tool for teaching. It provides information to teachers and students about how language is used in real life contexts. Linguistic corpora is a very useful tool for teachers. it is beneficial to prepare materials based on linguistic corpora. It provides meaningful and interesting inputs to the slow learners (Reppen, 2011). The richness of authentic materials, its interesting and motivational aspects are the main advantages of linguistic corpora (Mishan, 2004).

In past, teachers are making examples in the classroom. All the sentences made by the teachers are artificial and limited in amount also. But the role of students and teachers are changed in the classroom of linguistic corpora. Students becomes researchers. Teachers' role is changed to guide and facilitator. Students are exposed to exploring meaning from the context. They are able to generalise the meaning and understand the behaviour of the language. Data driven learning is considered as a breakthrough in the history of ELT (Basanta & Martin, 2005, 2006). Because learners are accessed to the database of unlimited authentic materials. Analysis process enable them to process sentences in an effective way. There are possibilities to listen and reflect more language aspects when the learners focus to meanings, usages and activities in the target language. The corpus data analysis is interlinked with the process of present methodology. Learners become more autonomous when they are given guidelines to observe and generalise language.

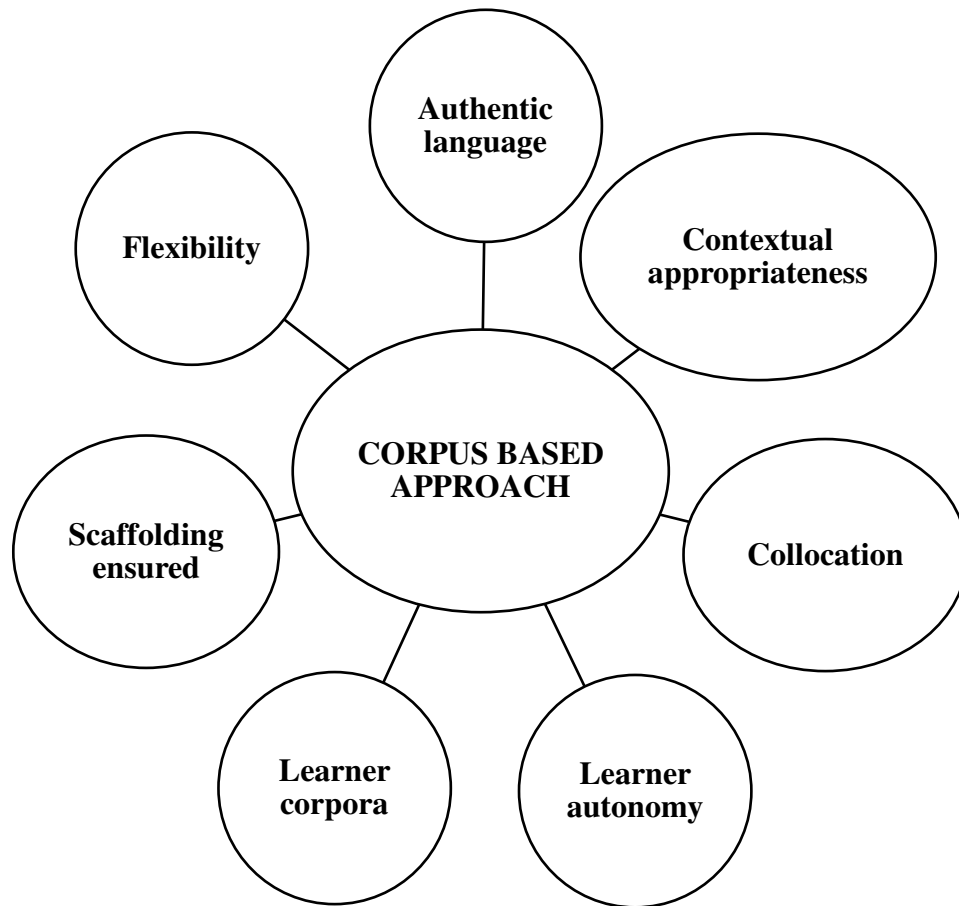
Teachers have three ways to integrate corpus to teaching. Firstly, they collect data from corpus to prepare materials and provide them to the learners to be engaged with. Teachers can use online corpus in the classroom. They can develop their own corpora collecting authentic materials. Corpus based material make the learners' expectations more effective.

Corpora does not tell us what to teach but help us to take right decisions and to clear the reasons for teaching specific features of language (Gavioli & Aston, 2001). Corpora reflects natural language. Learners can use their findings in real life situations. Corpus is used as a methodology to learn language derivations.

***Vocabulary learning in corpus based approach.*** In corpus based approach learners are exposed to authentic real life contexts to understand how words are used in different real contexts. Learners becoming lexicographers using computer technology to build their own dictionaries (Cobb 1997). Learners extract sufficient amount of concordance lines from the corpus or use paper materials prepared by the teacher. Implementing vocabulary-based concordance sheets, classroom projects and task based learning-such as filling gaps (Tribble & Jones, 1990; Chen, 2004) learners explore the contextual meaning of the words. The learners organise corpus-based enquiries to investigate the differences between words commonly confused or misused. They make predictions about the content of the text and conclude the meaning of the target word.

**Figure 1**

*Vocabulary learning in corpus based approach*



### **Review of Related Studies**

This section summarises number of earlier researches that were carried out globally and nationally to explore the effectiveness of corpora in enhancing language acquisition. The review of studies was accomplished on three related area of the study: attitude towards corpus approach, benefits on vocabulary acquisition and linguistic elements.

Sun and wang (2003) conducted a study to find out the effectiveness of inductive and deductive approach to learn collocations using concordances. Eighty-one high school students were selected as sample for the study. The inductive group

used concordance while the deductive group followed grammar rules to learn collocations. The result indicated that the experimental group performed significantly better in the acquisition of collocation than the deductive group.

Study of Mukherjee (2004) titled, "Bridging the Gap between Applied Corpus Linguistics and the Reality of English Language Teaching in Germany." The sample selected was 248 English teachers from higher secondary schools in North Rhine-Westphalia, Germany. The objective of the study was to provide a comprehensive outlook about corpus-based approach to the teachers. The representative nature of data, development of corpora and its classroom implications were introduced. The study concluded after the sessions all the teachers became aware of the approach and they were confident in implementing the same in their classes.

Study of Kobelinski (2005) examined the potentials of the use of Corpus in material designing for vocabulary learning. Thirty-two first year university students participated in the study. The control group was provided text book activities while the experimental group followed corpus materials. The result revealed the experimental group showed positive attitude towards corpus materials and excelled in solving the activities than the control group. The study concluded that the learners experience difficulties in comprehending the long authentic contexts.

Study of Lee, H. J., & Lee, E.-J (2010) explored the effect of corpus-based vocabulary tasks on the acquisition of English vocabulary. 40 Korean high school students were taken as samples. The experimental group followed corpus tasks while the control group used traditional method for vocabulary learning. After the treatment an achievement test including the word forms, usage and meaning was administered to both groups. the corpus group was highly beneficial of the corpus tasks specifically

low proficient students in the use of collocations and word forms. Survey result showed most students were positive to corpus method although some students expressed their dissatisfaction about heavy task and time consuming.

Study of Çelik and Elkatmış (2013), explored the effect of Corpus-Assisted Language Teaching on the Learners' Proper use of Punctuation Marks. The researcher compared corpus-based method and lecture method in teaching punctuation marks among Turkish learners. A total of 171 university students from the Primary Education Department were selected as samples. A pre-test post-test control group design was administered for the study. The data analysed employing an achievement test, questionnaire and a semi structured interview. An achievement test was administered as pre-test and post-test. The semi structured interview and questionnaire were also implemented to collect the responses of the samples. The result indicated that the experimental group outperformed the control group in using the punctuation marks.

In the study "The Effectiveness of Corpus-Based Approach to Language Description in Creating Corpus-Based Exercises to Teach Writing Personal Statements" Almutairi (2016) explored the effectiveness of corpus-based approach for teaching personal statement writing. Sixty-seven personal statements were analysed using a corpus tool to understand the lexicogrammatical patterns of the statements. The analysis explored the common nouns, verbs, adjectives and syntactic structures used in the statements. university students who participated in the study performed better in writing personal statements. The result showed It would help the teachers support the students in writing effective personal statements.

Effectiveness of corpus-based materials and students' attitude to concordance lines were explored in the study by Paker and Özcan (2017). 28 intermediate-level

Turkish students between the ages of 17 to 20 were selected as samples. The samples were divided into experimental and control group. a pre-test was administered to both groups. The experimental group was administered corpus-based approach and the control group was treated with textbook and dictionary. Proficiency test, interview, learner diaries and questionnaire were administered to collect data. The test scores were analysed qualitatively and quantitatively to indicate experimental group outperformed the control group in the acquisition of vocabulary. The students in the experimental group had a positive attitude towards corpus based materials and activities.

Study of Levchenko investigated the use of Corpus-Based classroom activities (2017) to enhance the writing skills of doctoral students. The study was conducted to 6 students of various subjects in Russia. 570 frequently used academic words were collected and administered in the study using online and offline corpus activities. Feedback of the samples was collected before, during, and after the treatment. The data was analysed qualitatively and quantitatively. The result showed significant improvement in the writing style of the experimental group.

The objective of Dr. Saneia Abdel Hameed Elsherbini and Dr. Amira Desouky Ali's study (2017) was to find out the effectiveness of corpus-based activities in enhancing grammar and vocabulary. 104 EFL students participated the study. The sample was divided into experimental and control group. The study investigated the attitude of the students on corpus activities. Mixed method was used analysing the data qualitatively and quantitatively. The result showed the experimental group made a significant progress in the acquisition of grammar and vocabulary than the control group. It was suggested to conduct further studies in other language skills.

Study of Boontam, P., and Phoocharoensil (2018) focussed on evaluating the effectiveness of learning three prepositions ("during," "among," and "between") using data-driven learning (DDL) methods. The learners' attitude towards data-driven learning was also explored. 60 students from Nakhonsawan Province, Thailand were selected as samples. An achievement test was prepared with 15 grammaticality judgment, gap-filling, and sentence-making. The result showed significant progress in the experimental group in learning prepositions through DDL.

In the study 'Using Corpora in Teaching English as a Foreign Language in Finnish Upper Secondary School,' Varpu Marjukka Nurmi (2018) investigated the effectiveness of corpora in enhancing language skills and students learning. A mixed method was used in the study. It was found students in experimental group showed significant improvement in their performance in grammar and vocabulary. The students opined that corpus-based activities were more engaging and motivating. It helped to foster learner autonomy and independence. It was recommended that training should be imparted to the teachers to integrate corpus activities in their classes.

In the study Al-Mahbashi (2015) compared DDL and traditional dictionary use for vocabulary learning. 60 female second-year English language students in Yemen were selected as samples. Initially, the score in the pre-test was similar for experimental and control groups. But in the post-test, and delayed post-test the experimental group outperformed the control group. It was also found that corpus based activities made the learners independent and self-directed.

The main objective of Preradović, N. M., Posavec, K., & Unić, D's (2019) study was to find out the effectiveness of a corpus-based approach in teaching the

Croatian language. The satisfaction level of the samples, the differences in the attitude of the beginner and intermediate, and teacher perception of the method were analysed in the study. 66 students were taken as samples. Direct corpora and corpus modules integrating corpus activities in teaching manuals were used for the study. The result revealed that, generally, all the students showed interest in corpus activities. The beginners showed more interest and motivation than the intermediate.

In the study Momeni (2019) investigated the effect of corpus-based vocabulary teaching on vocabulary retention in EFL learners. The samples were divided into two experimental groups and two control groups. The experimental groups were administered lexical approach and the control groups were taught using conventional method. A post-test and delayed post-test were conducted for all the groups. In the first post-test the low-proficient experimental group showed better performance than the other groups as an immediate effect. But in the post-test both experimental groups showed higher retention than the control group.

In the study Altun (2021) compared corpus-based teaching methods and traditional dictionary-based methods for improving collocation knowledge in EFL learners. Two advanced groups from a public university were sampled for the study. The experimental group used a linguistic corpora COCA and the control group used advanced oxford dictionary to study 16 academic words and their collocations. Data were collected from pre-test, post-test, and Oxford placement test administered to both the groups. No significant difference was found in the achievement between the groups. But the experimental groups excelled the control group in the acquisition of collocations. It was recommended to use a variety of innovative techniques for language teaching.

The study of Girgin (2019) analysed the attitude of 55 Turkish student teachers towards corpus based materials in learning phrasal prepositional verbs. Questionnaire and focus group interview were administered to collect quantitative and qualitative data. The result showed a positive attitude towards the corpus-based materials. Perception differences in gender denoted female students showed more positive attitude than the male students.

Thirty-two empirical studies using corpus-based collocation instruction were analysed in the study conducted by Wei Sun and Eunjeong Park (2023). The result highlighted the effectiveness of corpus-based tools in improving EFL learners' acquisition, understanding, and retention of collocations in various educational contexts. It was also found that a significant number of studies were conducted in Asian regions.

The study of Ahmed Fathy Farag-Allah Youssef investigated the effectiveness of corpus linguistics in enhancing vocabulary learning for Saudi students. The sample was divided into a control group and an experimental group. The experimental group was taught using corpus-based software, while the control group was taught using a traditional method. The results showed that the experimental group performed significantly better in the acquisition and retention of vocabulary. It was recommended that the software be made more user-friendly for teachers and students. It was also suggested to integrate corpus method into the traditional method.

Gilquin (2020) investigated the effectiveness of Data-Driven Learning (DDL) in enhancing L2 construction learning. The main objective of the study was how corpus-based learning helped intermediate L2 learners in internalizing grammatical constructions. A small sample of 12 learners were taken for the study. The

experimental group investigated corpora independently and learned the sentence patterns. The data was analysed employing Pre-test, post-test and qualitative method. It was found that learners who engaged in using corpora showed significant improvement in learning grammar and the result highlighted learner autonomy and inductive learning. It was recommended to meet the challenges of the beginner learners and large learner population in using corpora.

### **Corpus based study in the Indian context**

In India, the corpus-based approach emerges as an innovative methodology in language teaching and learning. But still, very limited studies have been conducted here in this field. More studies have to be carried out especially in the contexts of the state, Kerala. To the knowledge of the researcher only one study has been conducted in India specifically related with language acquisition.

In the study ‘Corpus Based Approach an Analytical Study of Grammar and Usage in the Academic Writing of ESI Students’ S. Bhargavi, K. Anbazhagan (2018) examines the opposing effect of theoretical explanation of the grammatical rules among the learners. 36 university students were taken as sample. A language proficiency test with 40 questions was administered as a pre-test and post-test. The experimental group was taught through BNC. It was found after the treatment the experimental group outperformed the control group in the acquisition of sentence patterns. The study recommended to integrate corpora to any syllabus.

### **Discussion**

The review of studies was performed on three related areas of the study: attitude towards corpus approach, benefits on vocabulary acquisition and linguistic elements.

### **Attitude of teachers and learners towards corpus-based approach**

A wide range of studies were not conducted in corpus-based approach in connection with language teaching and learning. Understanding the fact of unfamiliarity of this approach some studies tried to investigate the attitude of learners and teachers towards this approach. All the existing studies are from foreign, no other Indian studies were conducted related with this area. It was found teachers were confident in implementing corpus-based approach in their classes (Mukherjee, 2004). Generally, the learners exposed interest in corpus activities specifically the beginners showed more interest and motivation than the intermediate (Preradović, N. M, Posavec, K., & Unić, D. 2019). Moreover, they showed a positive attitude towards the corpus-based materials (Ufuk Girgin's, 2019)

### **Impact of corpus-based approach on vocabulary acquisition**

Realising the importance of vocabulary in the acquisition of second language some studies explored the effectiveness of corpus-based approach in this field. Among the nine studies conducted in this area eight were from foreign countries specifically from Asian countries. Only one study was conducted in India, despite vocabulary acquisition is a difficult area for second language learners. All the studies demonstrated that corpus-based activities were more engaging and motivating to students. As a result, they showed significant improvement in their performance in the acquisition of vocabulary. Consequently, it fosters learner autonomy and independence. (Paker and Özcan (2017), Dr. Saneia Abdel Hameed Elsherbini and Dr. Amira Desouky Ali (2017), Varpu Marjukka Nurmi (2018). Ultimately it led to language proficiency. (Ameen Ali Mohammed Al-Gamal and Eassa Ali Mohammed Ali's conducted a study 2019). Corpus designed activities enhanced acquisition,

understanding and retention of vocabulary and its collocations. (Ghodrat Momeni's ,2019, Hatis Altun's, 2021), Wei Sun and Eunjeong Park's, 2023). Studies reveal corpus-based approach is beneficial in enhancing writing skills. (Norah Dhawi Almutair, 2016), Levchenko (2017). Moreover, Low proficient learners are highly beneficial in the acquisition of collocation, meaning and word forms (Lee, H. J., & Lee, E.-J's study, 2010, Ghodrat Momeni's , 2019).

All these studies proposed some insightful recommendations to carry out in the future which shed light to the present study. Dr. Saneia Abdel Hameed Elsherbini and Dr. Amira Desouky Ali (2017) recommended to conduct studies in other language skills other than writing. It was suggested training should be imparted to the teachers to integrate corpus activities in their classes. (Varpu Marjukka Nurmi (2018). The authors (Ameen Ali Mohammed Al-Gamal and Eassa Ali Mohammed Ali: 2019) recommended to integrate corpus activities into language curriculum. It was also suggested to integrate corpus method into the traditional method. (Gaëtanelle Gilquin from Université Catholique de Louvain' (2020) proposed to meet the challenges of the beginner learners and large learner population in using corpora.

### **Impact of corpus-based approach on linguistic elements**

Apart from mere vocabulary, studies investigated into many linguistic aspects such as punctuation, grammar, phrases and collocations. No studies were conducted in india, all prevailing studies are from foreign countries.

(Boontam, P. and Phoocharoensil, S. (2018), Çelik and Elkatmış (2013), Gaëtanelle Gilquin from Université Catholique de Louvain (2020) substantiate corpus-based approach enhances skills in grammar, punctuation and collocation.

It was recommended to meet the challenges of the beginner learners and large learner population in using corpora. Gaëtanelle Gilquin from Université Catholique de Louvain (2020).

In India the corpus-based approach emerges as an innovative methodology in language teaching and learning. But still, very limited studies have been conducted here in this field. More studies have to be carried out especially in the contexts of the state, Kerala. To the knowledge of the researcher only one study has been conducted in India specifically related with language acquisition. S. Bhargavi, K. Anbazhagan (2018) highlighted the effectiveness of corpus-based approach in the acquisition of sentence patterns.

However, two studies uncovered the constraints during the implementation of this approach. The learners experience difficulties in comprehending the long authentic contexts. Kobelinski's (2005) and some students expressed their dissatisfaction about heavy task and time consuming. Lee, H. J., & Lee, E.-J's study (2010).

In a nutshell, linguistic corpora offer tremendous possibilities for enhancing language performance particularly related to vocabulary and grammar. The shift to data-driven learning transforms the learner from mere recipients to exploratory researchers and fosters learner autonomy and independence. All the suggestions were acknowledged with due consideration and paved way for the present study.

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## Chapter III

# **METHODOLOGY**

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- The Problem
- Objectives
- Design of the study
- Tools used for the study
- Sample selected for the study
- Data collection procedure, scoring and consolidation of data
- Statistical techniques used for analysis

# **METHODOLOGY**

Research methodology is the backbone of any research as it guides the researcher to carry out the entire process from data collection to analysis. It is the clear framework of the research and ensures the research findings are reliable, valid and scientific. A well-structured research methodology enhances credibility and benefits other enthusiasts who want to replicate the study.

Methodology discusses the procedure carried out in the study to fulfil the set objectives. It presents a detailed description of the study, the sample selected, tools and techniques used for the study, data collection procedure and statistical techniques used for analysis of the data.

## **The Problem**

Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala

## **Objectives**

### **Major Objective**

1. To compare the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students.

### **Minor Objectives**

1. To find out the problems in realizing the learning outcomes of vocabulary in English language in secondary schools in Kerala.
2. To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.
3. To develop modules based on Corpus Based Approach for Standard VIII students.
4. To find out the effect of Corpus Based Approach on performance in English of Standard VIII students.
5. To find out the effect of Constructivist Approach on performance in English of Standard VIII students.
6. To collect reflections of English teachers on the self-developed Corpus Based Modules to teach English in Standard VIII.
7. To collect opinions of standard VIII students who experienced the Corpus Based Modules.

### **Hypotheses**

1. There are felt problems for the teachers in realising the learning outcomes of English Language for standard VIII students in Kerala.

2. There is no significant difference in the effectiveness of corpus-based Approach and contemporary Constructivist Approach on Performance in English of Standard VIII students.

### **Methodology Adopted for the Study**

The methodology section outlines method, design, sample, tools, and statistical techniques used for data analysis in this study.

#### **Method**

Experimental method was employed for the study, aligned with the research objectives.

#### **Design of the study**

A quasi-experimental design with pre-test, post-test non-equivalent group was administered to assess the effectiveness of corpus-based approach on performance in English of standard VIII students. When random assignment is impractical or impossible, quasi-experimental designs are frequently used to assess educational programs (Gribbons & Herman, 1997). As it was challenging to pre-select and randomly assign groups, a "true experimental design" could not use in this investigation. Instead of assigning the groups at random, entire groupings were utilized. The design of the study is illustrated as:

Experimental Group: O1 → X → O2

Control Group: O1 → → O2

The major objective of the research is to examine the effectiveness of corpus-based approach in vocabulary instruction as an alternative to textbook activities and dictionaries. The study also aimed to investigate students' and teachers' perceptions of corpus-based approach.

The experimental methodology administered in the study was intended to provide answers to the major research objective: to compare the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students. The study administered a pre-test post-test non-equivalent group design. Designing and administering a performance test giving weightage to all the language skills such as Listening, Speaking, Reading and Writing was the fundamental step to realise the major objective.

All students in both groups were required to complete the performance test, pre-test, and post-test that were included in the design. While the post-test measures the treatment's immediate effect, the pre-test serves to determine and demonstrate that the two randomly allocated groups were comparable before the intervention. First, two groups—the experimental group and the control group—were chosen at random by the researcher. While the control group was taught the same lessons with target vocabulary using the traditional method, the experimental group received lessons using corpus-based approach and the BNC Corpus (British National Corpus). To assess the performance level in English before and after treatment, the researcher developed and administered a performance test, validated by subject expert, to all experimental and control group students as pre-test and post-test. The result obtained

from the performance test were compared employing appropriate statistical techniques.

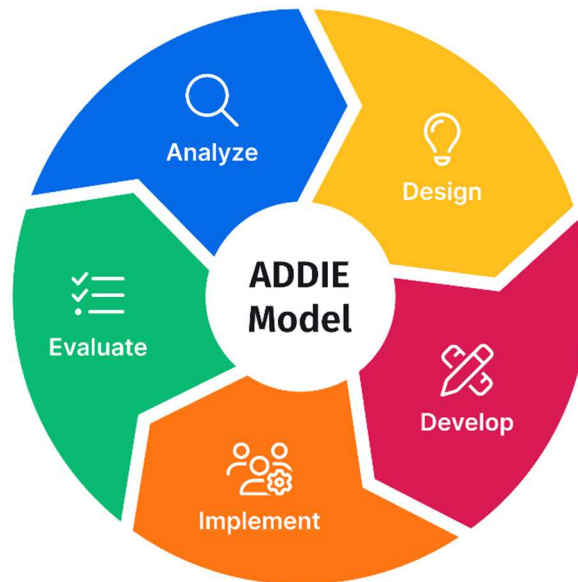
Even though, the study was experimental two interviews and one survey were also conducted as part of the study to support the major objective. Interview was conducted with practising English teachers for minor objective I to realise the existing practices and problems in English language teaching. The second interview was with English teachers and resource persons in Kozhikode district who had participated in the corpus-based training programme conducted as part of the study for objective 6 to collect their reflections on corpus-based module. The survey was administered with the samples in the experimental group for minor objective 7 to collect their responses after the experiment.

### **Addie Model**

The ADDIE model is a well-established instructional design to deliver effective instructional content and learning experiences. The model proposes of five phases: Analysis, Design, Development, Implementation, and Evaluation. In the context of enhancing the level of performance in English of standard VIII students ADDIE model is applied to develop corpus-based modules.

**Figure 2**

*ADDIE Model for the study*



***Analysis Phase***

The need for corpus based approach to enhance the performance level of students in English was identified administering an interview with the practising secondary English teachers in Kerala. The themes for analysis included the learner factors expressed as teachers' challenges in English language teaching, home environment, vocabulary methods and techniques used at present and the methods in assessment and editing. It was found standard VIII students especially Malayalam medium students lack many of the prerequisites. An innovative method to expose the learners into authentic real-life context is needed to fill the existing gap. The teachers also excluded in using innovative methods integrating IT to teach English. Key learning objectives such as enhancing vocabulary, performance in English, learner autonomy and independence are defined.

### ***Design Phase***

This phase focusses on planning the structure of the linguistic corpora prepared based on corpus based approach incorporating various vocabulary activities in tune with the targeted learning objectives. Learning objectives were set per each module to transact the target vocabulary items for the two units of standard VIII English textbook. Teaching manuals were prepared sequencing the activities in accordance with the learning outcomes. British national corpus (BNC), standard VIII text book and corpus materials are the resources needed for the development of the modules. Forty minutes was allotted for each module which contain corpus navigation and corpus based activities. A performance test giving equal weightage to all language skills was also prepared to find out the effectiveness of the approach. An opinionnaire and interview schedule was prepared to collect the responses from the students and teachers. A training module was also developed to conduct an orientation programme for teachers to collect their feedback.

### ***The Development Phase***

In this phase corpus based modules were developed. Vocabulary activities, images, teacher made adapted contexts and follow up activities were prepared to support the learning process to fill the identified gaps in the existing teaching learning process. Additionally, group discussion, presentation of the activity, scaffolded activities, individual and peer assessment were also included to ensure optimum learner engagement.

### ***The Implementation Phase***

The implementation phase includes conducting corpus-based sessions and delivering the materials to the learners in a classroom setting equipped with the required facilities to ensure the learner understanding of the material and scaffolded activities. In the beginning teacher introduces corpora (BNC) and gives an orientation about the technical knowledge to explore corpora. Each module is transacted and guided by the teacher to ensure the learner participation. Teacher assessment, individual and peer assessment are conducted to track the learner process assessing the learning objectives to understand the effectiveness of the modules and delivery method.

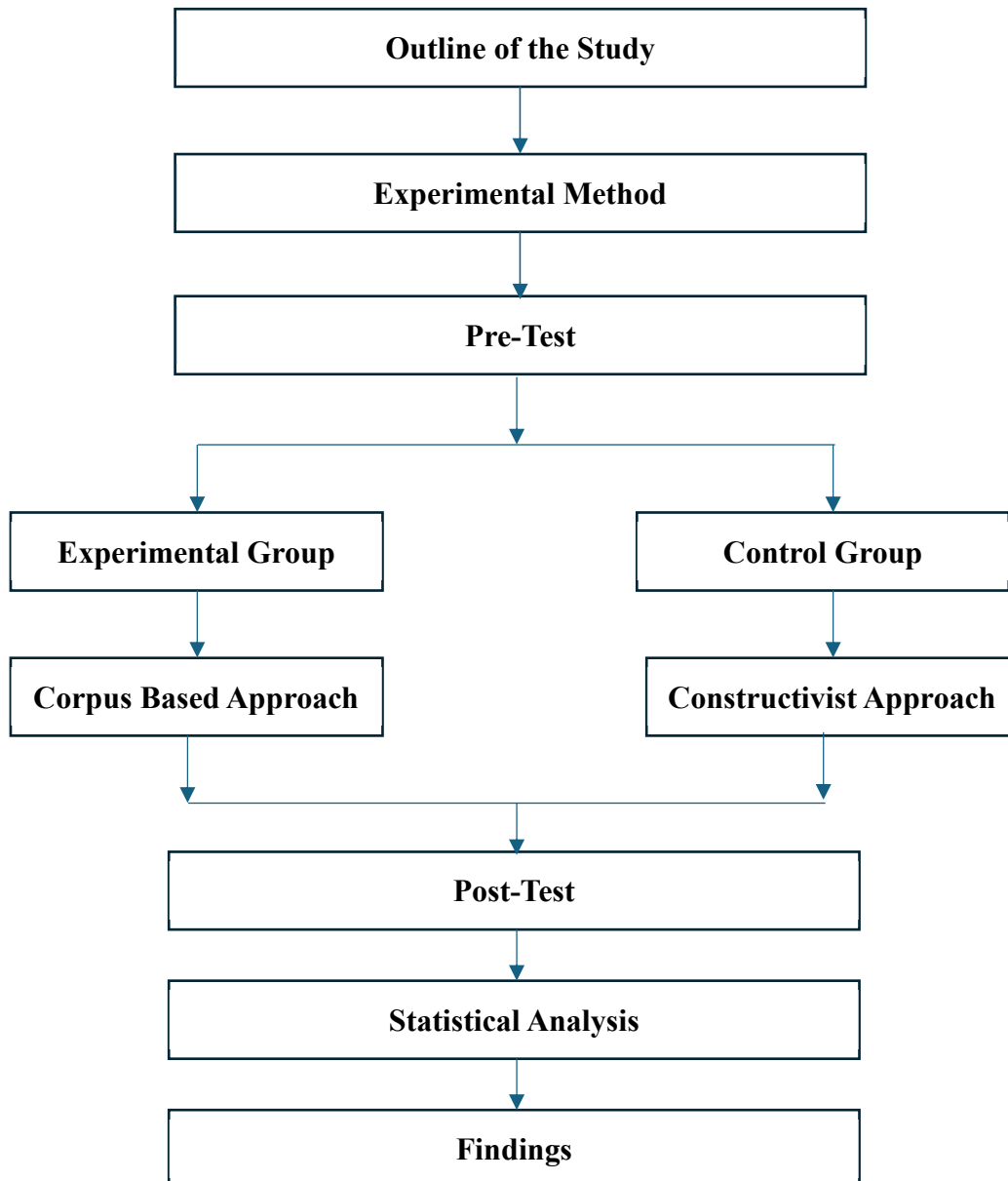
### ***The Evaluation Phase***

Even though evaluation is a continuous process throughout all phases of ADDIE model- within the modules and between the modules- in this final stage the effectiveness of corpus based modules were assessed to identify whether the learning outcomes have been achieved. Learners' language performance is evaluated against the initial objectives, focusing on improvements in vocabulary, fluency, and confidence. Learners' opinions were collected directly administering an opinionnaire immediately after the completion of the modules to identify strengths and areas for improvement in the learning package. This helps to reform the corpus based approach and informs future instructional designs.

The outline of the study is illustrated in Figure 2

**Figure 3**

*Outline of the study*



## **Sample**

A total number of 65 students were selected as a sample with 34 students for the control group and 31 students for the experimental group from Malayalam medium class of GHSS Omanur in Malappuram district.

Thirty-five English teachers across Kerala who participated in the interview and 24 English teachers in Kozhikode district who participated in the corpus-based training programme were the other sample groups in the study.

## **Tools and Documents**

Descriptive and inferential statistical techniques were adopted to reach a reasonable conclusion after testing the hypotheses developed for the study using the proper statistical techniques for the interpretation of the data.

1. Interview schedule for secondary school English teachers.
2. Performance Test in English for Standard VIII students.
3. Linguistic corpus
4. Modules based on Corpus-Based Approach.
5. Lesson plans on Constructivist Approach
6. Opinionnaire on experience of students on Corpus-based Approach.
7. Training module on corpus-based approach for in service English teachers
8. Interview Schedule on reflections of English teachers on Corpus Based modules.

### **Data Collection Procedure**

An interview schedule was prepared to collect the opinions of English teachers about the present practices and challenges of English language teaching. To do this, 35 secondary school English teachers across Kerala were interviewed. The responses were thematically analysed based on the different categories of the items in the schedule.

The need analysis phase was followed by development of a performance test as pre-test for standard VIII students. The experiment was conducted in GHSS Omanur, situated in a rural village. Sixty five Malayalam medium students from divisions C and D participated in the study. One group of students served was randomly assigned as the experimental group, and the other group served as the control group. The performance test, pre-test, was administered to participants as the initial phase to ensure homogeneity. The performance test was developed, focusing on the four language skills: Listening, Speaking, Reading, and Writing.

In the two entire groups, the lessons were taught. The target vocabulary was taught in two units of the textbook. Approximately 63 target words were identified and included in the modules prepared for experimental and control groups. The experimental group was administered corpus-based approach. 30 corpus-based teaching manuals integrating corpus activities were also developed for the experimental purpose. Linguistic corpora, learner corpora, corpus-based activities and textbook served as the resources.

The control group was administered constructivist approach. For this purpose, 30 constructivist-based lesson plans were prepared. The control group used the textbook and the prescribed activities. However, in addition to using conventional dictionaries and textbook exercises students in the control group were given discourses for the target vocabulary in each module.

The researcher, taught both the experimental and control groups. Every day, participants in both groups have had equal and fair access to classroom instruction, feedback, and follow-up. Identifying the fact that the students in experimental group lacked the necessary skills to access corpus, they were exposed to a hands-on session on its usage in the school IT lab. This orientation session equipped them to explore, and analyse the real-life contexts related to each keyword and find out the meaning and collocations. The experimental group was informed about the corpora and corpus-based vocabulary resources before the experiment. The IT Lab allowed students to access the assigned online corpus instantly and participate in corpora activities prepared by the researcher. To facilitate learners' immediate access to online corpora, the IT Lab's laptops were outfitted with wireless networks and internet connections. Furthermore, they frequently exchanged ideas about how to employ these resources throughout the course of treatment. While the other control group received instruction in a traditional classroom setting with a blackboard and occasionally a projection of a slideshow, apart from its discourse orientation.

For the experimental group in the study, corpus-based vocabulary exercises were used in place of the textbook's vocabulary exercises. To create corpus-based vocabulary resources and select suitable concordance lines for the target words,

British National Corpus (BNC) was used. BNC was selected due to its extensive reach and free online accessibility at the time of experiment. With 100 million words of text, BNC is a very rich corpus that provides real-word samples from academic publications, novels, periodicals, newspapers, and spoken language.

In order to get students in the experimental group interested in corpus-based learning, the researcher used a step-by-step approach. First, the students attended in-depth workshops on using corpora in vocabulary learning, specifically the BNC corpus. Next, the target words were introduced, investigated, and analysed using concordance lines retrieved from BNC. After that, the students guess the meaning by concentrating on the real context in the concordance sheet. Activities involving corpus-based vocabulary included fill-in-the-blank exercises, matching exercises, concordance line analysis and question responding etc. In addition to matching the new words with their definitions and drawing conclusions from the phrases chosen from BNC, the students were expected to respond to the vocabulary tasks prepared for each word. Next, they used worksheets, hands-on activities, and materials based primarily on concordance lines from BNC on the target vocabulary. Finally, the students were given direct access to BNC. The instructor will play a crucial role in organizing and creating customized classroom activities to integrate the corpora.

After the completion of each module, a follow-up activity instructing them to prepare at least five life-related contexts applying the new words introduced in the class was given. These products supported the development of learner corpus. The learner corpus was evolving in nature with the daily contribution of students to support

low-proficient students. The evolving procedure of the learner corpora will be detailed in the next stage.

Following the three-month treatment, a post-test the performance test which was administered as the pre-test was employed for both groups. The major objective was addressed by comparing the performance of the experimental and control groups using quantitative analysis of the students' pre-test and post-test scores to determine whether there was a significant difference between the two groups. Statistical techniques such as the t-test and paired t- test were administered to find out the effectiveness of the corpus-based approach

Immediately after the experiment, an opinionnaire was administered to experimental group only in order to collect their reflections on the approach, using corpora to acquire vocabulary, the difficulties they encountered when using them, their general impression of corpora, and whether they intend to utilize them in future work.

Opinions of the practising teachers about corpus-based approach and the linguistic corpora developed for the experiment would provide insight into the challenges and possibilities of this approach. To realise this purpose a one-day hands-on training programme was conducted for English teachers. To do this, a well-structured training module with six sessions was developed with the support of the supervising teacher. Additionally, a semi-structured interview schedule was also developed and collected reflections from the teachers who participated in the training programme.

The methodological processes adopted with respect to the nine objectives are explained

**Objective 1: To find out the problems in realizing the learning outcomes in English Language in secondary schools in Kerala.**

### *Methodology*

The methodology for data collection, sample, and tool are outlined as follows:

**Method.** The method used for data collection was an interview.

**Sample.** To identify the practices and difficulties faced by English language teachers in Kerala, the researcher conducted interviews with a representative sample of 35 teachers across the state.

**Tool.** An interview schedule was used to collect data.

**Table 1**

*Details of the items in the interview schedule*

Theme	Components	Item Nos.
Home environment	Family background, parental Support	1,2,3
Vocabulary methods and techniques	Issues in teaching vocabulary, methods and techniques, IT integration	4,5,6,7,8,9
Assessment	Techniques in assessment, higher order thinking	10,11,12,13
Editing	Types, remedies	14,15

An interview schedule was prepared to realise the current practices and challenges faced by secondary school English teachers who taught in standard VIII. The interview was conducted in face-to-face and telephonic mode. The researcher

intended to collect teachers' opinions on the present status of English teaching process. The interview schedule was divided into five key categories such as home environment, vocabulary methods and techniques, assessment practices, and editing skills. These components have an important role in learners' achievement. A total of fifteen questions were created from these categories to collect opinions of the teachers' experiences and strategies which they adopted.

The first category in the schedule was home environment. Researches indicate that family involvement, home language, access to resources in the family etc significantly shape learner engagement in the teaching-learning process. Recognising the influence these items were included in the schedule.

‘Do the students from educated families sustain academic interest and motivation compared with students from uneducated families?’

‘Do the students differ in accomplishing encouragement, motivation and educational resources according to their locality and family background?’

‘How do you help the students to avail them additional resources as a pre-requisite for learning to which mainstream children are normally exposed?’

Incorporating the components of methods and techniques used for vocabulary teaching in the schedule provides insight into the present system of teaching vocabulary. Moreover, the preferred methods of teachers are also explored. The findings further allow to design of vocabulary activities which differentially influence the learners. Therefore item 4 on the issue they face in teaching vocabulary and grammar in the present pedagogical classroom practices. Item 5 was on the activities

implemented in school to provide optimum exposure to English language and item No 6 focussed on the methods and techniques followed in the English classroom to introduce the basic language elements and vocabulary.

The third category included in the schedule was the assessment techniques used as part of continuous and comprehensive evaluation. By exploring assessment techniques used by teachers and their effectiveness innovative alternatives could be designed to fill the existing gap. Additionally, gaining insights into the current practices helps examine whether performance-based assessment was practised in the teaching-learning process. Therefore item number 10: 'Is the present assessment technique adequate to evaluate the language acquisition of the students?' and item No 11, 'Which is given importance among the three key process skills applying, analysing and creating in your vocabulary assessment?' item No 12 reads as, 'Do you provide discrete items or discourse-oriented items to assess vocabulary acquisition?' and No 13: 'You are teaching vocabulary to prepare the students to make use of the words in their real-life context. How do the students perform in such real-life contexts?'

Editing was another component included in the schedule to realise the strategies used for editing such as self-evaluation, peer evaluation and teacher versions. This component was to know how teachers facilitate various types of editing such as thematic, syntactic, morphological and pragmatic in the learning process. Therefore, Item number 14 'Among various types of editing such as appropriateness of the word, spelling, usage, parts of speech etc, as a teacher, which one is frequently applied in the classroom? What are the remedial measures you provide to overcome the issue?' were included in the interview schedule.

The interview schedule is given as *Appendix A*

**Objective 2: To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.**

***Methodology***

The methodology adopted for data collection and tool construction is described in terms of:

**Method.** The method followed was document analysis.

In order to choose the target vocabulary for the experiment, the researcher analysed two units of the Standard VIII English textbook. Sixty-three new words were found as a result of the analysis. A linguistic corpus was developed by the researcher to teach the target vocabulary.

***Development of Linguistic corpus.*** A linguistic corpus was designed focusing the identified vocabulary items for the learners as a resource. Materials containing vocabulary activities for teaching and learning target vocabulary items in authentic contexts were developed using the BNC corpus as a resource.

The key stages for developing the linguistic corpus using the British National Corpus (BNC) to help the learner acquire selected vocabularies are detailed:

Stage 1 - Selection of Vocabulary items

A thorough analysis of the textbook was the first step in the development of linguistic corpus. Two units of the first volume of the textbook were analysed and 63

vocabulary items which are significant to understand the main concept of the units were identified. The contexts in which these words are used and the nearby sentences were also considered to pinpoint the meaning of the word.

**Table 2**

*Vocabulary items identified and the sub units*

Unit	Sub unit	Vocabulary Items
Wings and Wheels	A Shipwrecked Sailor	splashed, startled, gashed, uncertain, belongings, figure out, solitude, rely, perfect, glancing, bought, purchased sailor, nothing, distract
	Two Funny Little Red Apples	funny, far away, rolled
	From a Railway Carriage	logs, kept on, wet, pretty, fairies, hedges, ditches, troops, battle, meadows
	Marvellous travel	sights wink, clammers, scrambles, brambles, tramp
	A Little Round Red House	gazes, stringing, lumping Glimpse forever, horoscope, identify laces, testimony ugly, worth, marvelled suggested, put on, mittens, stared, bundled, set out

Unit	Sub unit	Vocabulary Items
		puzzled, poked
		proudly, tease, found
		deliver, tromped, poked, discouraged
		reasoned, peered, poured
		gratefully, hunting, thirsty
		orchards, blowing, surface
Seeds and deeds	Smart Work Versus Hard Work	heated, argument, decided
		realising, effort
		synchronously, opponent
		victory, continued
	The Light on the Hills	absolutely, impossible
		Sharpen
		straight, dedication, suddenly
		shadows, beyond, glimmering, rustling
		rippling, moment, tragedy
	Rosa Park Sat Still	struck, explained
		wandered, grieving
		gather, longing, meanest
		humblest, promised
		audience, sorrow

Unit	Sub unit	Vocabulary Items
	The Sower	qualities, except interrupted, difficult, seize refused, transformed heavier, usual, vacant nearest, empty grateful, passenger, begins ordinary, envied, manners obeyed, fair, climbed still, impatient, muttered disabled, obeyed, angry boycotted, segregation Courage Hastens Lingers Dominates Scatters Precious

## Stage 2 - Corpus investigation and Extraction.

In the second step, the British National Corpus (BNC) was used to extract contexts related to the listed vocabulary items. To begin with, each word was searched in the search space in the interface. A number of contexts related to the words appeared

on the screen. A sufficient number of appropriate contexts were extracted as part of this investigation.

### Stage 3 - Contextual Analysis

Contextual analysis was the third step in the development of linguistic corpus. Each context was analysed carefully to understand the syntactic patterns, usage of the words and their collocations. This analysis was important in preparing the teaching-learning materials.

### Stage 4 - Design of Teaching Learning Materials

Considering the fact that the authentic texts in the BNC might create difficulties in comprehending, the abstracted contexts were adapted to life-related contexts of the learners to support the low-proficient students. A variety of exercises were also developed based on the analysed data. These exercises were designed to enable the students to use the words in appropriate contexts. Activities such as gap-fill exercises, word grid, categorise words, screenshot analysis, match with image, word card, cloze activity, fill in words from A-Z, roll a word, word association, revision box, sentence shuffle, check board acronym, odd one, rearrange words, key word transformation, word scramble, synonym and antonym challenge, ideation, have you ever game, word forms, match the words, word web, identification, verb to noun, card clash, concordance challenge, collocation challenge, find the chunk, context and meaning, true or false etc were created.

By the end of this stage, a comprehensive set of teaching-learning materials was prepared to engage students with the target vocabulary through a variety of interactive and contextualised learning activities.

***Corpus Materials.***

Activity 1: Word Grid

Word: *plunged*

Students are asked to find out similar words for the word *plunged* from the word grid given below.

Word search

P	W	E	R	T	H	I	N	K	N	D
Q	L	R	T	Y	U	I	P	L	K	J
G	F	U	S	A	Z	X	V	B	N	M
K	J	H	N	F	D	D	A	Q	W	E
D	I	S	P	E	R	S	E	K	J	H
G	F	D	S	A	E	V	C	V	B	N
J	U	M	P	O	P	E	M	J	Y	E
H	G	F	R	S	E	P	A	R	A	T

Activity 2: Word grid

Word: *scattered*

Students are asked to find similar words for the word *scattered* from the word grid given below.

## Word search

P	W	E	R	T	H	I	N	K	N	D
Q	L	R	T	Y	U	I	P	L	K	J
G	F	U	S	A	Z	X	V	B	N	M
K	J	H	N	F	D	D	A	Q	W	E
D	I	S	P	E	R	S	E	K	J	H
G	F	D	S	A	E	V	C	V	B	N
J	U	M	P	O	P	E	M	J	Y	E
H	G	F	R	S	E	P	A	R	A	T

## Activity 3: Categorise the words

Word: *contemplate*

- (dived, pitched, sprinkled, think of, ponder, pipped, crashed, dispersed, observe, foresee, distributed, diffuse)

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Plunged	Scattered	Contemplate
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## Activity 4: Screen shot analysis

Word: *struggled*

Teacher provides the screen shots of concordance lines of the words.

Students analyse the usage of the words and collocations.

we **struggled** to sell (pause) we think you could sell crisps but we had a struggle.  
Postage, stationery, fourteen O six (pause) raffle tickets, eleven pound,  
the party's presidential nomination, since Nalumino Mundia, a veteran of the  
independence **struggle**, withdrew, being unable to secure Bemba support. Living  
with localism and the  
during 1923, as the notion of a heroic, final **struggle** between two opposed  
Weltanschauungen seemed to grow in his mind, the Jews played a  
CIVIL DEFENCE Re-visit the Rescue Workers **struggle** to ensure all are saved,  
see the Tea Wagon, The WVS Field Kitchen  
revolutionary **struggle** of the seventeenth century,

The teacher instructs the students to pick out the sentences in which the word struggle is used as a verb.

Activity 5: Match with the image

Word: *grabbed*

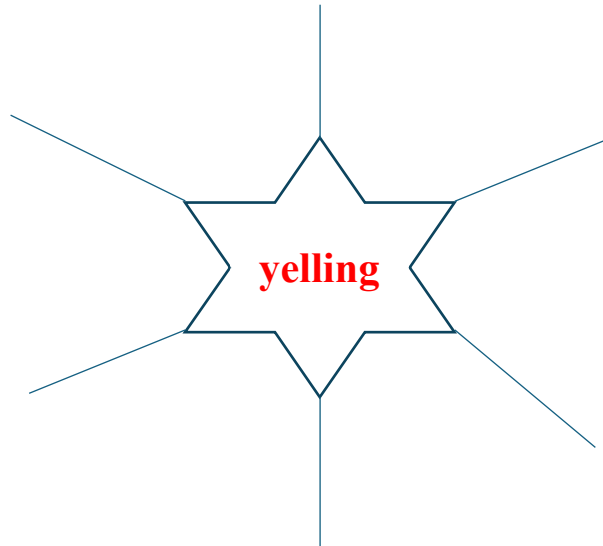
(Struggled, grabbed, yelling)



Activity 6: Make a word map

Word: *yell*

Prepare a word map adding words associated with ‘yelling’



Activity 7: Look at the pictures, find the words in the grid and label the pictures.

Word: *predicament*

A



B



C



D



S	T	R	U	G	G	L
P	W	E	R	T	U	E
G	R	A	B	B	E	D
E	D	I	C	A	M	E
S	N	F	G	H	T	N
Y	E	L	L	I	N	G

## Activity 8: word card

Word: *desperate*

Teacher provides three Word Cards to the students. The word cards are circulated among the students. They are asked to fill out the card according to their choice. After finishing the writing of the three-word cards, the sentences on the cards are combined to create a new story.

WORD- DESPERATE
Explanation of the word
personal story using the word

## Activity 9: Word card

Word: *desolate*

Teacher provides three Word Cards to the students. The word cards are circulated among the students. They are asked to fill out the card according to their choice.

WORD- DESOLATE
Explanation of the word
Short story using the word

Activity 10: Word card

Word: *gigantic*

Teacher provides three word cards to the students. The word cards are circulated among the students. They are asked to fill out the card according to their choice.

WORD- GIGANTIC
Explanation of the word
Short story using the word

Teacher collects all the filled-up word cards writes the relevant sentences on a chart paper and ask the students to make a meaningful story from the sentences written on the chart paper.

Activity 11: Cloze activity

Vocabulary: *serenity, revel and absurd*

(Fill in the blanks with appropriate forms of words given in brackets)

(serenity, absurd, revel)

Here are the sentences shuffled:

1. The kids \_\_\_\_\_ in the fun of the party. (revelled)
2. The \_\_\_\_\_ at the party lasted all night. (revelry)
3. It was \_\_\_\_\_ to think that fish could live on land. (absurd)

4. The funny clown's \_\_\_\_\_ actions made everyone laugh. (absurd)
5. The \_\_\_\_\_ pond was quiet and still. (serene)
6. They \_\_\_\_\_ in the excitement after winning the game. (revelled)
7. He \_\_\_\_\_ in the joy of the celebration, dancing and singing. (revelled)
8. Even with loud noises, he stayed \_\_\_\_\_ and calm. (serene)
9. The idea of dogs talking is \_\_\_\_\_. (absurd)
10. She found a \_\_\_\_\_ place in the park to sit and read. (serene)

Activity 12: Fill in words from A to Z

Word: *strange*

The teacher instructs the learners to participate in an individual activity where they are asked to think of words related to "strange" that start with each letter from A to Z. Learners earn points for each word they come up with. Once they have filled in as many letters as possible, they add up their points to get their final score.

Example:

A – Alien

B – Bizarre

C – Curious

D – Different

Time duration 5mnts

## Activity 13: word card

Word: *put on*

The teacher asks the learners to sit in pairs and provides each pair with a word card. The learners work together to fill out the word card with relevant information. Afterwards, a random selection of pairs presents their completed word cards to the class, sharing their findings and engaging in a discussion with their peers.

Put on	Synonym	Antonym	Sentence

## Activity 14: Roll a word

Word: *stare*

Teacher gives word cards to the students. The word and corresponding activity are written on the card. The students will roll a die on the card to determine their activity.

Time duration 8 minutes.

Roll a word (stare)	
①	define the word
② ②	use the word in a sentence
③ ③ ③	act it out
④ ④ ④ ④	give a synonym for the word
⑤ ⑤ ⑤ ⑤ ⑤	give an antonym for the word

### Activity 15: Word Association Recitation

Word: *puzzled*

Teacher asks the students to say a word related to the word *puzzled*. Teacher writes the word on the blackboard. The process continues by saying a related word to the new word. Then the teacher selects a single word from the group to erase all other words and draws circles in their place. Students come forward and write the erased words from their memory.

### Activity 16: The revision box

Word: *sorrowfully*

#### Preparation

The teacher uses a vocabulary box. The box comprises sentences using the different forms of the word *sorrow*.

#### Procedure

The box with sentences is circulated in the class to pick a sentence.

As each learner reads their sentence aloud, it is written on the board.

All the sentences are written on the blackboard and teacher asks the students to identify the errors.

e.g. She expressed sorrowful at the death of her friend (*sorrow is the correct form of the underlined word in this sentence*)

Activity 17: Sentence Shuffle Showdown

Word: *tromp*

Teacher asks the students to arrange the sentence in logical order understanding the meaning and context of the word.

He went into the field/ There he saw/ Workmen were tromping through the building all day/ Cattle are tromping over the grass/ Then he went to the construction site/
--

Activity 18: Check board acronym

Word: *poke*

Divide **the Class**: Split the students into three groups.

Write **on the Board**: write the word "POKE" vertically:

P

O

K

E

- Group Activity: The students write words beginning with each letter of the word *poke* and connect with the context they are discussing.

For example:

- P: Push
- O: Open
- K: Knock
- E: Enter

Activity 19: Odd One Out Challenge

Word: *discouraged*

**Ask to pick out the odd one and discuss the reason**

Encourage	Optimistic	Dishearten	Promising
-----------	------------	------------	-----------

**Activity 20: Rearrange the Words**

**Word: *trudge***

The teacher will present jumbled words on the screen. Each group will rearrange the jumbled words to get meaningful sentences.

Into the kitchen/trudged/ he / back

Trudged/boring day/ through/ I

The snow/ she/ trudged

Upstairs/ they/ trudged

Activity 21: Mixed letters

Word: *pour*

Teacher writes different forms of the word *pour* in scrambled order. Students are asked to identify and unscramble the words.

Duoerp

Roup

Gouripn

Spuor

Activity 22: Key word transformation

Word: *blow*

Gives different sentences to fill the gap with suitable word forms

(blow, blowing, blown)

It was— hard all night

Dust was — in the wind

A strong wind is — and I can't walk fast

He received a powerful — to the face

The tax increase was a — to the common people

Activity 23: Word scramble

Word: *surface*

Synonyms of the word *surface* are given scrambled. Ask the learners to unscramble and identify the words

<input type="checkbox"/> pto	
<input type="checkbox"/> ecaf	
<input type="checkbox"/> txeoirr	
<input type="checkbox"/> nisk	
<input type="checkbox"/> lyrea	

Activity 24: Synonym and Antonym Challenge

Word: *argument*

Time duration 3 minutes

Find out the antonyms

quarrel disagreement dispute debate
synthesis agreement calm peace harmony

Activity 25: Clap for Synonyms and Antonyms

Word: *synchronously*

Time duration 5 minutes

1. The students clap once when the teacher says synonym of synchronous
2. The students clap twice when the teacher says antonym of synchronous

Activity 26: Ideation

Word: *dedication*

Instructions:

Teacher writes a sentence starter using the word *dedication* on the blackboard. Students try to complete the sentence understanding the contextual meaning of the word.

Then teacher provides some practice sentence starters:

- "I am dedicated to..."
- "She dedicated her life to..."
- "Hard work and dedication will..."
- "They showed dedication by..."

Each team writes their sentence on a piece of paper.

Activity 27: "I Have, Who Has?"

Word: *glimmering*

Teacher makes the class into different groups. Each group is given cards in which synonyms and antonyms of *glimmering* are written. Then teacher asks questions like which group got the synonym? Which group got an antonym?

Dazzling
sparkling glimmering
Dull dim

Activity 28: "Have You Ever" Game

Word: *echo*

Teacher asks the following questions. If the students have done the activity, they can raise their hands.

- Have you ever tried to echo your sound?
- Have you ever heard the echo of your sound?
- Have you ever visited a cave with an echo?
- Have you ever gone to a hill where you had a clear echo?
- Have you ever shouted to hear the echo of your voice?

Activity 29: Have you ever game

Word: *imperfect*

Instructions:

Teacher asks some questions. If they have an answer student raise their hands.

What do you think about this world? Is it perfect or imperfect?

Do you have imperfect electronic items with you?

Have you ever tried an imperfect dress?

Have you ever attended any imperfect programmes?

Students respond to the questions

Activity 30: Complete the sentence with the words given in the bracket.

Word: *wander*

He allowed his mind to....

Yesterday she .... aimlessly around the street

The children.... in the woods yesterday

(Wander, wandered, wandering)

Activity 31: word forms

Word: *grief*

(Grieve)

No words can express my....

Her.... at her son's death was terrible

I shall not.... at her death

I did not have any time to....

Activity 32: Match the words

Word: *meanest*

Teacher asks the learners to match the words to the correct category.

Time duration: 5 minutes

(Miserly, generous, ill-mannered, close-fisted, extravagant, impolite, penny-pinching, kind)

Synonym	Antonym

Activity 33: Match the words

Word: humblest

A few words are shown on the screen

Learners categorize the words into the appropriate column

(Meek, superior, respectful, arrogant, submissive, immodest, modest)

Synonym	Antonym

Activity 34: Odd one

Word: *sorrow*

Instruction:

Each box contains a word that is not appropriate. Cross it out

Pain, pang, throb, comfort

Ease, relief, comfort, hurt

Activity 35: odd one

Word: *Seize*

Instruction:

Each box contains a word that is not appropriate. Cross it out

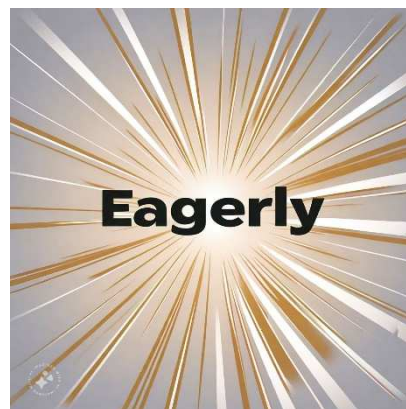
Grab, grasp, release

Snatch, liberation, letting go

Activity 36: Prepare a word web

Word: *eagerly*

Asks the learners to add more words related to eagerly



Activity 37: word association blast

Word: *transformed*

Teacher shows the word transformed on the screen

Asks the learner to say any word or phrase associated with the word

Teacher writes down all the words on the BB

Activity 38: word association blast

Word: *grateful*

Teacher shows the word *grateful* on the screen

Asks the learner to say any word or phrase associated with the word

Teacher writes down all the words on the BB

Activity 39: odd one

Word: *envied*

Two boxes containing a few words are given. Pick out one from each of the boxes and justify

Desire	Envy
Want	Walk
Grudge	Beat
Glad	smile

Activity 40: Identification

Word: *manner*

**Identify Manner Words:** Ask students to pick out the words from the shuffled list that describe ways of behaving or approaches (related to **manner**).

Friendly
Car
Kind
Desk
Polite
Respectful
Computer
Courteous
Tree
Sun

Activity 41: verb- to- noun

word: *impatient*

❖ change the verb into a noun and make sentences

Impatient
-----------

Activity 42: verb- to- noun

Word: *muttered*

- ❖ change the verb into a noun and make sentences

Mutter
Sentence using as a verb
Sentence using as a noun

Activity 43: word match

Word: *boycott*

One part of the word is given column A and the other part is given in column B. Match the words with the appropriate one

A	B
Res	Cott
Pro	Nction
Boy	Proval
Su	Pport
Ap	Trict
Sa	hibit

Activity 44: word match

Word: *Segregate*

One part of the word is given in column A and the other part is given in column B.

Match the words with the appropriate one

A	B
Se	Arate
Sep	Apart
Set	Gregate
Sort	Late
Iso	Out

Activity 45: Card clash

Word: *fair*

Teacher gives a vocabulary card to the learners. Ask them to fill out the cards

Word	Definition	Context	Sentence from text
Fairness			

Activity 46: concordance challenge

Word: *wretched*

Teacher gives an activity to apply the knowledge of the word

Teacher displays a chart with two columns. The Teacher gives concordance sheets containing different usages of the word *wretched*. Students are asked to write in the appropriate column

Wretched + noun	Wretched as noun

Concordance sheet

- ❖ The little wretch is only nineteen
- ❖ Wretched living
- ❖ Wretched boy
- ❖ The wretch has broken my car
- ❖ What would happen to this poor wretch when we let her go

## Activity 47: concordance challenge

Word: *desire*

Teacher displays a chart with two columns on the wall. The Teacher gives concordance sheets containing the word *desire* as a verb and noun. Students are asked to write in the appropriate column

Desire as noun	Desire as verb

## Concordance sheet

- ❖ He has no desire for money
- ❖ She expressed her desire to mention his name
- ❖ The people desire peace
- ❖ We all desire happiness and health
- ❖ Strong desire is the starting point of achievement
- ❖ The desire for revenge is not good

Activity 48: Collocation challenge

Word: *murmured*

Teacher gives collocations with adjectives of the word murmur

General murmur

Audible murmur

Dull murmur

Soft murmur

Low murmur

Procedure

Teacher divides the class into different groups and gives them cards written with the keyword on one side and the adjective collocation on the other side. one member from the group provides clues about the adjective and the group members guess the word.

Eg: General murmur

General - a word used for common

Dull- when we have no interest, we will be in a state like this

Activity 49: categorise it!

Word: *buried*

A few sentences are given to categorise them into each group.

Funeral	Covered up

He was buried in the tomb.

He buried his face in his hand

Buried her head in the pillow.

Buried her first son.

Activity 50: Morpho

Word: mystery

Teacher writes the word mystery on BB and divides the learners into 3 groups.

Asks to make maximum word forms of the word' mystery

<p>Example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mystery</li> <li><input type="checkbox"/> Mysteries</li> <li>• Mysterious</li> <li>• Mysteriously</li> </ul>
--

Activity 51: Unscramble

Word: *mermaid*

The teacher gives learners jumbled sentences and asks them to rearrange them to get meaningful sentences. This is an individual activity. The jumbled sentences are:

1. Out of the water / mermaid / leap
2. With dark tangled hair / a mermaid
3. Wasn't / the little mermaid / happy

Activity 52: Unscramble

Word: *Beneath*

The teacher gives learners jumbled sentences and asks them to rearrange them to get meaningful sentences. This is an individual activity. The jumbled sentences are:

1. Beneath / a cat / was / the table
2. Sank / the boat / the waves / beneath
3. Beneath / sat / shady tree / he

Activity 53: word card

Word: *chilled*

The teacher distributes word cards to the students containing different words related to the word chilled and asks them to find the word similar in meaning.,

cool  
frozen  
heated  
frosty  
warm  
icy

Activity 54: vocabulary list

Word: *cavern*

The teacher distributes word cards containing different words related to the word *chilled* and asks them to find the word similar in meaning. The students explain why they selected a particular word. This is conducted as a group activity.

hole  
hollow  
elevation  
pothole  
subterance

Activity 55: make up sentences.

word: *heather*

Teacher asks the students to make a meaningful sentence using the words

man	hawthorn	sitting	
he	hid	bicycle	hedge

Activity 56- sentence making

Word: *heather*

Students make meaningful sentences using the words given in the box

Old road	disappeared	heather
A bird	flew	heather

## Activity 57: match the word

Word: *ebbed*

Teacher asks the learners to draw lines to match the appropriate part on the right-side using *ebb* and *ebbed*

the body is at its lowest ebb	till the tide began to ebb
they swam	on the ebb
we will sail	between three and six in the morning
they left the harbour	beginning to .....
his fortune was	on the tide

## Activity 58: draw the lines matching

Word: *blossomed*

Teacher asks the learners to draw lines to match the appropriate part on the right side

the cherry tree	is in full blossom
the trees are	beginning to.....
the apple trees	burst into .....
the cherry tree is	are in full blossom
the rose	was covered in .....

Activity 59: Find the Chunk

Word: *ridiculous*

Teacher provides some concordance lines of the word *ridiculous*. Students find out appropriate line corresponding to the expressions given below

**Concordance lines**

Sorry to disturb you. An absolutely ridiculous request.

It was ridiculous to pretend that there was everything immoral about the cinema.

Don't be ridiculous, he exclaimed.

Find a concordance line for the expression given below

- Funny request
- Meaningless behaviour
- warning

Activity 60: Find the Chunk

Word: *outright*

Teacher provides some concordance lines of the word *outright*. Students find out appropriate line corresponding to the expressions given below

**Concordance lines**

He laughed outright

The proposal was rejected outright

He won an outright majority in the election

Find a concordance line for the expressions given.

- Extreme happiness
- Not accepted
- Complete victory

Activity 61: Context and Meaning

Word: *delicate*

Read the concordance lines and mark the correct one

1. Delicate involves something fine.
2. Delicate involves something horrible.
3. Delicate involves something loud.
4. Delicate involves something elegant.

Activity 62: True or false

Word: *fierce*

Read the concordance lines and mark the correct one

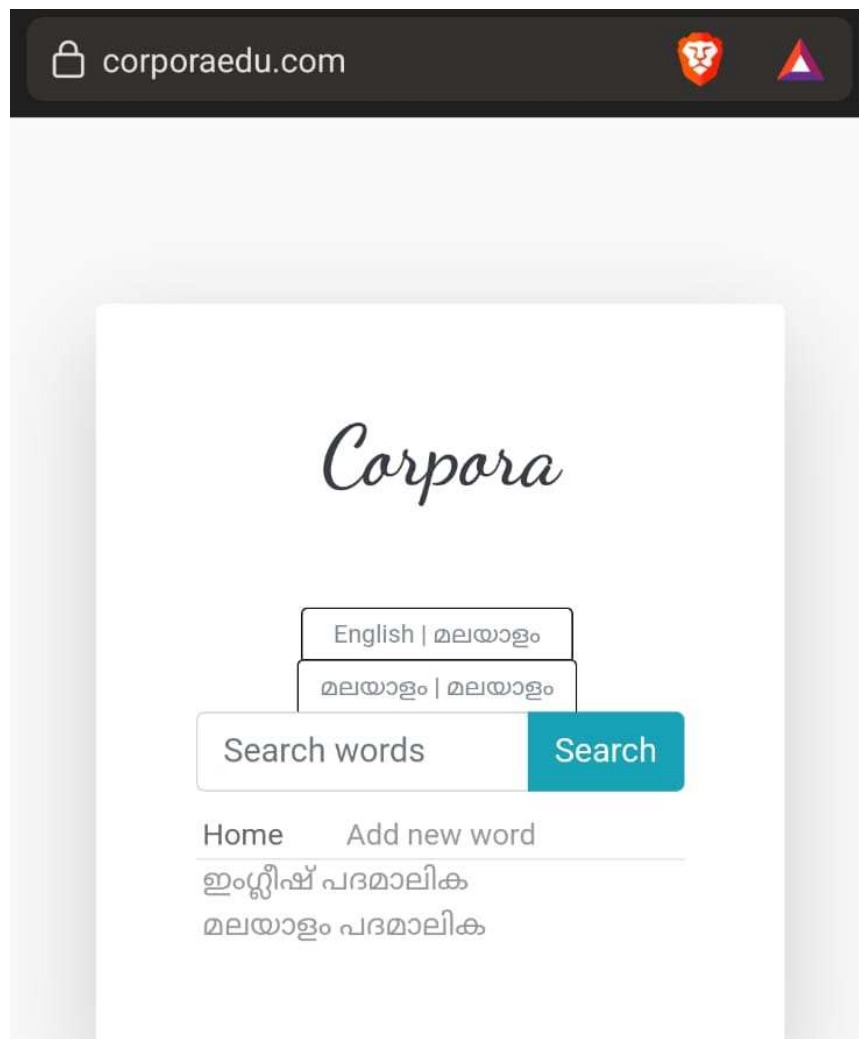
1. Fierce involves anger.
2. Fierce involves brutality.
3. Fierce involves terrible.

***Development of Learner corpora.*** Initially, online corpora and corpus materials were utilised for the experimental group to teach the target vocabulary. However, during the progress of the sessions, discovering the fact that some students were challenged in comprehending the contexts and examples extracted from the BNC. These students lacked engagement with language and corpus-based vocabulary activities. Keeping this in mind the researcher initiated to develop a learner corpus with the support of students to help those who faced difficulties. An adapted collection of extracted contexts was used to support low-proficient students in the class. Moreover, follow-up activities related to the new words introduced in each class were collected and refined with the support of the teacher. These refined contexts were also added to the adapted collection of the extracted contexts. A supporting image related to the meaning of the word was also added. The corpora were evolving in nature day by day. All the words with their contexts were uploaded in a server space titled 'corpus'. The students could access the meaning and the variety of contexts related to the word with supporting images.

***Introduce learner corpora***

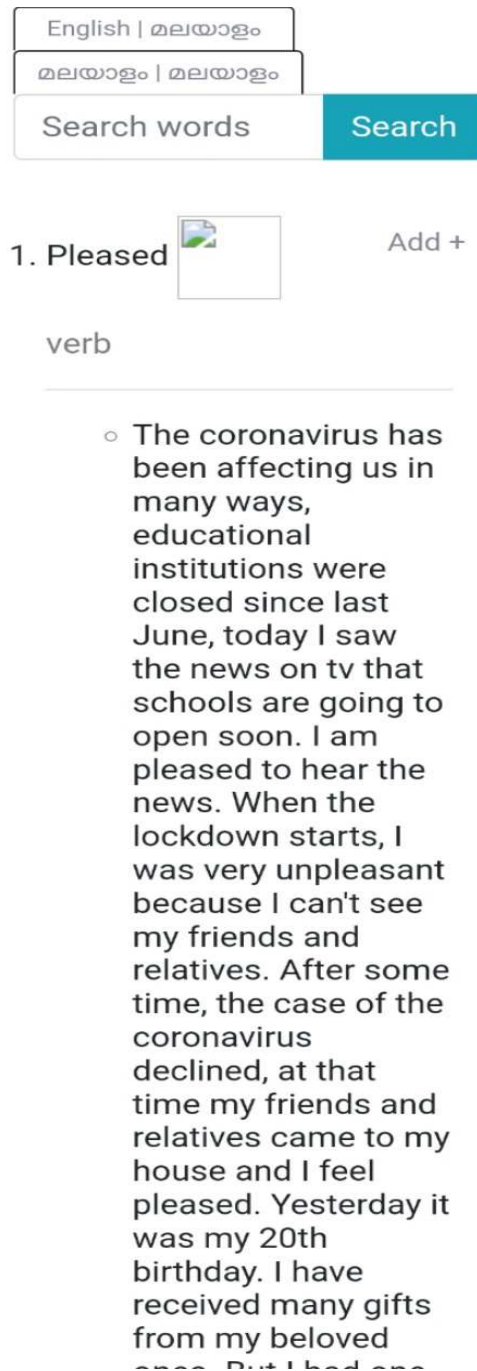
Step 1

Teacher asks the students to click the link *corporaedu.com*. Then a search space appears on the screen.



## Step 2

The target word is typed in the search space and a variety of contexts related with the word with supporting image appear on the screen.



The screenshot shows a search interface. At the top, there are two dropdown menus for language selection, both set to 'English | മലയാളം'. Below them is a search bar containing the text 'Search words' and a teal 'Search' button. The search results are displayed below the bar. The first result is '1. Pleased', accompanied by a small image icon and an 'Add +' button. Below the word 'Pleased', the part of speech 'verb' is indicated. A horizontal line separates the word and part of speech from a detailed context paragraph. The paragraph begins with a bullet point: 'o The coronavirus has been affecting us in many ways, educational institutions were closed since last June, today I saw the news on tv that schools are going to open soon. I am pleased to hear the news. When the lockdown starts, I was very unpleasant because I can't see my friends and relatives. After some time, the case of the coronavirus declined, at that time my friends and relatives came to my house and I feel pleased. Yesterday it was my 20th birthday. I have received many gifts from my beloved ones. But I had one

Sample

Two units of standard VIII English text book

Document

Standard VIII English textbook

**Objective 3: To develop modules based on Corpus-Based Approach for Standard VIII students.**

*Methodology*

The methodology for data collection, sample and tool is outlined as follows:

**Method.** Developing teaching manuals for units of standard VIII English textbook.

*Development of corpus-based modules.* The module developed for the std VIII students were based on two units of the textbook: Unit 2: Wings and Wheels, and Unit 3: Seeds and Deeds.

*Format of corpus-based modules.* Teaching manual is prepared with columns: process, teacher, learner and evaluation. The format of the teaching manual is as follows.

**Table 3***Format of corpus-based modules*

	Process	Teacher	Learner	Evaluation
1	Preliminary details	Teacher writes preliminary details such as the title of the lesson, teacher name, duration, learning objectives, theme and subtheme etc		
2	Prerequisites	Checks required previous knowledge, skills and experiences of the learners.	The students should know how to use BNC to engage in corpus-based classes.	Learner evaluates his knowledge in using corpora classes.
3	Starter	Teacher provides an entry activity to the whole class related to the topic.	The starter is an engaging activity that motivates the students for the learning processes.	Learner gets a basic understanding of the theme of the new lesson
4	Reading text	Teacher instructs the learners to note down difficult words that they come across during reading.	The students read the text individually to comprehend the passage.	The learners comprehend the main idea and the details of the passage. Teacher evaluates learner engagement.
5	Investigation	Teacher provides the extracted contexts and examples from BNC to the students by online or printed materials or instructs the learner to use the corpora (BNC) directly.	Students either use BNC directly or printed materials to explore the meaning of the difficult words.	Learners explore the meaning using BNC or printed material.

	Process	Teacher	Learner	Evaluation
6	Collection of data	Teacher extends support if necessary	The learners collect a sufficient number of contexts and examples of the target vocabulary from BNC.	Collect contextual sentences for the investigated word
7	Analysis and discussion	Teacher extends support if necessary	The learners analyse the contexts and examples either they collected from BNC or they received from the teacher. The context in which the word used is carefully analysed to understand the meaning of the word. The collocation of the word is also taken. The learners discuss the context and examples within the group and reach a conclusion regarding the context and meaning of the word.	Analyse the contextual sentences and guess the meaning of the target word through discussion
8	Presentation of the findings	Teacher leads the presentation	Students present their findings regarding the meaning of the target word. Other members make comments on the findings.	Present the meaning of the word
9	Apply the knowledge	Teacher provides different vocabulary activities to apply the word.	Students engage in the activities individually and group-wise.	Apply the word in the given task

	Process	Teacher	Learner	Evaluation
10	Revisit the paragraphs	Teacher instructs to read the passage once again and asks comprehension questions.	Students read the passage once again and the main idea of the passage is discussed. Students actively participate in discourse activities.	Comprehends and responds to the questions appropriately
11	Follow up	Teacher provides follow-up vocabulary activities such as writing sentences and contexts by using the words they discussed earlier.	Students write contexts and sentences using the words discussed in the class. The contexts are collected and modified with the support of the teacher to develop an evolving learner corpus.	Develops real life contexts related to the words introduced in the class and develops a learner corpus

**Documents.** Standard VIII English Textbook

Modules of corpus based approach is given as *Appendix B*

**Objective 4: To find out the effect of Corpus-Based Approach on performance in English of Standard VIII students.**

### ***Methodology***

The methodology adopted for data collection, sample and tool is described in terms of:

**Method.** The method followed was experimental and the design of the study was pre-test post-test non-equivalent group design.

The study administered a pre-test post-test non-equivalent group design. The control group and experimental group were randomly selected. The control group received treatment based on constructivist approach and the experimental group received treatment based on corpus-based approach. After the treatment a post-test was employed to both the groups. The differences in the scores of pre-test and post-tests were analysed within and between the groups.

**Sample.** The total sample for the study constituted sixty five students, with thirty one students in the experimental and thirty four students in the control groups from Government Vocational Higher Secondary School Omanur in Malappuram district, Kerala. Each group was randomly selected as experimental group and the other control group.

**Tool.** Performance test prepared for pre-test and post-test

### *Performance Test*

#### Construction of Performance Test

A pre-test and post-test were administered to find out the level of performance of std VIII students. A performance test giving weightage to all the skills Listening, Speaking, Reading and Writing only would serve the purpose. It was a discourse-oriented test to check all the skills. A mere knowledge of the vocabulary of learners was not the only level measured. Apart from knowledge level higher-order thinking levels such as analysing, evaluating and creating were evaluated using this performance test.

## Planning

To find out effectiveness of corpus-based approach on performance in English language is an important objective of the study. A well-designed performance test serves this objective. Therefore, a performance test was designed including various types of questions from all language skills.

## Preparation

A performance test was prepared giving equal weightage to all the language skills Listening, Speaking, Reading and Writing considering their subskills also. The test consists of two parts Listening and Speaking, and Reading and Writing. Listening and Speaking part was constructed to evaluate the level of various subskills of Listening and Speaking. Listening includes various subskills such as predicting content, Listening for gist, Listening for details, inferring meaning, inferring attitude, feeling, mood etc.

Speaking comprises subskills such as using interactive strategies, summarising, paraphrasing, reporting, narrating etc.

Listening news and answering the questions followed, matching images with correct audio descriptions, Listening narration and answering the questions are the types of questions included to evaluate listening skills.

Picture description, conversation completion, giving directions, story completion, and video narration were the types of questions included in the speaking skill category.

Reading and writing were the second part of the performance test. The important subskills included in the reading category are deducing meaning from context, editing, identifying main idea, drawing inferences etc.

Editing, summarising, paraphrasing, formulating and phrasing the main idea, arranging ideas and events in logical order etc. are the subskills included in writing category. Various types of questions such as pick out similar words, story completion, picture description, report rewriting, picking out correct spelt word, write-up, action description, comprehension questions, editing and advertisement preparations are included in reading and writing part.

#### Design of Performance Test

A performance test was prepared for standard VIII English students on the units ‘Wings and Wheels’ and ‘Seeds and Weeds’ giving weightage to objectives understanding, applying, analysing and creating. Weightage to the skills Listening, Speaking, Reading and Writing and weightage to form of questions objective type, short answer and essay type were also equally considered.

#### Construction of the Test

Details of the varied processes of the construction of performance test are described in the following phases.

##### *Phase I: Selection of the content*

The investigator selected the 2<sup>nd</sup> and 3<sup>rd</sup> Units in class VIII for the intervention which comprises four lessons.

*Phase II: Preparation of blueprint for performance test*

The blueprint of the performance test was prepared giving weightage to instructional objectives, skills and form of questions. The details of each one is provided.

**Blueprint****Table 4***Weightage to skills*

Skills	Score	Percentage
Listening	14	25
Reading	14	25
Writing	11	20
Communication	16	30

**Table 5***Weightage to objectives*

Objectives	Score	Percentage
Understanding	20.5	37
Application	7	13
Analysis	5	9
Create	22.5	41

**Table 6***Weightage to type of questions*

Type	Score	Percentage
Objective	8	15
Very short answer	13	24
Short answer	25.5	46
Essay	8.5	15

**Table 7***Blueprint*

Objectives	Understanding				Application			Analysis			Create			Total			
Form of Questions	O	VSA	SA	E	O	VSA	SA	E	O	VSA	SA	E	O		VSA	SA	E
Micro skills																	
Listening		4(2)	4(1)			1(1)				5(2)							14
Reading	8(3)	1.5(1)	3(1)			1.5(1)											14
Writing							1.5(1)								7(3)	2.5(1)	11
Communication							3(1)								7(2)	6(1)	16
Total	8	5.5	7			2.5	4.5			5				14	8.5		55

*Phase III: Writing Items*

The items were sequenced in the order of easy, average and difficulty.

*Phase IV: Preparation for the final version*

In consultation with the supervising guide and expert marks were allotted to each question to total 55 marks. The performance test was finalised for two hours and thirty minutes.

*Phase V: Scoring Key and Marking scheme*

Scoring key and marking scheme were prepared for all the items in the test. Key was prepared on the basis of the subskills of the four language skills: Listening, Speaking, Reading and Writing. The researcher prepared scoring key for the performance test.

*Validity*

The content validity of the test was ensured preparing the test on the basis of the curriculum of std VIII, Kerala Board of Secondary Education.

Construct validity was established by ensuring the test directly relates to the constructs which are measured. With the consultation of the subject expert the test was finalised.

***Data Collection Procedure***

Lessons were taught for both experimental and control groups during the experiment. Teaching manuals were prepared for both groups based on constructivist approach and corpus-based approach. Teaching manuals were finalised with the consultation of the supervising guide. Pre-tests and post-tests were administered before and after the experiment. For this purpose, a performance test was developed and validated.

The performance test consists of part A Listening and Speaking and part B Reading and Writing. Since part A includes items of listening and speaking it was conducted individually in a separate room devoid of any distractions. It took around three hours to complete part A for the pre-test and 5 hours for the post-test. Extra hours apart from the subject period were utilised to complete the task. Whereas, part B was conducted in the normal class period.

The recorded answers of phase 1 and the answer sheets of phase 2 of pre-test and post-test were scored based on the scoring key and marking scheme. The scores were then statistically treated.

Performance test is given as *Appendix C*

Scoring key is given as *Appendix D*

**Objective 5: To find the effect of constructivist approach on performance in English of standard VIII students.**

### ***Methodology***

The methodology adopted for data collection, sample and tool is described in terms of :

**Method.** The method followed was experimental and the design of the study was pre-test post-test non-equivalent group design.

The study administered a pre-test post-test non-equivalent group design. the control group and experimental groups were randomly selected. Then pre-test was administered to both the groups. The control group received treatment based on

constructivist approach and at the same time the experimental group received treatment based on corpus based approach. After the treatment a post-test was employed to both the groups. The differences in the scores of pre-test and post-tests were calculated within and between the groups.

**Sample.** The total sample for the study constituted sixty five students, with thirty one students in the experimental and thirty four students in the control groups from Government Vocational Higher Secondary School Omanur in Malappuram district, Kerala. Control group and experimental group were randomly selected.

**Tool.** Performance test was administered as a pre-test and post-test

**Major Objective 1: To compare the effectiveness of corpus-based approach and constructivist approach on performance in English of standard VIII students**

### *Methodology*

The methodology for data collection, analysis, sample and tools are outlined as follows:

**Method.** A performance test was prepared including all language skills such as Listening, Speaking, Reading and Writing. This performance test was administered to the control and experimental groups as a pre-test. A corpus linguist was developed containing the modules and the teaching-learning materials based on corpus-based approach. The experimental group was administered corpus-based approach. Modules based on constructivist approach were developed and administered to control group. The same performance test was used for the pre-test was administered as a post-test to both groups. Appropriate statistical tools and techniques such as t-tests and paired

t-test were used to compare the effectiveness of corpus-based approach and constructivist approach on students' performance.

**Tool.** Performance test was constructed to compare the level of performance of control group and experimental group.

**Sample.** Standard VIII students from GHSS Omanur.

**Statistical Techniques.** The statistical techniques employed to compare the effectiveness of corpus-based approach and constructivist approach are listed:

- 1) Measures of central tendencies – Mean, Median, Mode
- 2) Measures of dispersion –Standard deviation.
- 3) Skewness
- 4) Kurtosis
- 5) Test of significance of difference between means t-test
- 6) Paired t-test

**Objective 6: To collect reflections of secondary school English teachers on the self-developed corpus-based modules to teach English in standard VIII.**

### ***Methodology***

The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** An interview was administered to collect teachers' reflections.

To realise the objective of collecting teachers' reflections factually, a one-day orientation programme was conducted on corpus-based approach and linguistic

corpora. Twenty four English teachers in Kozhikode district participated in the programme. A comprehensive training module was developed incorporating all the processes of corpus-based approach to provide a deeper insight.

The first session allowed a discussion on present status of English teaching in Kerala. The constructive exchange of ideas and views made the session live and energetic. Providing the theoretical background on the history, types and significance of corpora and a few fundamental concepts such as concordance lines, collocations etc. validated the second session. The language lab in DIET Kozhikode which hosted the orientation programme, was well equipped with sufficient number of laptops and connectivity. So the third session was significantly effective by providing hands-on experience to the participants. British National Corpus (BNC) was introduced and the participants explored and analysed the contexts that appeared on the screen. Following this, the teachers were instructed to search for a particular word in the corpora and collect relevant contexts and examples. Then they analysed the contexts and reached a conclusion about the contextual meaning of the word. Subsequently, in the next session, teachers were acquainted with various corpus-based vocabulary activities such as concordance line analysis, collocation exploration, contextual guessing games etc. Some adapted vocabulary activities were also introduced to get insight into how corpora facilitate scaffolded activities for low-proficient students. The training concluded with a session on how to integrate vocabulary activities into teaching manuals. Afterwards, teachers prepared a teaching manual based on a lesson in the textbook. The programme ended with a feedback session. Following the orientation programme an interview was conducted with twenty four secondary school English teachers to collect their reflections on corpus based approach in face to face and telephonic mode.

**Sample.** 24 secondary school English teachers who participated in corpus-based training

**Tool.** Interview schedule

The researcher prepared an interview schedule to collect the reflections of English teachers who experienced corpus-based training programme.

**Table 8**

*Theme, components and items of interview schedule*

Sl No	Theme	Components	Item No
1	Practicability	Language environment, heterogenous class, time constraint, contextualisation of corpora, alignment with constructivism, prerequisites for learners, practicability of preparing corpus materials	5, 6, 12, 16, 17, 18, 19, 22
2	Impact on teaching vocabulary	Advantages of corpora, lasting and longer learning effect, developing higher order skills of learners, appropriateness of types of corpora, benefits for teachers and word usage and spelling	7, 8, 9, 10, 11, 20
3	Student engagement	self-learning, learner a lexicographer, critical thinking and learner autonomy	1, 2, 3, 4
4	Challenges	Barriers	13
5	Future use and suggestion	Evaluation techniques, curriculum and text book integration, teacher empowerment programme, teacher education curricula and benefits of corpora	14, 15, 21, 23, 24

The interview schedule consisted of five thematic points. Language environment, heterogenous class, time constraint, contextualisation of corpora,

alignment with constructivist principles, prerequisites for learners, practicability of preparing corpus materials and alignment with the whole language approach are the main components of the category. Gaining insights from the training, the teachers could contribute factual and reasonable opinions on the practicality of the approach. As the teachers were instrumental in implementing an innovative approach in the teaching-learning process their validation is pivotal. It was essential to explore whether corpus-based approach is appropriate for a heterogenous class. Therefore, item number 6 was included. It would be the main concern of the teachers whether the activities would be completed systematically within the stipulated time. Teachers' opinions regarding the practicability of preparing corpus materials were also considered. Therefore items 12, 'What do you think about the practicality of integrating corpus activities in the context of time being a factor in completing the student text?' and item No.19 the difficulties in designing concordance sheets, projects and tasks based on corpus?

Online corpora and learner corpora were utilised in the corpus class. In a heterogeneous class learners' diverse needs have to be accounted for. So, teachers' opinions on the appropriateness of corpora were considered. The type of corpora which is appropriate to cater to the needs of the students has to be suggested. Therefore items 10 and 16 were included.

Item 17, 'In what way do you think that the principles of this approach are in tune with constructivist approach?' was included to know whether corpus-based approach supports learner engagement, knowledge construction by the learner and discovery learning which form the core of language acquisition process. Teachers'

opinions regarding this strengthen the pedagogical implications of this approach in a constructivist setting.

Impact on teaching vocabulary is the second category of the interview schedule. Advantages of corpora, lasting and longer learning effect, development of higher order skills of learners, appropriateness of types of corpora, benefits for teachers and word usage and spelling are the main components included in this category.

Including items related to the advantages of corpora provides insights to the teachers to compare the present method and corpus approach. Item No. 8, 'In what way do you think the lasting and longer learning effect could be assured by using corpus-based classroom activities?' and item No. 9, 'In what ways does this approach help students develop skills related to the objective of evaluation by guessing the meaning of the words?' were included to collect opinions on its longer learning effect and its effect on developing higher order thinking levels.

Professional development of teachers is a key factor in teaching-learning process. Item number 11 related to teachers' benefits and professional development gave insights into whether this approach would help teachers enhance material preparation and adopt innovative methods.

The third thematic point considered was student engagement. This category included various components such as self-learning, learner-a-lexicographer, critical thinking and learner autonomy. Items related to self-learning, learner autonomy and

critical thinking were included to evaluate how this approach promotes these essential life skills.

The challenges of teachers and students when they engage with corpus-based approach were to be collected. Item number 13 was on the barriers expected while implementing in the classroom was crucial to know the practical issues the teachers might encounter related to factors like lack of resources, insufficient teacher training, limited access to technology etc.

The opinion on future use and suggestions were collected from the teachers. Evaluation techniques, curriculum and textbook integration, teacher empowerment programme, teacher education curricula and benefits of corpora were the components included in this category.

Vocabulary acquisition is a major factor in English language teaching. So the teachers must adopt corresponding innovative methods and techniques for its evaluation. Teachers' reflections regarding benefits of the corpus to design innovative evaluation techniques to assess vocabulary learning were collected. Therefore, item number 14, 'What changes would you recommend in the evaluation techniques to assess vocabulary learning?' was included. Item 15 was included to collect opinions on the future use of this approach. It was critical to know the opinions on the integration of this approach in the curriculum and textbook.

Teacher empowerment programmes assist teachers to be updated with innovative methods and techniques. Item No. 21 was included to understand their perception regarding teacher empowerment programmes on corpus approach. The

future teachers would become aware of this approach if it is incorporated into the teacher education curricula. Teachers become aware of whether the present system emphasises this kind of innovative research-oriented method. Therefore, item 21, ‘Will you recommend this approach for teacher education curricula focussing on theory, training and practical sessions? Why?’ was included.

Item 24, ‘How do you look into the benefits of corpus-based activities?’ was included the pedagogical implications of this approach in the present scenario.

Training module is given as *Appendix E*

Interview schedule is given as *Appendix F*

**Objective 7: To collect opinions of standard VIII students who experienced the Corpus Based Modules.**

### *Methodology*

The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** Survey was the method

**Sample.** The researcher used the experimental group with 31 students to collect the reflections on corpus-based modules.

**Tool.** An opinionnaire was developed to collect the opinions of the students who experienced the corpus approach and corpora activities. Opinionnaire comprised

33 items from various categories such as methodology, attitude of the students, language skill development, learner autonomy and future suggestions.

**Table 9**

*Theme, components and items of opinionnaire*

Sl. No.	Theme	Components	Items
1	Methodology	Methods, spelling, online mode, comprehension, word forms, appropriate usage, practicability, confidence	1, 6, 13, 14, 15, 16, 17, 18, 21, 23, 24, 25, 27, 28, 30, 31
2	Motivation and attitude	Interest, encouragement, confidence	2, 3, 7, 10, 20, 22
3	Application/skills	Memory, comprehension, Listening, Speaking, Reading, Writing	4, 5, 8, 9, 11
4	Autonomy	Self-directed learning, inquiry,	12, 19, 26
5	Suggestion	Materials, supporting materials	29, 32, 33

Exploring the students' experience who had undergone the treatment was vital to recognize how corpora helped to enhance their language development. This category included various aspects related to language acquisition: such as methods, spelling, online mode, comprehension, word forms, appropriate usage, practicability, confidence, etc. Corpora provides a language-rich environment compared to a dictionary. Therefore, item number 1 was included.

In this approach, students are exposed to numerous real-life contexts and they search the keyword in online corpora entering the correct spelling of the target vocabulary. Therefore, item number 6, on the benefit of corpora for easy learning of spelling was included.

Learners are expected to easily identify the different forms of the words by analysing a variety of contexts. Learners' views on the practical issues which the students might encounter during the analysis of the contexts, attitude to unfamiliar passages and the changes in their habit of using corpora have to be revealed. Therefore, item number 13 on preference to online corpora to printed materials to find out the meaning of words and item number 16, 'This method makes it easier to learn different forms of words.' Item number 18, 'this method helped me to learn word meaning through activities instead of rote memorisation.' and item 25 'I should learn the meaning of all the words through this method' were included under the theme.

Another thematic point was motivation and attitude. Components such as interest, encouragement, and confidence were included in this category. The students were motivated and interested in using corpora with confidence. As a result, they analysed and discovered the meaning of their own. The low-proficient learners were supported by scaffolded activity utilising adapted materials. The item 'Motivation and attitude definitely help the learner to engage at a deeper level' was included. This facilitated providing an insight into the learner attitude and motivation to corpus based approach. Therefore, Item number 2, 'It aroused interest in me to learn more words.' Item number 3, 'Learning word meaning through this method is motivating as it provides numerous opportunities for self-learning' Item no 10, 'I was interested to write and speak using the words I learned through this method' and item number 22, 'I feel very confident using this method when the teacher is with me to explain' were included in this category.

Various components such as memory, comprehension, Listening, Speaking, Reading, and Writing were included to know how this approach provides a conducive environment for language acquisition. The study investigates the effectiveness of this approach on their performance in English. Hence, how this approach benefitted them to acquire the language skills were important. Therefore item 4, 'I can easily recall the meaning of the words which I learned through this method' and item 8, 'My ability to listen and understand has increased by paying close attention to the teacher's instructions and other information' were included.

In the category of learner autonomy, the integral components of corpus approach such as self-directed learning, inquiry learning etc were included to know the students' perspectives on these factors. Items 'finding meanings my own is difficult' and 'I experience feeling of self-learning' were included to realise how this approach facilitated self-learning and enquiry learning facilitating meaningful experiences for students.

Future use and suggestions in the category recognise the challenges and possibilities of this approach. This would support redefining and reshaping the approach according to the aspirations of the learners. All kinds of concerns regarding this approach could be collected, therefore items such, 'I wished I would get meanings in Malayalam' and 'This method should start from primary classes' were included in the schedule.

Malayalam and English versions of the Opinionnaire are given as *Appendix G & H*.

## **Model Lesson Plan of Constructivist Approach**

### ***Preliminary Details***

- Unit : The nightingale and the rose
- Topic : She said that.....upon his brow
- Theme : Nature and its beauty
- Subtheme : Harmony and connection between living beings and nature

### ***Learning outcomes:***

Learner shares opinions about nature and its benefits

Learner reads the textual passage with comprehension

Learner infers the meaning of the words 'wretched' and 'desire'

Learner listens a few vocabulary items such as 'wretched' and 'desire' being integrated in an unfamiliar passage

Learner acquires the meaning of the words 'wretched' and 'desire' through the presented discourses story and unfamiliar passage

Learner summarises the main events in the passage

Learner uses the learned words in various life related discourses

### ***Pre requisites***

Learner has different experiences with the nature

The learner is familiar with simple stories

Learner has written various discourses

***Learning resources***

An unfamiliar passage consists of the words ‘wretched’ and ‘desire’

Fable to introduce new words

PROCESS	PRODUCT
<p><b>Starter</b></p> <p>The teacher starts the class with an informal talk.</p> <p><b>Stimulus</b></p> <p>Teacher shows a picture of a boy who is watching the sunset.</p> <p>Asks a few questions to initiate a discussion</p> <p>What is the boy doing?</p> <p>Why does he watch the sunset?</p> <p><i>Learner responses:</i></p> <p>He gets happiness</p> <p>He may be lonely</p> <p>He likes nature. so, and so</p> <p>Teacher asks some other interactive questions</p> <p><i>Discussion points:</i></p> <p>What does nature give us?</p> <p>Can we live without nature?</p> <p>The learners respond orally.</p> <p>Teacher concludes the session by saying that nature is everything and it helps us in various way.</p> <p>Teacher announces the title of the story.</p> <p>Shows the image of the author Oscar Wild on the screen and gives a short description of the writer.</p>	

**Reading the text**

Asks the learner to read the text individually. Teacher provides necessary support to the learner. Asks to locate new words during the reading process.

*Global comprehension*

Asks a few questions from the passage

Learners are asked to respond orally.

Why did the boy cry?

What did the nightingale say about the boy?

How was the boy described?

Teacher provides hints to support the learner if necessary.

**Breaking hampers:**

Clarifies the doubts guiding the students to comprehend the passage.

**Discourse 1***Listening - story time*

Teacher introduces the key words *wretched* and *desire* by telling a story.

*Wretched-* adjective

In a very unhappy or unfortunate state

I felt so wretched because I thought I might never see you again.

Similar: miserable, unhappy, sad, broken-hearted

*Desire:* noun

A strong feeling of wanting to have something or wishing for something to happen.

<p>Similar: wish, want, fancy</p> <p><i>Introduction</i></p> <p>Teacher: you have come across a few unfamiliar words during the reading process. Before we learn the new words, I am going to present you a small story. Teacher present the story interactively.</p> <p><i>Objective:</i></p> <p>Enable the learner to listen the words <i>wretched</i> and <i>desire</i>.</p> <p><i>Context:</i> story of lion</p> <p>A wolf and lion once lived together. During a summer day, the fox saw its shadow on the ground. The fox thought he was stronger than the lion. He felt a desire to become the king of the forest. He thought about his wish for some seconds. The fox became sad. However, the wretched fox went to the king.</p> <p>Teacher writes the words <i>wretched</i> and <i>desire</i> on the black board.</p> <p><i>Activity:</i></p> <p>The learner listens to the story carefully and interacts with the teacher.</p> <p>Teacher: can you guess what happened to the fox?</p> <p>What was the desire of the fox?</p> <p>What was the condition of the fox?</p> <p>Elicits open responses.</p> <p>Estimated time: 7 minutes</p> <p><b>Discourse 2</b></p>	
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<p><i>Reading: Introduction</i></p> <p>Provides an unfamiliar passage to the learners.</p> <p>Gives instructions to read the passage and locate the words which they have listened in the story.</p> <p>The learner infers the meaning of the new words in the passage.</p> <p><i>Objective:</i></p> <p>Enable the learner to identify the meaning of the words such as wretched and desire.</p> <p><i>Context: reading passage</i></p> <p>The girl had a strong desire to get a top rank in the entrance exam. But, during the exam time, she got sick with COVID-19 and couldn't take it. Her house was in a wretched state, very sad and messy.</p> <p><i>Comprehension questions</i></p> <p>Asks a few questions based on the above given passage.</p> <p>What was the wish of the girl?</p> <p>Why did the house become sad?</p> <p>Teacher continues the interaction with some questions</p> <p>Can you read the words on black board?</p> <p>What is the meaning of the word wretched?</p> <p>Have you ever become wretched? Say an example?</p> <p>What is the meaning of the word desire?</p> <p>What is your desire in your life?</p> <p>Learners share their views.</p> <p>Teacher clarifies the doubts if any.</p>	
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<p><b>Revisit the paragraph</b></p> <p>Asks to read the passage again</p> <p>Asks to summarise the events in the passage</p> <p>Teacher supports the learner by guiding to focus the main points in the passage to get a clear summary.</p> <p><b>Group presentation</b></p> <p>Learners present their activity. After the presentation students make editing with the support of the teacher.</p> <p><b>Assignment</b></p> <p>Prepare a write up about an unpleasant experience you had in your life. Use the words <i>desire</i> and <i>wretched</i> in the write up.</p>	
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## Chapter IV

# **ANALYSIS AND INTERPRETATION**

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- Analysis of the problems in realizing the learning outcomes of vocabulary in English language in secondary schools in Kerala
- Analysis of achievement scores of experimental and control groups in the pre-test and post-test
- Analysis of teachers' reflection on corpus based approach
- Analysis of student responses on the effectiveness of corpus based approach

## **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the analysis and interpretation of data collected in this study. Data analysis is the process of examining and interpreting the collected information relevant to the objective of the study. It can be qualitative analysing non-numeric data and quantitative focusing numerical data. Descriptive statistics, inferential statistics and hypothesis testing are included in quantitative data to measure differences among variables, generalize findings and assess correlations or make predictions.

In the present study the data was collected by executing the tools: the score of performance tests was analyzed on the basis of predicted objectives and the formulated hypotheses. The result of the statistical analysis has been summarised and tabulated.

The study intended to develop corpus linguistics for standard VIII students to enhance their performance in English. Analysis of the present study is based on the following objectives.

### **Objectives of the study**

#### **Major Objective**

1. To compare the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students.

#### **Minor Objectives**

1. To find out the problems in realizing the learning outcomes of vocabulary in English Language in secondary schools in Kerala.

2. To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.
3. To develop modules based on Corpus Based Approach for Standard VIII students.
4. To find out the effect of Corpus Based Approach on performance in English of Standard VIII students.
5. To find out the effect of Constructivist Approach on performance in English of Standard VIII students.
6. To collect reflections of English teachers on the self-developed Corpus Based Modules to teach English in Standard VIII.
7. To collect opinions of standard VIII students who experienced the Corpus Based Modules.

### **Hypotheses**

1. There are felt problems for the teachers in realising the learning outcomes of English Language for standard VIII students in Kerala.
2. There is no significant difference in the effectiveness of corpus-based approach and contemporary constructivist approach on performance in English of standard VIII students.

Analysis of the present study is based on following objectives.

**Objective 1:** Analysis of the problems in realizing the learning outcomes in English language in secondary schools in Kerala.

As the major objective of the study is to find out the effectiveness of corpus-based approach, as a prelude to the development of linguistic corpora the investigator identified the existing problems and difficulties faced by English teachers. The main focus of this section of analysis is to realise the current practices and challenges faced by secondary school English teachers who taught in standard VIII. The analysis is presented under different heads such as home environment, vocabulary methods and techniques, assessment practices, and editing skills.

To identify the practices and difficulties of secondary school English language teachers, the investigator developed a semi-structured interview schedule. The interview items covered the areas:

- I. Home environment
- II. Vocabulary methods and techniques
- III. Assessment practices
- IV. Editing skills

**Table 10**

*Details on the problems in English language teaching from the responses of secondary teachers*

Category	Items	Frequency
Home environment	Family back ground and parental support	22
	Additional resources	30
Vocabulary methods and techniques	vocabulary acquisition	21
	Lack of innovative methods and techniques	25
	IT integration	30
Assessment	assessment techniques	27
	No scope for Higher order skills development	28
	No use of vocabulary in real life contexts	30
Editing	No focus on linguistic editing	28
	No focus on spelling	12

The table 10 shows that 22 out of 35 teachers opined family back ground and parental support are the key factors in the learners' performance in English. Most of the students come from families with little educational background, and few of them are assisted by their parents. Students hail from low educational background won't be required to participate in the home learning activities. All the students from families with higher levels of education are more motivated and engaged in class activities. The table reveals that 30 out of 35 teachers express that lack of additional resources affect in providing a language rich environment.

Among the respondents 21 teachers claimed that the existing methodology is insufficient to improve the performance skills of the students in the English language.

They added the current educational set-up is not adequate for the natural way of English language acquisition. Even though schools have adequate facilities to provide an English-rich environment students are not exposed to the skill of communication. Vocabulary acquisition is not given importance in the classroom. No innovative and motivational methods are used to ensure a deep comprehension of the word meaning.

At present teachers are using context to introduce new words, but it is ineffective because it is not motivational and self-paced. Among the respondents 10 teachers asserted that they are employing innovative methods and techniques for language exposure. Language games and activities in the classroom, according to teachers, are not much applied in the fear that they must finish the bulky textbook within the allotted time. Students lack basic linguistic skills in English, including the ability to read and spell. They do not receive any outside exposure for language enrichment, hence the English language is foreign to them. Students have significant difficulties in the acquisition of English language. To address the problem, the teachers conduct some routine additional classes and camps. But these methods and tactics hardly suffice to meet the demands.

Among the respondents 30 teachers claimed that they are not integrating IT for vocabulary instruction. The school is equipped with adequate amenities for IT-integrated education with the support of a smart room and IT lab. However, the language teachers do not effectively utilize the resources; instead, they display some downloaded videos and photos. All the students, according to the teachers, are particularly interested in computer assisted learning and painting.

Majority of the teachers (27) stated that the present assessment system is not adequate to evaluate the language acquisition of the learners. Only 7 teachers argued that at present, vocabulary assessment emphasis higher order thinking. It was revealed that teachers don't employ any particular method for continuous and comprehensive evaluation specifically related with vocabulary acquisition. Simple tasks like reading, asking questions, discourse writing etc. are carried out by them.

Among the respondents 5 teachers argued learners use vocabulary in their real-life contexts. The children are currently learning the new words by heart. Even while they do not frequently use the language, they do use some phrases in everyday speech. According to their level of acquisition, they try to utilise the terms in everyday situations. They only pick up a certain number of words from school. When speaking English with their teachers and peers, they are quite shy.

The table shows that majority of the teachers (28) do not make editing in the appropriateness of the word usage. Among the respondents 23 teachers stated that they do not make editing even in spelling.

It could be concluded that English teachers face problems in teaching English due to various reasons such as inadequate methodology and assessment strategies. The schools fail to provide a language rich environment to the learners exposing them to variety of learning resources and materials. The teachers claim that, even though the schools are equipped with modern technologies and facilities the present system is not in favor of the natural way of language acquisition process. Innovative methods and techniques are not leveraged for vocabulary teaching and assessment and it causes for the low performance level of the learners in English language.

**Objective 2:** To compare the effectiveness of corpus based approach and constructivist approach on performance in English of standard VIII students.

The experiment was conducted to find out the effectiveness of corpus-based approach on the performance in English of standard VIII school students. The investigator adopted Experimental method in this study. For the experimentation, the investigator selected two groups: the experimental group consists of 31 students and the control group consists of 34 students. The scores of pupils in both the pre-test and post-test were collected and analysed in accordance with the objectives of the study using 't' test and paired t- test.

The analysis of data collected was done under three major headings:

- i. Preliminary analysis of the achievement test scores
- ii. Comparison of the mean scores between experimental and control groups of pre-test and post-test for the total sample
- iii. Comparison of the mean scores between pre-test and post-test scores of the control and experimental groups for the total sample

**Analysis of achievement test scores of experimental and control groups in the  
pre-test and post-test**

**Preliminary analysis of the Achievement test scores**

***Before Experiment***

Before starting the experiment, a pre-test in performance test was administered to both the Experimental and Control Groups. The pre-test scores were subjected to preliminary statistical analysis to decide further statistical procedures to be done. The mean, median, mode, standard deviation, skewness and kurtosis of the pre-test scores were calculated. The distributions were separately examined for normality. The analysis is displayed in table 11.

**Table 11**

*Details of preliminary analysis of pre-test on listening and speaking*

Statistics	Control Group	Experimental Group
Mean	7.56	8.00
Median	6.00	6.00
Mode	5.00	6.00
Std. Deviation	4.26	6.61
Skewness	.78	1.66
Kurtosis	-.68	2.13

The table 11 reveals that the value of mean, median and mode are almost same for the control group. The values are 7.56, 6.00 and 5.00 respectively. The standard deviation 4.26 indicates that the data points in the control group have a moderate level of variation. The skewness 0.78 suggests a moderate positive skewness. The kurtosis is -0.68 is slightly higher than 0 but still close to normal.

For experimental group, the values of mean, median, mode and standard deviation are 8.00, 6.00, 6.00, and 6.61 respectively. Additionally, the positive skewness value of 1.66 indicates that the distribution of data is skewed to the right. The kurtosis value of 2.13 suggests a slightly platykurtic distribution indicating the presence of some extreme value.

**Table 12**

*Details of preliminary analysis of pre-test on reading and writing*

Statistics	Control Group	Experimental Group
Mean	4.66	3.94
Median	3.50	4.00
Mode	3.50	4.00
Std. Deviation	3.51	2.69
Skewness	2.02	.47
Kurtosis	3.65	-.33

The table 12 reveals that the value of the mean, median, mode and standard deviation of the control group are 4.66, 3.50, 3.50, and 3.51 respectively. The skewness 2.02 indicates it is positively skewed. The kurtosis value of 3.65 Suggests that the distribution is leptokurtic and there is an increased presence of extremely high values.

For experimental group, the values of mean, median, mode, and standard deviation are 3.94, 4.00, 4.00, and 2.69 respectively. The skewness value of 0.47 indicates the data is moderately skewed. The kurtosis value of -0.33 indicates the distribution is slightly platykurtic.

**Table 13***Details of preliminary analysis of pre-test on performance*

Statistics	Control Group	Experimental Group
Mean	12.22	11.94
Median	9.50	10.00
Mode	9.50	9.50
Std. Deviation	7.23	8.76
Skewness	1.46	1.51
Kurtosis	1.51	1.81

The table 13 reveals that the value of mean, median, mode and standard deviation of the control group are 12.22, 9.50, 9.50, and 7.23 respectively. The skewness of 1.46 suggests that it is positively skewed to the right. The kurtosis 1.51 suggests the presence of extreme values and is platykurtic.

The values of mean, median, mode and standard deviation of the experimental group are 11.94, 10.00, 9.50, and 8.76 respectively. The skewness value of 1.51 indicates the data is positively skewed. The value of 1.81 indicates a platykurtic distribution.

### ***After Experiment***

A post-test was administered to both the experimental and control groups to measure their achievement in performance test after the experiment. The scores obtained by pupils were subjected to preliminary statistical analysis using mean, median, mode, standard deviation, skewness and kurtosis.

**Table 14***Details of preliminary analysis of post-test on listening and speaking*

Statistics	Control Group	Experimental Group
Mean	11.76	14.87
Median	9.00	13.00
Mode	8.00	12.00
Std. Deviation	5.48	6.78
Skewness	.91	.70
Kurtosis	-.44	-.002

The table 14 discloses that the value of mean, median, mode and standard deviation of the control group on listening and speaking is 11.76, 9.00, 8.00, and 5.48 respectively. Skewness .91 suggests that it is positively skewed. Kurtosis -.44 indicates that the distribution is platykurtic.

Mean, median, mode and standard deviation of the experimental group are 14.87, 13.00, 12.00, and 6.78 respectively. Skewness .70 indicates the value is moderately positive skewness. Kurtosis -.002 indicates negative kurtosis and the distribution is very close to normal.

**Table 15***Details of preliminary analysis of post-test on reading and writing*

Statistics	Control Group	Experimental Group
Mean	8.74	11.24
Median	8.75	10.50
Mode	9.50	6.50
Std. Deviation	4.14	5.01
Skewness	.95	.32
Kurtosis	.69	-1.12

The table 15 shows the value of mean, median, mode and standard deviation of the control group are 8.74, 8.75, 9.50, and 4.14 respectively. The skewness value of 0.95 indicates a very slight deviation from a perfectly symmetrical distribution. The kurtosis value of 0.69 suggests that the data set has a relatively peaked distribution compared to normal distribution.

The value of mean, median mode and standard deviation of the experimental group are 11.24, 10.50, 6.50, and 5.01 respectively. The skewness 0.32 indicates a positive skewness. The value of kurtosis -1.12 suggests it is negative kurtosis.

**Table 16**

*Details of preliminary analysis of post-test on performance*

Statistics	Control Group	Experimental Group
Mean	20.50	26.11
Median	16.25	26.00
Mode	16.00	26.00
Std. Deviation	8.75	10.81
Skewness	.92	.67
Kurtosis	-.31	-.04

The analysis of the control group reveals that the average mean score is approximately 20.50 with a median score of 16.25. The most frequently occurring score is 16.0, and the scores have a standard deviation of 8.75 indicating moderate variability. The distribution of scores is positively skewed (0.92), meaning there are more low scores and fewer high scores. The kurtosis value of -0.31 suggests a slightly sharper peak than a normal distribution. The scores range from a minimum of 11 to a

maximum of 38.5, indicating a broad range of performance levels within the control group.

In contrast, the experimental group shows a higher average mean score of 26.11, with a median score of 26.0 and a mode of 26.0. The standard deviation is 10.81 indicating higher variability compared to the control group. The skewness of 0.67 suggests a less pronounced positive skew than the control group, with more balanced distribution of scores. The kurtosis value of -0.04 indicates a distribution very close to normal. The scores in the experimental group range from a minimum of 10.5 to a maximum of 50.0, showing a wider spread of scores. Overall, the experimental group outperforms the control group, as evidenced by the higher mean score and the greater variability in performance.

### **Comparison of the mean pre-test and post-test scores of the experimental and control groups for the total sample**

A pre-test was conducted to find out the effectiveness of corpus based approach on the performance in English to both experimental and control groups before starting the experiment and scores obtained were tabulated. After the experiment with corpus based approach, post-test were carried out for both groups. The pre-test and post-test were conducted in two phases: one for listening and speaking and the other for reading and writing. The mean, standard deviation and t-value are calculated for both the pre-test and post-test and are presented in the table 17.

**Table 17**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on listening and speaking*

<b>Test</b>	<b>Group</b>	<b>Sample (N)</b>	<b>Mean</b>	<b>S.D</b>	<b>'t'-value</b>
Pre-test	Control	34	7.56	4.26	0.323
	Experimental	31	8.00	6.61	
Post-test	Control	34	11.76	5.48	2.040
	Experimental	31	14.87	6.78	

\* significant at 0.01 level

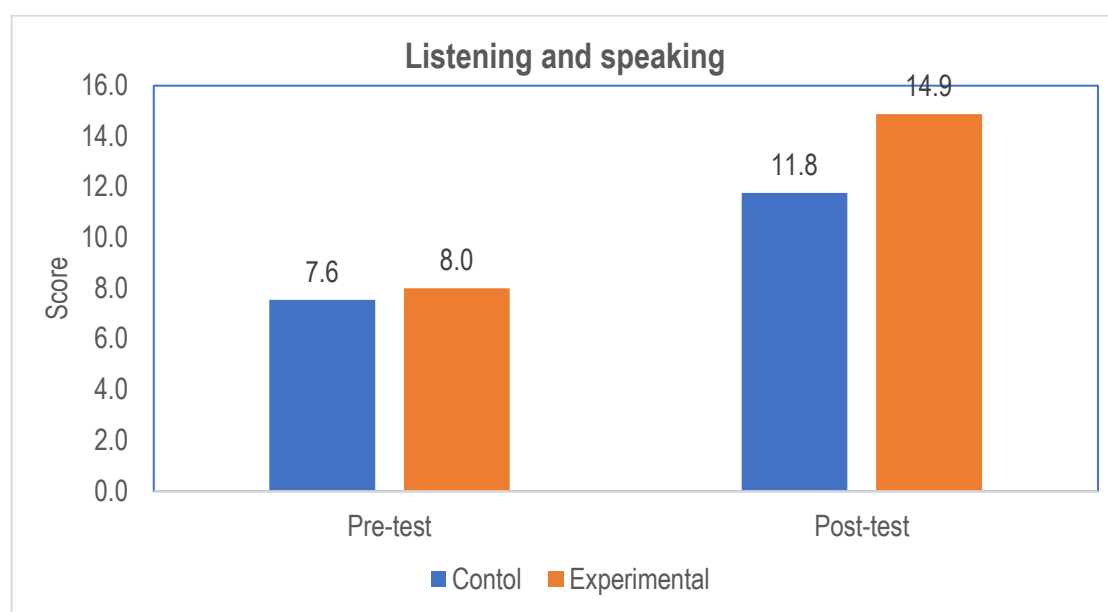
Table 17 reveals that, in the case of pre-test the mean score on listening and speaking is 7.56 for the control group the mean score of listening and speaking is 8.00 for the experimental group with standard deviations 4.26 and 6.61 respectively. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on listening and speaking given that the calculated t-value 0.323 is less than table value 1.96 at 0.05 level of significance.

The post-test scores demonstrate notable differences between the control and experimental group. The control group exhibited an average score of 11.76 while the experimental group had a higher mean score of 14.87. The obtained t-value of 2.040 is significant at 0.05 level of significance. This indicates that the treatment applied to the experimental group potentially had a positive impact on their listening and speaking skills.

Graphical representation of the comparison of listening and speaking skills scores between control and experimental group in the pre-test and post-tests are given in Figure 4

**Figure 4**

*Comparison of listening and speaking skills scores between control and experimental group*



**Table 18**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on listening*

Test	Group	Sample (N)	Mean	S.D	't'-value
Pre-test	Control	34	5.68	2.54	0.102
	Experimental	31	5.74	2.65	
Post-test	Control	34	7.12	2.56	0.524
	Experimental	31	7.48	3.07	

\*significant at 0.01 level

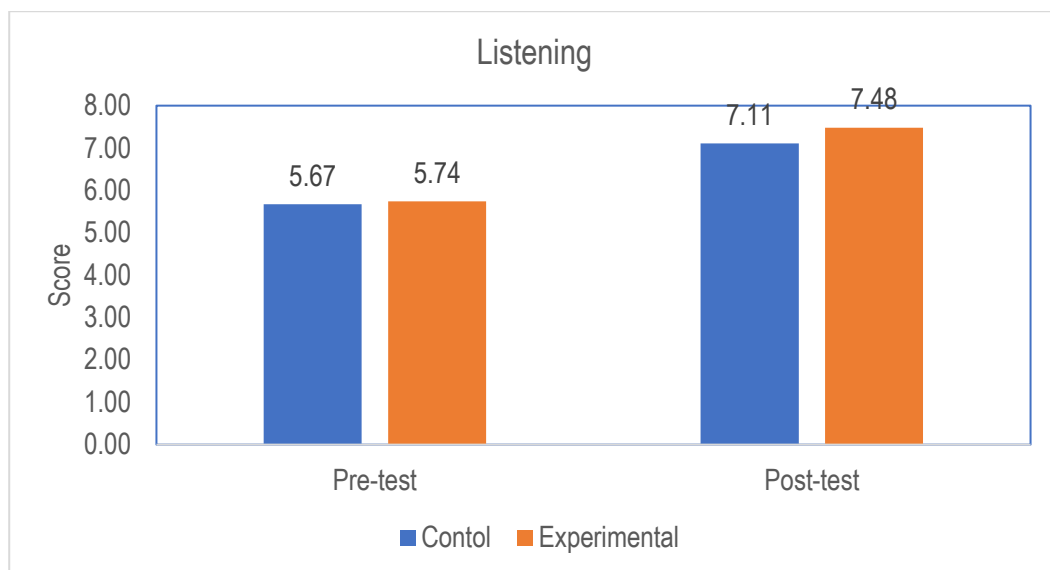
Table 18 reveals that, in the case of pre-test the average score on listening is 5.68 for the control group and the average score of listening is 5.74 for the experimental group with standard deviations 2.54 and 2.65 respectively. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on listening due to the fact that the calculated t-value 0.102 is less than table value 1.96 at 0.05 level of significance.

In the case of post-test the mean score on listening is 7.12 for the control group and the mean score of listening is 7.48 for the experimental group with standard deviations 2.56 and 3.07 respectively. Test of significance of difference shows that the obtained t-value 0.524 is less than table value 1.96 at 0.05 level of significance. This indicate that there is no significant difference between control group and experimental group in their performance in listening skill.

Graphical representation of the comparison of listening skills scores between control and experimental group in the pre-test and post-tests are given in Figure 5.

**Figure 5**

*Comparison of listening skills scores between control and experimental group*



**Table 19**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on speaking*

Test	Group	Sample (N)	Mean	S.D	't'-value
Pre-test	Control	34	1.88	2.33	0.419
	Experimental	31	2.26	4.63	
Post-test	Control	34	4.65	3.16	3.146
	Experimental	31	7.39	3.85	

\*significant at 0.01 level

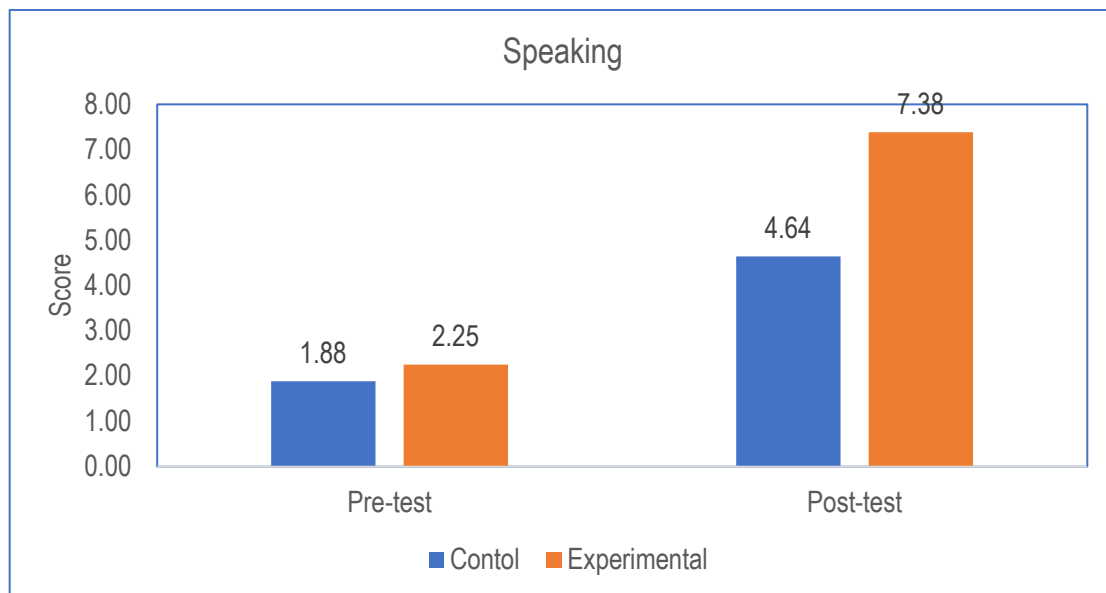
Table 19 reveals that, in the case of pre-test the average score on speaking is 1.88 for the control group and the average score of speaking is 2.26 for the experimental group with standard deviations of 2.33 and 4.63 respectively. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on speaking as the calculated t-value 0.419 is less than table value 1.96 at 0.05 level of significance.

Following the intervention, the post-test mean score of the control group is 4.65 while the experimental group exhibits a higher mean score of 7.39. Moreover, the calculated t-value is 3.146 which exceeds the critical value of 2.58 at 0.01 level of significance. This indicate that the Corpus based approach has a positive impact on the speaking skills of the experimental group.

Graphical representation of the comparison of speaking skills scores between control and experimental group in the pre-test and post-tests are given in Figure 6.

**Figure 6**

*Comparison of speaking skills scores between control and experimental group*

**Table 20**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on reading and writing*

Test	Group	Sample (N)	Mean	S.D	't'-value
Pre-test	Control	34	4.66	3.51	0.930
	Experimental	31	3.94	2.69	
Post-test	Control	34	8.74	4.14	2.206
	Experimental	31	11.24	5.01	

\*significant at 0.01 level

The table 20 shows that before the intervention the mean reading and writing score for the control group is 4.66 with a standard deviation of 3.51. The experimental group has a slightly lower mean score of 3.94 with a standard deviation of 2.69. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on reading and writing due

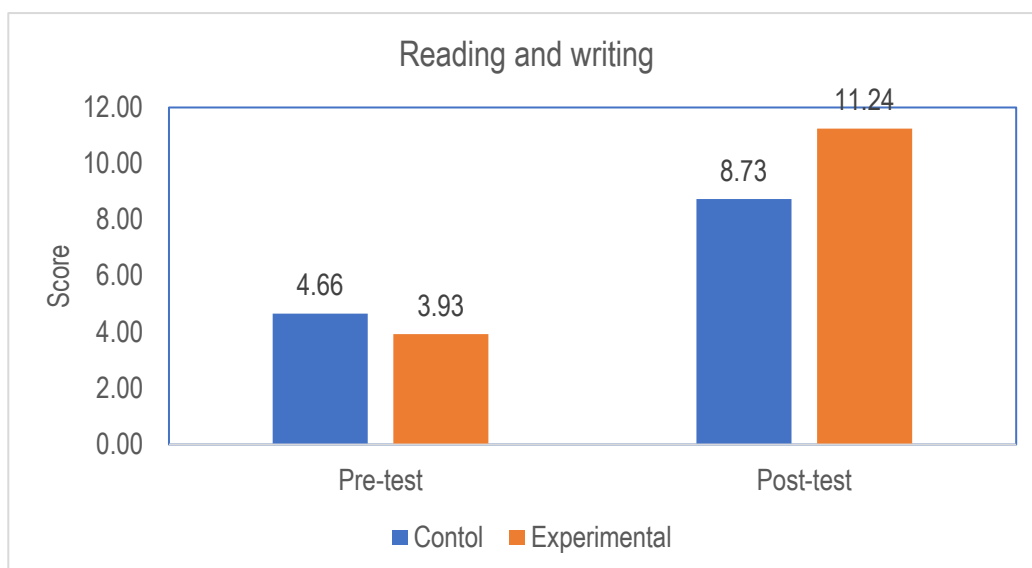
to the fact that the calculated t-value 0.930 is less than table value 1.96 at 0.05 level of significance.

Following the treatment, the experimental group shows greater improvement with the mean score of 11.24 and a standard deviation of 5.01. A test was performed to compare the pre-test and post-test scores. The obtained t-value 2.206 is found to be statistically significant at the 0.05 level of significance. This suggests that the intervention has a positive effect on enhancing reading and writing skills of experimental group.

Graphical representation of the comparison of reading and writing skills scores between control and experimental group in the pre-test and post-tests are given in Figure 7.

**Figure 7**

*Comparison of reading and writing skills scores between control and experimental group*



**Table 21**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on reading*

<b>Test</b>	<b>Group</b>	<b>Sample (N)</b>	<b>Mean</b>	<b>S.D</b>	<b>'t'-value</b>
Pre-test	Control	34	2.69	1.55	1.096
	Experimental	31	2.27	1.51	
Post-test	Control	34	5.13	1.83	2.016
	Experimental	31	6.18	2.34	

\*significant at 0.01 level

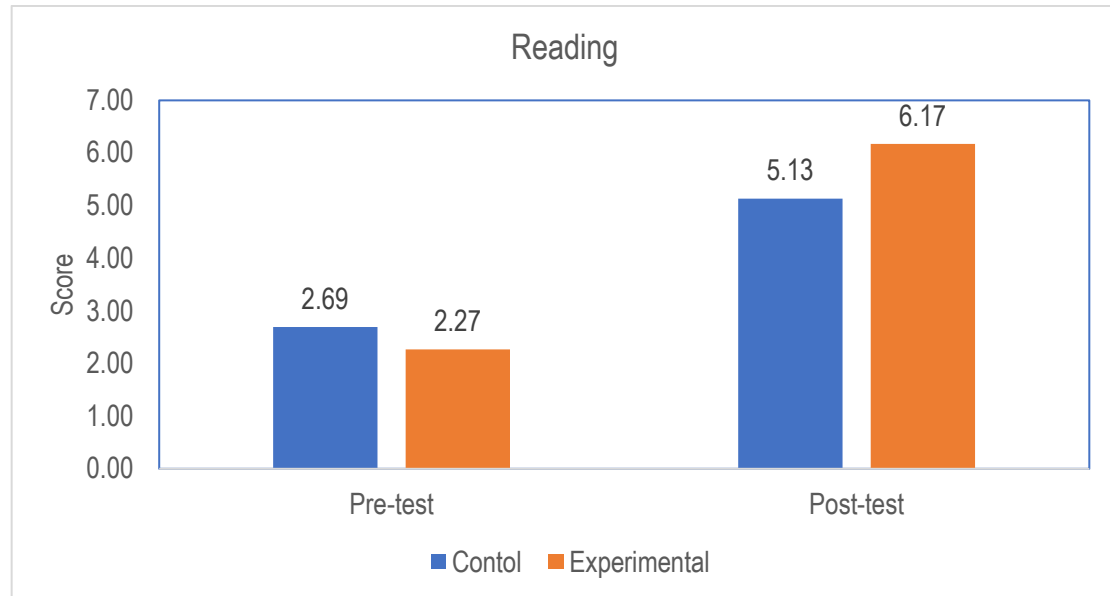
The mean score for the control group on the pre-test was 2.69 with the standard deviation of 1.55. On the other hand, the experimental group has a slightly lower mean score or of 2.27 with a higher standard deviation of 1.51. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on reading owing to the fact that the calculated t-value 1.096 is less than table value 1.96 at 0.05 level of significance.

After the intervention, the experimental group demonstrated an even greater improvement with a mean score of 6.18 and a standard deviation of 2.34. The obtained t-value is 2.016 which is found to be significant at the 0.05 level of significance. This supports the effectiveness of the intervention in enhancing reading skill.

Graphical representation of the comparison of reading skills scores between control and experimental group in the pre-test and post-tests are given in Figure 8.

**Figure 8**

*Comparison of reading skills scores between control and experimental group*

**Table 22**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on writing*

Test	Group	Sample (N)	Mean	S.D	't'-value
Pre-test	Control	34	1.97	2.32	0.628
	Experimental	31	1.66	1.53	
Post-test	Control	34	3.66	2.90	1.994
	Experimental	31	5.06	2.87	

\*significant at 0.01 level

Table 22 reveals that, in the case of pre-test the average score on writing is 1.97 for the control group and the average score of writing is 1.66 for the experimental group with standard deviations 2.32 and 1.53 respectively. Test of significance of difference shows that there is no significant difference between control and

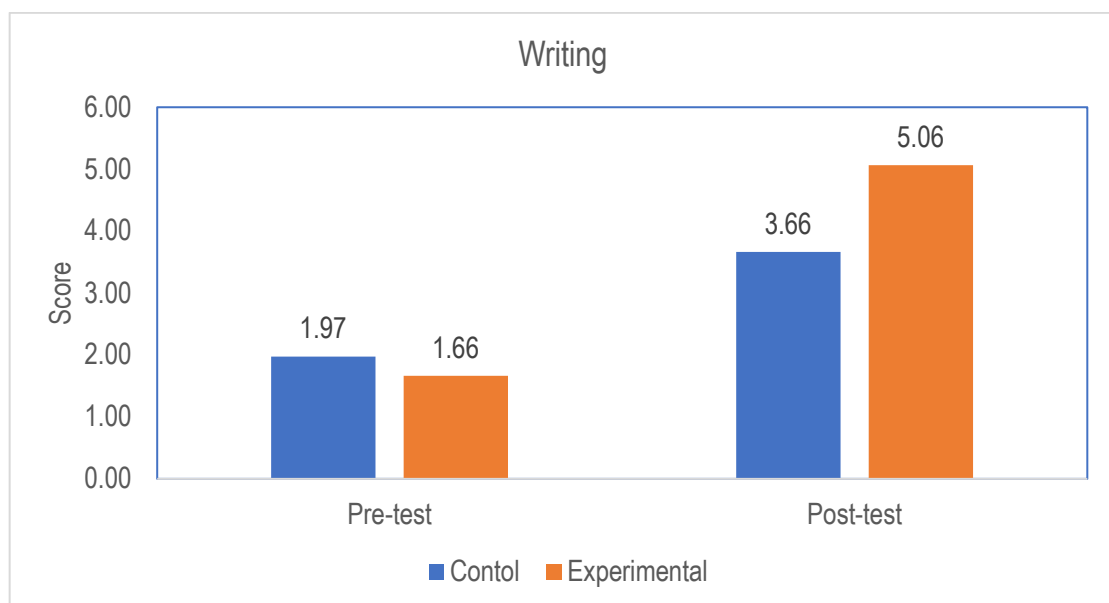
experimental group in the scores of pre-tests on writing owing to the fact that the calculated t-value 0.628 is less than table value 1.96 at 0.05 level of significance.

It can be seen from the table 23 that the obtained 't' value for post-test is above the limit set for a level of significance  $1.994 > 1.96$  at 0.05 level. It indicates that there is significant difference between control and experimental group on their performance in writing. Moreover, after treatment the mean score ( $M=5.06$ ) and standard deviation score ( $SD= 2.87$ ) of the experimental group is significantly higher than the control group. This result supports the effectiveness of Corpus based approach in enhancing writing skills.

Graphical representation of the comparison of writing skills scores between control and experimental group in the pre-test and post-tests are given in Figure 9.

**Figure 9**

*Comparison of writing skills scores between control and experimental group*



**Table 23**

*Comparison result of the mean pre-test and post-test scores of the experimental and control groups for the total sample on performance*

Test	Group	Sample (N)	Mean	S.D	't'-value
Pre-test	Control	34	12.22	7.23	0.144
	Experimental	31	11.94	8.76	
Post-test	Control	34	20.50	8.75	2.310
	Experimental	31	26.11	10.81	

\*significant at 0.01 level

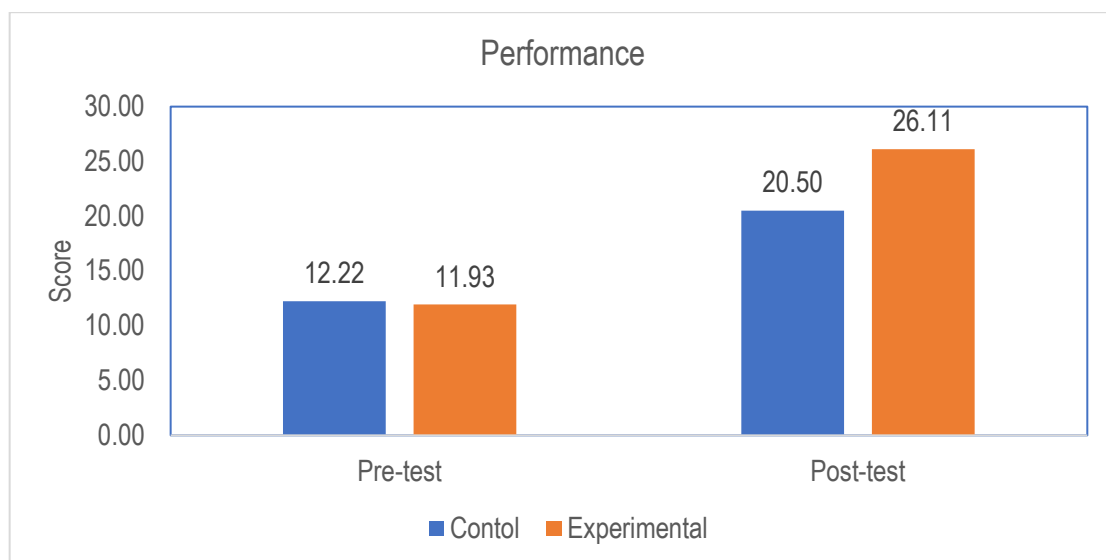
Table 23 reveals that, in the case of pre-test the average score on performance in English is 12.22 for the control group and the average pre-test score of performance in English is 11.94 for the experimental group with standard deviations of 7.23 and 8.76 respectively. Test of significance of difference shows that there is no significant difference between control and experimental group in the scores of pre-tests on performance in English given that the calculated t-value 0.144 is less than table value 1.96 at 0.05 level of significance.

The table 23 shows that obtained 't' value of post-test scores is higher than the limit set at 0.05 level of significance. ( $2.310 > 1.96$  at 0.05 level of significance). On the other hand, the scores of mean and standard deviations of experimental group are significantly higher than the control group. It denotes that the intervention applied for the experimental group was effective in enhancing the performance in English.

Graphical representation of the comparison of performance in English language scores between control and experimental group in the pre-test and post-tests are given in Figure 10.

**Figure 10**

*Comparison of performance in English language scores between control and experimental group*



**Comparison of the mean scores between pre-test and post-test scores of the control and experimental groups for the total sample**

**Table 24**

*Comparison of listening and speaking skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	7.56	4.26	4.21	12.674
	Post-test	34	11.76	5.48		
Experimental Group	Pre-test	31	8.00	6.61	6.87	12.579
	Post-test	31	14.87	6.78		

Table 24 reveals that for the control group, the average pre-test score of listening and speaking skill is 7.56 and average post-test score of listening and speaking skill is 11.76 with standard deviations of 4.26 and 5.48 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test due to the fact that the calculated t-value 12.674 is greater than table value 2.58 at 0.01 level of significance. Listening and speaking skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of listening and speaking skill is 8.00 and average post-test score of listening and speaking skill is 14.87 with standard deviations of 6.61 and 6.78 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test as the calculated t-value 12.579 is greater than table value 2.58 at 0.01 level of significance. Listening and speaking skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the listening and speaking skill score of the control group is 4.21 and that of experimental group is 6.87. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the Listening and speaking skill of Standard VIII students.

**Table 25**

*Comparison of listening skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	5.68	2.54	1.44	9.776
	Post-test	34	7.12	2.56		
Experimental Group	Pre-test	31	5.74	2.65	1.74	6.178
	Post-test	31	7.48	3.08		

Table 25 reveals that for the control group, the average pre-test score of listening skill is 5.68 and average post-test score of listening skill is 7.12 with standard deviations of 2.54 and 2.56 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test as the calculated t-value 9.776 is greater than table value 2.58 at 0.01 level of significance. Listening skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of listening skill is 5.74 and average post-test score of listening skill is 7.48 with standard deviations of 2.65 and 3.08 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test given that the calculated t-value 6.178 is greater than table value 2.58 at 0.01 level of significance. Listening skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the listening skill score of the control group is 1.44 and that of experimental group is 1.74. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the Listening skill of Standard VIII students.

**Table 26**

*Comparison of speaking skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	1.88	2.33	2.76	9.164
	Post-test	34	4.65	3.16		
Experimental Group	Pre-test	31	2.26	4.63	5.13	10.655
	Post-test	31	7.39	3.85		

Table 26 shows that for the control group, the average pre-test score of speaking skill is 1.88 and average post-test score of speaking skill is 4.65 with standard deviations of 2.33 and 3.16 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test because the calculated t-value 9.164 is greater than table value 2.58 at 0.01 level of significance. Speaking skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of speaking skill is 2.26 and average post-test score of speaking skill is 7.39 with standard deviations of 4.63 and 3.85 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test as the calculated t-

value 10.655 is greater than table value 2.58 at 0.01 level of significance. Speaking skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the speaking skill score of the control group is 2.76 and that of experimental group is 5.13. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the speaking skill of Standard VIII students.

**Table 27**

*Comparison of reading and writing skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	4.66	3.51	4.07	9.990
	Post-test	34	8.74	4.14		
Experimental Group	Pre-test	31	3.94	2.69	7.31	11.571
	Post-test	31	11.24	5.01		

Table 27 reveals that for the control group, the average pre-test score of *reading and writing* skill is 4.66 and average post-test score of *reading and writing* skill is 8.74 with standard deviations of 3.51 and 4.14 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test owing to the fact that the calculated t-value 9.990 is greater than table value 2.58 at 0.01 level of significance. *Reading and writing* skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of *reading and writing* skill is 3.94 and average post-test score of *reading and writing* skill is 11.24 with standard deviations of 2.69 and 5.01 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test due to the fact that the calculated t-value 11.571 is greater than table value 2.58 at 0.01 level of significance. *Reading and writing* skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the *reading and writing* skill score of the control group is 4.07 and that of experimental group is 7.31. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the *reading and writing* skill of Standard VIII students.

**Table 28**

*Comparison of reading skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	2.69	1.55	2.44	9.326
	Post-test	34	5.13	1.83		
Experimental Group	Pre-test	31	2.27	1.51	3.90	12.603
	Post-test	31	6.18	2.34		

Table 28 reveals that for the control group, the average pre-test score of *reading* skill is 2.69 and average post-test score of *reading* skill is 5.13 with standard deviations of 1.55 and 1.83 respectively. Test of significance of difference shows that there exist significant difference between the scores of pre-test and post-test as the

calculated t-value 9.326 is greater than table value 2.58 at 0.01 level of significance.

**Reading** skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of **reading** skill is 2.27 and average post-test score of **reading** skill is 6.18 with standard deviations of 1.51 and 2.34 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test because the calculated t-value 12.603 is greater than table value 2.58 at 0.01 level of significance. **Reading** skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the **reading** skill score of the control group is 2.44 and that of experimental group is 3.90. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the **reading** skill of Standard VIII students.

**Table 29**

*Comparison of writing skill scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	1.97	2.32	1.69	5.087
	Post-test	34	3.66	2.90		
Experimental Group	Pre-test	31	1.66	1.53	3.40	8.385
	Post-test	31	5.06	2.87		

Table 29 reveals that for the control group, the average pre-test score of *writing* skill is 1.97 and average post-test score of *writing* skill is 3.66 with standard deviations of 2.32 and 2.90 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test due to the fact that the calculated t-value 5.087 is greater than table value 2.58 at 0.01 level of significance. *Writing* skill score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of *writing* skill is 1.66 and average post-test score of *writing* skill is 5.06 with standard deviations of 1.53 and 2.87 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test given that the calculated t-value 8.385 is greater than table value 2.58 at 0.01 level of significance. *Writing* skill score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the *writing* skill score of the control group is 1.69 and that of experimental group is 3.40. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the *writing* skill of Standard VIII students.

**Table 30**

*Comparison of performance scores between pre-test and post-test of control and experimental group*

Test	Group	Number (N)	Mean	SD	Mean difference	t-value
Control Group	Pre-test	34	12.22	7.23	8.28	14.475
	Post-test	34	20.50	8.75		
Experimental Group	Pre-test	31	11.94	8.76	14.18	14.652
	Post-test	31	26.11	10.81		

Table 30 reveals that for the control group, the average pre-test score of *performance in English* is 12.22 and average post-test score of *performance in English* is 20.50 with standard deviations of 7.23 and 8.75 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test as the calculated t-value 14.475 is greater than table value 2.58 at 0.01 level of significance. *Performance in English* score of the control group in post-test is significantly higher than that in the pre-test.

In the case of experimental group, the average pre-test score of *performance in English* is 11.94 and average post-test score of *performance in English* is 26.11 with standard deviations of 8.76 and 10.81 respectively. Test of significance of difference shows that there exists significant difference between the scores of pre-test and post-test because the calculated t-value 14.652 is greater than table value 2.58 at 0.01 level of significance. *Performance in English* score of the experimental group in post-test is significantly higher than that in the pre-test.

The increase in the *performance in English* score of the control group is 8.28 and that of experimental group is 14.18. This difference concludes that the Corpus Based Approach is more effective than contemporary Constructivist Approach to enhance the *performance in English score* of Standard VIII students.

### ***Discussion on experiment***

The comparison of the experimental and control groups' pre-test t-scores reveals that there is no significant difference between the two groups' means for speaking, listening, reading, and writing.

This implies that the pre-experimental conditions for the experimental group and control group were nearly identical. As a result, the experimental group and the control group exhibit comparable performance in the performance variables that were examined, namely listening, speaking, reading and writing. This indicates that the experimental and control groups had similar previous status for all the four skills.

The t-test was used to compare the post-test mean scores of experimental and control groups. The findings showed a substantial difference in scores of all the skills except listening between the experimental and control groups. There was a considerable difference between the experimental group's post-test results and those of the control group for all the skills except listening skill. Therefore, when compared to the conventional approach, corpus based approach helps the learners perform better.

A paired t-test was used to compare the experimental group's mean pre-test and post-test scores on performance in English. The findings showed that the mean pre-test and post-test English performance scores of standard VIII students in the

experimental group differed significantly. Therefore, standard VIII students in the experimental group perform better while using the Corpus Based Approach.

**Objective 3:** To collect opinions of standard VIII students who experienced the Corpus Based Modules.

**Table 31**

*Analysis of student responses on the effectiveness of corpus based approach*

Sl. No.	Items	Agree	Disagree
1	Corpora is more effective than dictionary as it provides variety of contexts	24	7
2	It arouses interest to learn more words	24	7
3	This method is motivating to learn word meaning	24	7
4	Word meaning can easily be recalled in this method	25	6
5	This method has enhanced capacity to guess meaning from the context	30	1
6	It helped to learn spelling of words	29	2
7	Prefer to learn new words by using this method	29	2
8	This method has enhanced listening skill	21	9
9	This method has improved reading skill	27	4
10	Interested to write and speak using the learned words	23	8
11	Became confident in using English	27	4
12	Prefer online corpora to paper materials	28	3
13	It was challenging to comprehend meaning from the contexts	12	19
14	Presence of other unfamiliar words in the contexts make difficulty in understanding the meaning of the target word	15	16
15	Instead of rote learning this method made learning interesting	27	4
16	Finding out the meaning of words on my own is difficult	8	23
17	Feel proud to share meaning in group and the class	28	3

Sl. No.	Items	Agree	Disagree
18	This method is very difficult for learners who struggle to comprehend even simple English	3	28
19	Teachers support make more confident	27	4
20	Used to corpora for learning new words	21	10
21	Not practical in normal classroom as it is time consuming	4	27
22	Satisfied with this self-learning method	27	4
23	Do not feel unfamiliarity to unfamiliar sentences and contexts	22	9
24	Prefer to get materials at free of cost	30	1
25	This method is not effective	3	28
26	This method reduced fear of English	24	7
27	Prefer to get Malayalam meaning in word searches	15	16
28	This method should be used by teachers from primary classes	29	2

Table 31 shows that, 24 students argued corpora were significantly effective comparing to a dictionary as the corpora provide numerous contexts of the words concerned. Majority of the students (24) stated that this approach aroused their interest in learning. Among the respondents 24 students opined learning the meaning of words using Corpora is more motivating for them because it provides a lot of opportunity to search and find out word meaning by themselves even if they make a mistake. From the participants 25 students reported that the meaning of words learned using corpora is easier to recall when the situation demands. 30 students out of 31 recorded their response that this method has enhanced their capacity in guessing meaning from the context and their understanding about the different usages of the words. Only one student from the group stated that Corpus based activities were not effective for her because she did not participate in the activities most of the time.

Among the respondents 29 students argued that they could learn the spelling of words as they give in put in correct spelling in the search box. From the participants 29 students indicated that they prefer to learn new words by using this method. Among the respondents 21 students observed their ability to listen and comprehend has substantially improved by carefully listening to the instruction and other information given by the teacher and the presentation of the findings of the peer group. Among the participants 27 students pointed out their reading skill has considerably enhanced as they are exposed to variety of contextual sentences and activities. Majority of students (23) asserted they are interested to write and speak using the new learned words.

Among the respondents 28 students responded they benefited from Corpus based vocabulary activities and could transfer the learning to acquire other skills of language hence they could use English language with confidence. The majority of the students (28) commented that they prefer online corpora to paper material for word meaning. 12 students reported their difficulty in reading and comprehending the contexts of the target words obtained from Corpora. Unfamiliar words in the contexts were difficult for 15 students to understand the meaning of the target word. Only 8 students indicated difficulty in understanding the appropriate use of words in unfamiliar contexts in the given materials. From the participants 27 students commented that this method is effective in learning the meaning of the words in a fun and interesting way instead of memorizing.

Among the participants 28 students felt proud when they found out the meaning of the word with the group and shared it in the class. For 3 students who could not read and understand even simple English Corpus method was easy difficult.

For 27 students scaffolded activities with the support of teacher made them appreciably confident. Among the respondents 21 students commended they are used to finding meaning using Corpus. Majority of the learners (27) asserted this method is applicable in regular classrooms even though it takes more time to find the meaning of the word. It was mentioned 27 students are satisfied with this self-learning method. Among the participants 22 students responded positively towards the statement whether they feel unfamiliar when they see unfamiliar statements. Among the participants 30 students pointed out learning English could have been easier if they had access to use material for free. Among the respondents 3 students reported this method was not effective.

From the participants 24 students felt that this method effectively reduced their fear of English. Moreover, 29 students recommended English teachers should use this method in the primary classes. Majority of the students (15) opined that a parallel corpus in Malayalam translation would help them for easy comprehension of the passage.

### ***Conclusion***

From the responses it was found linguistic corpus was an effective tool for enhancing language performance. Online corpora, learner corpora and corpus materials and activities could be employed in the class to teach English. Even though it was difficult to follow the context in online corpora the learners liked to continue to search in the corpora and analyse contexts. Though printed materials were adapted and related to their life the process of reading and analysing was monotonous to some students. Numerous texts to which the students are exposed helped them to decipher the meaning of the word from the context. This self-learning process and the

vocabulary activities for each word ensured longer retention of the target vocabulary. Searching correct spelt words was important to get the contexts displayed on the screen. Thus, Students became more conscious of the spelling of the words.

All the processes in the corpus classroom such as investigation to corpora, extraction of relevant contexts, guessing the meaning, sharing in the group and presentation of the findings and vocabulary activities made the class more dynamic. It enhanced learner autonomy and self-learning. A variety of contexts in corpora significantly improved their comprehension. It enhanced their confidence in using English and became comfortable with any unfamiliar passage.

Low proficient students overcame the issue of comprehending the authentic texts with the support of learner corpora and the scaffolded activity given by the teacher. The learners suggested meaning in Malayalam would help them to comprehend the meaning of the context easily. Moreover, Students wished they could get the material free of cost. Moreover, it was also suggested that this new method would have been more useful if it had been started in early classes.

***Objective 4: To collect reflections of English teachers on the self-developed Corpus Based Modules to teach English in Standard VIII.***

An interview was conducted with 24 secondary English teachers who participated in the corpus-based orientation programme administering an interview schedule to collect the reflections of these teachers about corpus-based approach. The schedule consists of 24 questions of different categories such as practical application of the corpora, impact on teaching vocabulary, student engagement, challenges, future use and suggestions.

**Table 32***Analysis of teachers' reflection on corpus based approach*

Sl. No.	Category	Code	Frequency
1	Practicability	Corpus based approach provide language rich environment	24
		Useful for heterogenous class	19
		Time consuming	21
		Practical issues in material preparation and contextualisation of corpora	17
2	Impact on teaching vocabulary	Advantages of corpora in lasting and longer learning effect	22
		Develop higher order skills	24
		Appropriateness of parallel corpora	7
		Appropriateness of Learner corpora	17
3	Student engagement	Promotes self learning and learner autonomy	24
		Enhances critical thinking	16
4	Challenges	Need technological support	22
		Teachers need training	24
5	Future use and suggestion	Evaluation strategies to be changed	24
		Should be integrated to curriculum and textbook	24
		Integrated to teacher education curricula	24

The table 32 discloses 5 teachers argued that online corpora may not be equally accessible to all students. The context in the corpora is beyond the comprehension of low-proficient students. Adapted corpora and flexibility in learning materials and activities are necessary for the practical implementation of this approach.

Among the respondents 21 teachers accepted the reality of time constraints for using this approach in their present classroom situation. They have a bulky textbook with a number of activities with each lesson. At present sometimes they are not following even the constructivist approach due to time constraints. In such a situation it will not be practical in the present situation. However, they observed they can incorporate the activities in their classroom occasionally. Otherwise, they can follow this if they stick to the teaching manual for each class.

From the participants 17 teachers strongly advocated for the use of contextualized corpora appropriate for the learners' context. Integrating cultural, social, and real-life elements makes language learning more relevant and relatable for students. To ensure the quality of such resources, teachers suggested collaboration with local educators, linguists, and researchers to create corpora. Students involvement in the development of learner corpora would give them opportunity to apply their knowledge in life related contexts.

Among the respondents 17 teachers identified varied difficulties in designing concordance sheets, projects, and tasks based on corpus. They noted that the technical aspect of extracting the contexts from corpora requires software knowledge. Selection of appropriate texts that are relevant to students' interests and proficiency levels is time-consuming. Teachers should give clear instructions to the students in using corpus materials and activities. There may be some changes in the evaluation indicators to evaluate the products. From the respondents 2 teachers suggested they could easily prepare corpus materials and concordance sheets and vocabulary activities with the help of subject council in each school.

All 24 teachers agreed that corpus linguist has advantage over the use of dictionary. Dictionary provides only definition and meaning. Corpora engage the learners with authentic contexts. It helps to foster higher order thinking of the learners. Among the respondents 22 teachers agreed that repeated exposure definitely ensure retention. Learners internalize the meaning and the usage of the words in linguistic corpora. From the participants 19 teachers agreed this approach supports the natural way of language learning. Learners guess the meaning from the context. They understand different usage of the words in different contexts. Thereby, the learners improve their overall performance in the language. Within the participants 7 teachers agreed that parallel corpora to be utilized in our classroom. The remaining group was against this concept because a Malayalam translated corpora would spoil the English language environment. Majority of the teachers (17) argued that learner corpora are closer to the culture of the learners. So, it increases the involvement in learning process. Moreover, it enhances personalized learning by enabling the learners to apply the language in their context.

All 24 teachers agreed that linguistic corpora would help them to develop activity-oriented teaching manual to teach vocabulary and it naturally pave way for professional development. All 24 teachers agreed that corpus-based approach closely relate with the principles of constructivism. Both approaches emphasize active participants of the learners. The learners explore analyse the contexts in corpus based approach which enhances their self-learning and critical thinking. Collaboration and interaction with the peer group are effectively incorporated in corpus classroom.

All 24 teachers agreed that this approach would erase all kinds of misconceptions regarding the meaning and usage of the words as the students are exposed to numerous contexts. The typing in the search box encourages the learners for easy learning of spelling.

All 24 teachers agreed corpus-based approach aligns with the principles of whole language approach. Language is acquired not in isolation. Corpus-based approach provides authentic contexts to the learners for active involvement. It allows learners a way for natural acquisition.

Out of 24 teachers interviewed, 16 agreed that linguistic corpus would improve learner autonomy, and critical thinking. It would enhance vocabulary and help the learners to find out the sentence patterns their own. All 24 teachers agreed that this approach would make the learners a lexicographer. Analysing data would improve their capacity to understand the word's meaning and usage.

All 24 teachers agreed that in this approach the learners work with authentic contexts. It helps them to easily understand the sentence pattern, collocation and contextual meaning of the word. Naturally critical thinking and learner autonomy are significantly improved. All 24 teachers stated that working with numerous authentic contexts naturally enhances learner's capacity to understand appropriate usage of words. This would improve their overall performance in language. All 24 teachers agreed that the processes in corpus classroom create the classroom environment more dynamic.

Among the respondents 20 teachers agreed time constraints as a major issue in implementing corpus activities in the classroom. Availability of corpus materials, technological facilities and appropriate corpus tools are other barriers. Some teachers expressed concern about their familiarity in using corpora. All 24 teachers emphasized the importance of teacher training on corpus approach regarding the use of software. More over awareness should be imparted to teachers on various processes of corpus activities.

All 24 teachers admitted that a significant change is needed in the vocabulary assessment techniques. Some teachers are using techniques such as dictation and asking questions about meaning of the word. From the participants 6 teachers suggested using authentic tasks, analysing texts or using vocabulary in context can be adopted as vocabulary assessment techniques. Teachers also recommended including peer assessments and self-assessments to encourage reflection on vocabulary learning. Additionally, integrating technology, such as online quizzes and interactive platforms, could provide immediate feedback and make assessments more engaging for students.

All 24 teachers agreed that curriculum and textbooks should be adapted to effectively integrate the corpus-based approach. They recommended incorporating real language data and authentic texts into the curriculum, students are facilitated with relevant examples of language use. Textbooks should include vocabulary tasks that encourage students to analyse language patterns and usage found in corpora. Teachers emphasised the importance of diverse language materials that reflect students' interests and needs. Training for teachers on how to effectively use corpus resources in their teaching was seen as crucial for successful implementation.

All 24 teachers strongly believed that the development and use of corpora should be included in teacher empowerment programs. They highlighted the familiarization of linguistic corpus definitely caters to professional development. Moreover, it enhances teachers' research skills and critical thinking.

All 24 teachers expressed strong support for incorporating the corpus-based approach into teacher education curricula. Teacher trainees in teacher education centres should get theoretical and practical experience in corpus based approach and vocabulary activities. As they are the future teachers, they can effectively use the approach in their classroom after their course. It would help the teacher trainees to get a deeper knowledge in word usage and collocations.

All 24 teachers pointed out the benefits of corpus-based activities in language learning. Corpus based activities provide students access to authentic language use, which enhances their vocabulary and grammar. It encourages learners to develop critical thinking and analytical skills. Necessary adaptations in the corpora could cater diverse needs of the learners.

All teachers expressed same opinions regarding the benefits of corpus based approach. They strongly recommend this approach for the future use in teacher training programmes and teacher education curricula foreseeing its advanced advantages in enhancing language performance. However, all the teachers voiced concerns about the practicality of the approach, pointing time constraints which they already face in the current situation.

### ***Conclusion***

The reflections of teachers on corpus-based approach from their hands-on experience in the one-day training programme are highly valuable. They constructively put forward their concerns, possibilities and challenges of this approach. Teachers understand the immense potentiality of this innovative linguistic approach in language teaching and learning especially for Malayalam medium students. Students get ample opportunities to engage with authentic contexts and they explore and analyse the sentence patterns and word usage promoting self-learning and critical thinking.

At the same time, the teachers highlight some serious concerns regarding the practicability of the implementation of this approach. Integrating this approach into the present curriculum will be cumbersome due to various factors such as time constraints, material development and unfamiliarity with the approach. Necessary adaptations in linguistic corpora and corpus materials and flexibility in vocabulary tasks make fit the approach into a heterogenous class meeting the diverse needs of the learners. Integration of this approach into teacher training programmes and teacher education curricula will strengthen professional development of teaching community.

### **Conclusion**

Data analysis facilitated to analyse, interpret the data and discussed the results. It is found corpus based approach is effective in enhancing performance in English.

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## Chapter V

# **SUMMARY FINDINGS AND CONCLUSIONS**

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- Statement of the problem
- Variables
- Objectives
- Hypothesis
- Methodology
- Sample selected for the study
- Tools used for data collection
- Techniques used for analysis of data
- Major findings of the study

## **SUMMARY, FINDINGS AND CONCLUSIONS**

This chapter summarizes the phases, important findings, conclusions, educational implications, and recommendations for further research.

### **Study in Retrospect**

#### **Statement of the Problem**

Effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala. Corpus based approach implements linguistic corpora which is a repertoire of most frequently used vocabulary and grammatical items. The effectiveness of the approach will be studied by comparing it with the effect on performance in English when the contemporary constructivist approach is followed.

#### **Variables in the Study**

In the present study corpus-based approach and constructivist approach are considered as the independent variables. The dependent variable is the student's performance attributable to the influence of the independent variables.

#### **Operational Definition of Key Terms**

##### ***Effectiveness***

Educational effectiveness is concerned with whether or not a specific set of resources has a positive effect on achievement and if so, how huge this effect is (Peterson et al.,2010)

### ***Corpus based approach***

The corpus-based approach uses an underlying corpus as an inventory of language data. From this repository, appropriate material is extracted to support intuitive knowledge, verify expectations, allow linguistic phenomena to be quantified, and find proof for existing theories or retrieve illustrative samples. It is an approach where the corpus is interrogated and data is used to confirm linguistic pre-set explanations and assumptions. It acts, therefore, as additional supporting material.

### ***Performance in English***

Demonstration of the level of competence and knowledge in English language by creating a product or a response.

### **Objectives**

#### ***Major Objective***

1. To compare the effectiveness of Corpus Based Approach and Constructivist Approach on Performance in English of Standard VIII students.

#### ***Minor Objectives***

1. To find out the problems in realizing the learning outcomes of vocabulary in English language in secondary schools in Kerala.
2. To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.

3. To develop modules based on Corpus Based Approach for Standard VIII students.
4. To find out the effect of Corpus Based Approach on performance in English of Standard VIII students.
5. To find out the effect of Constructivist Approach on performance in English of Standard VIII students.
6. To collect reflections of English teachers on the self-developed Corpus Based Modules to teach English in Standard VIII.
7. To collect opinions of standard VIII students who experienced the Corpus Based Modules.

### **Hypotheses**

1. There are felt problems for the teachers in realising the learning outcomes of English Language for standard VIII students in Kerala.
2. There is no significant difference in the effectiveness of corpus-based Approach and contemporary Constructivist Approach on Performance in English of Standard VIII students.

### **Methodology of the study**

The methodology section outlines method, design, sample, tools, and statistical techniques used for data analysis in this study. Experimental method was employed for the study, aligned with the research objectives.

#### ***Identification of problems in realising the learning outcomes of vocabulary***

The objective of the study was to find out the problems in realizing the learning outcomes of vocabulary in English Language in secondary schools in Kerala.

**Methodology.** The methodology for data collection, sample, and tool are outlined as follows:

***Method.*** The method used for data collection was an interview.

***Sample.*** To identify the practices and difficulties faced by English language teachers in Kerala, the researcher conducted interviews with a representative sample of 35 teachers across the state.

***Tool.*** An interview schedule was used to collect data.

#### ***Development of linguistic corpus based on the learning outcomes of English Language in Standard VIII.***

**Objective.** To develop linguistic corpus based on the learning outcomes of English Language in Standard VIII.

**Methodology.** The methodology adopted for data collection and tool construction is described in terms of;

**Method.** The method followed was document analysis.

In order to choose the target vocabulary for the experiment, the researcher analysed the two units of the Standard VIII English textbook. 63 new words were found as a result of the investigation. A linguistic corpus was developed by the researcher to teach the target vocabulary.

**Sample.** Two units of standard VIII English text book

**Document.** Standard VIII English textbook

***Effectiveness of corpus-based approach and constructivist approach on performance in English of standard VIII students***

**Objective.** To compare the effectiveness of corpus-based approach and constructivist approach on performance in English of standard VIII students

**Methodology.** The methodology for data collection, analysis, sample and tools are outlined as follows:

**Design of the study.** The experimental methodology administered in this study was intended to provide answers to the major research objective to find out the effectiveness of corpus-based approach on performance in English of standard VIII students. The study administered a pre-test post-test non-equivalent group design. Designing and administering a performance test giving weightage to all the language skills such as Listening, speaking, reading and writing was the fundamental step to realise the major objective.

All students in both groups were required to complete the performance test, pre-test, and post-test that were included in the design. While the post-test measures the treatment's immediate effect, the pre-test serves to determine and demonstrate that the two randomly allocated groups were comparable before the intervention. First, two groups—the experimental group and the control group—were chosen at random by the researcher to participate in the study. While the control group was taught the same lessons with target vocabulary using a traditional method, the experimental group received lessons using a corpus-based approach and the BNC Corpus (British National Corpus) to improve their learning experience. To assess the performance level in English before and after treatment, the researcher created and administered a performance test, validating with the consultation of a subject expert, to all experimental and control group students as a pre-test and post-test. The result obtained from the performance test such as pre-test and post-test were compared employing appropriate statistical techniques.

Even though, the study was experimental three interviews were also conducted as part of the study to support the major objective. First interview was conducted with practising English teachers for minor objective I to realise the existing practices and problems in English language teaching. The second interview was with the samples in the experimental group for minor objective 9 to collect their responses after the experiment. The third interview was with English teachers and resource persons in Kozhikode district who had participated in the corpus-based training programme conducted as part of the study for objective 8 to collect their reflections on corpus-based module.

**Sample.** Standard VIII students from GHSS Omanur.

**Tool.** Performance test was constructed to compare the level of performance of control group and experimental group.

**Statistical Techniques.** The statistical techniques employed to compare the effectiveness of corpus-based approach and constructivist approach are listed:

- 1) Measures of central tendencies – Mean, Median, Mode
- 2) Measures of dispersion –Standard deviation.
- 3) Skewness
- 4) Kurtosis
- 5) t- test
- 6) Paired t- test

**Reflections of secondary school English teachers on the self-developed corpus-based modules to teach English in standard VIII.**

**Objective.** To collect reflections of secondary school English teachers on the self-developed corpus-based modules to teach English in standard VIII.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** The method followed was interview

**Sample.** 24 secondary school English teachers who participated in corpus-based training

**Tool.** Teacher training module on corpus-based approach & Interview schedule

***Opinions of standard VIII students who experienced the Corpus Based Modules.***

**Objective.** To collect opinions of standard VIII students who experienced the Corpus Based Modules.

**Methodology.** The methodology for data collection, analysis, and interpretation is outlined as follows:

**Method.** Opinionnaire was used to collect standard VIII students' reflections on corpus-based modules.

**Sample.** The researcher used the experimental group to collect the reflections on corpus-based modules.

**Tool.** Opinionnaire

### **Tenability of Hypotheses**

#### **Hypothesis 1**

There are felt problems for the teachers in realising the learning outcomes of English Language for standard VIII students in Kerala.

There are felt problems for the teachers in realising the learning outcomes of English Language for standard VIII students in Kerala. Hence the hypothesis is accepted.

## **Hypothesis 2**

There is no significant difference in the effectiveness of corpus-based Approach and Contemporary Constructivist Approach on Performance in English of Standard VIII students.

The t- value indicated a significant difference in the pre-test post-test scores of experimental group with regard to the overall performance. Hence the hypothesis is rejected.

### **Major findings**

1. English language teachers are facing problems related to English language teaching and learning in the current pedagogical scenario in Kerala. The strategies of constructivist approach being followed in Kerala classrooms of ELT suffer from many factors in realising the outcomes of teaching vocabulary. School and background facilities are technically equipped but not many teachers seem to integrate IT technology in language classroom to provide exposure directly providing access to internet and computer or indirectly preparing material suitable for vocabulary acquisition and thereby performance in English.
2. Corpus-based approach applied to the experimental group has significantly positive effect on the learners' listening and speaking skills.
3. Corpus-based approach has significantly positive effect on enhancing reading and writing skills of experimental group.

4. The effectiveness of corpus-based approach is significantly greater when compared to constructivist approach in Speaking, Reading and Writing skills in English.
5. Effectiveness of corpus based approach is not significantly greater when compared to constructivist approach in listening skill.
6. The effectiveness of corpus-based approach is significantly greater when compared to constructivist approach in the performance in English
7. From the responses of the learners it was found linguistic corpus was an effective tool for language proficiency. It enhanced learner autonomy and self-learning. A variety of contexts in corpora significantly improved their comprehension. It enhanced their confidence in using English and became comfortable with any unfamiliar passage. Low proficient students overcame the issue of comprehending the authentic texts with the support of learner corpora and the scaffolded activity given by the teacher.
8. From the teachers' responses it was found that corpus-based approach will be effective through acquisition of vocabulary in English for enhancing the performance of students in English. The developed corpus based module will help to provide language rich environment developing higher order thinking skills. The advantages of the module are it promotes self learning and learner autonomy. They stressed the necessity for adaptations of linguistic corpora and corpus materials to meet the diverse needs of the learners.

## **Conclusion**

From the interview with the English teachers, it was revealed that there are some core issues in the pedagogy of English at secondary school level in Kerala. It has not been possible to implement language learning in such a way that learners can use the English language easily and naturally especially by using the target vocabulary items. To ensure performance in English innovative learning methods conducive for preparing the English language environment in the manner of mother tongue acquisition are essential. The need of an approach to generate interest and motivation in the learners and provide opportunities for self-learning needs to be addressed.

Corpus-based approach was experimented to find the effect of the approach on vocabulary acquisition and it was found that corpus based tasks enhanced performance of the learners when compared to constructivist approach. This method has been proved to be effective in all the skills speaking, reading and writing except listening. The findings highlight that this approach can have a great impact on enhancing English language acquisition on performance.

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Chapter 6

**RECOMMENDATIONS**

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## **RECOMMENDATIONS**

### **Conception of the Study**

National Education Policy 2020 advocates a three-language formula but with the advantage of students' 'choice' in the context of linguistic inclusion in education. The 'Power of Language' should be experienced by the learners and more so in the case of a 'lingua franca'. English had been continuing as a compulsory 'subject' of learning at secondary level in India, thanks to its utilitarian purposes. The philosophy as well as the cognitive process of acquiring the foreign tongue need not be differentiated from those of home language, mother tongue or local language since performance using the language is the outcome for any language learning programme in the context of globalization.

The methodological theories and pedagogic principles of learning a second language in the Indian context have been on a continuum of changes and today, English serves as a tool for academic, professional, vocational and technological interactions. The outcomes are defined as the first step and based on them, the principle and process are to be designed. Communicative competence, proficiency or performance using the language is the learning outcome of ESL classrooms. It demands appropriate, effective, feasible curricula considering the nature of the language, the learner, the learning environment and assessment procedures.

Effective meaningful communication pre-supposes an adequate repertoire of vocabulary. Studies show that communication in the other language becomes difficult for the learners due to failure in acquisition of vocabulary. When a language rich environment is the prerequisite for acquisition and production of language, second language learners in Indian context, especially a Malayalam medium class in the Kerala context is at crossroads. Research studies have shown that too many factors related to the learning environment, learner and the instructional procedures are not conducive for natural picking up of the language. The strategy of constructivist approach which follows discourse based tasks for vocabulary learning suffers from many limitations. When IT facilities are abundantly available, it is hoped that linguistic corpus could create a language rich environment for the second language learners through corpus-based tasks. Thus the study on the effectiveness of Corpus Based Approach on Performance in English of Standard VIII Students in Kerala.

The findings of the experimental study contribute to the successful pedagogic strategies for ESL classrooms.

### **Educational Implications of the Study**

The experiment on the effectiveness of corpus based approach on performance in English for Standard VIII students in Kerala context re-iterates their need to immerse the second language learners in an authentic native environment to pick up or naturally acquire the fundamental blocks of language: the vocabulary items and the teachers shed off the unsuccessful pedagogic strategies. The socio-cultural alienation experienced by second language learners could be minimised and the threats to foreign language learning could be driven away to a certain extent. Performance in language,

by engaging the learner in Listening, Speaking, Reading and Writing in integration, is found to be enhanced through corpus-based tasks on vocabulary acquisition. The experimental group of students has shared that an increased level of interest and motivation, confidence in communicating and lower levels of anxiety, fear are the other outcomes of corpus based approach. English language teachers who participated in the workshop on corpus based approach have also attested.

### **The appropriateness of the approach in ESL classroom in Kerala context**

The approach could therefore be tried out extensively and strategies based on corpus based approach for vocabulary development could be identified and recommended for adaptation. Developing learner corpora will prove successful for differentiated instructional designs. The modules developed as part of the study could serve as models for teachers to try out the approach.

The approach has not established its effectiveness in the receptive skill of listening. The nature of corpus based tasks may be improved upon by supplementing it with spoken corpora.

### **Recommendations of the study**

Exposure to authentic resources had always been the focus of any dialogue on English as second language teaching in Indian context. The present study could serve as an initial step on experimenting with such resource materials with its focus on the development of vocabulary to enhance performance in the language. Learner corpora developed as part of the study is another initiative in the multilingual context. On the strength of the conclusions arrived at, the study could put forward pertinent

recommendations with regard to research, curriculum, resource development, teacher training and outsourcing.

### **Research**

Experimentation with adaptation of pedagogic strategies based on corpus linguistics that have been proved successful especially in the age of artificial intelligence in education should be promoted. An approach of contextualisation could be followed in developing plans, as in the case of the learner corpora developed as part of the present study.

### **Curriculum**

The curricular components of text materials, tasks and assessment process could consider corpus based tasks as the major proposition for creating language rich environment to make the learner reach the higher order thinking skills, critical thinking, problem solving etc as envisaged by Twenty First Century educational outcomes.

### **Resources**

The use of authentic native resources has proved improved levels of performance. A self directed learning system will promote self learning therefore the text books in English could be accompanied by IT resources similar to BNC. another significant change that could be brought in is integration of specific resources to be utilised during teaching learning process either given as the online link or the e-materials in the textual content itself.

Engaging in research and publication should be a signature of culture of elt and vocabulary form he corner stone of Teaching of English language, English

Language and Literature, English for Specific Purposes and even Technical English. Adaptation of corpus based pedagogy will be effective in mastering the target vocabulary and real time performance in future. Similar Interest Groups and Teacher Learning Centres will be important platforms for collaborative efforts.

### **Teacher professionalism**

Continued Professional development of English teachers demands updating and relearning and refreshing the methods, strategies and techniques to promote a language rich environment. training programmes and workshops on developing learner corpora on adaptation of linguistic corpus may be organised by agencies like DIET, SCERT and NCERT as part of in-service training. A positive attitude towards the approach should be developed. Theories and practice of linguistic corpora could be integrated in the curriculum of teacher education programmes at different levels.

### **Infrastructure**

The practice of corpus based approach demands pre requisites of e learning facilities, learning space, teacher input for differentiated learning. Classrooms should be transformed into laboratories for teachers as well as students to experiment with and experience the cultural distinctiveness of the language and for natural acquisition in an authentic platform of the corpora.

### **Policy on outsourcing**

Development, experimentation and continued usage of corpus materials is expensive to some extent in the present context. The government department can frame policies on outsourcing such resources as the initial phase. In the near future

itself, it is hoped, such collaborative efforts may be easily available in the context of artificial intelligence and immersive technology.

### **Suggestion for further research**

Extension of the present study in terms of sample, duration and context will contribute towards validity of the results. Effectiveness of the approach being experimented could be extended to other language elements determining the level of performance in the language. The experiment could be adopted to lower secondary and higher secondary levels of schools for generalisation. The scope of the study could be improved through the integration of different types of corpora. Development of resource packages for teachers based on corpus linguistics and the role of the same in teacher professional development will contribute towards outcome-based research in the area.

Effectiveness of the approach on differentiated learning, self learning, critical thinking and real time communication could be studied. Qualitative and mixed method researches incorporating different tools and techniques could be carried out. The effectiveness of spoken corpora or parallel corpora could be studied separately as the present study showed that there was no significant effect on listening skill. A pool of the research studies could contribute towards creating contextualised authentic learning space for English as second language learners.

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## **APPENDICES**

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**APPENDIX A**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**TEACHER PERCEPTION ON TEACHING ENGLISH (TPTE)**  
**Interview schedule**

Dear Sir/Madam,

This interview schedule intends to collect data related to the practices followed by English teachers at secondary schools in teaching English during classroom transactions and other activities. The TPTE may take approximately 30 minutes to complete. Please respond to the questions true to your knowledge and experience. Your response to the questions is voluntary and constitutes your sole consent to be a participant in the research project. The information provided by you will be kept strictly confidential and used for research purposes only.

1. Do the students from educated family can sustain academic interest and motivation comparing with students from uneducated family?
2. Do the students differ in the level of encouragement, motivation and use of educational resources according to their locality?
3. How do you help the students to avail them additional resources as a pre-requisite for learning English?
4. What are the issues you face in teaching vocabulary and grammar in the present pedagogical classroom practices?
5. What are the activities you take in your school to provide optimum exposure in English language to your students?
6. What are the methods and techniques you follow in the English classroom to introduce the basic language elements of vocabulary?
7. What are the major difficulties that you face in providing IT integrated classroom experience in the English language especially while introducing vocabulary items?
8. What are the issues you felt in presenting new words in context based approach?

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9. We need to take into account the life contexts of the target people while teaching English as a second language. How far is it successful in your class?
10. Is the present assessment technique adequate to evaluate the language acquisition of the students?
11. Which is given importance among the three key process skills applying, analysing and creating in your vocabulary assessment?
12. Do you provide discrete items or discourse oriented questions to assess vocabulary acquisition?
13. Do the students use the words they learn in real-life context?
14. Among various types of editing such as appropriateness of the word, spelling, usage, parts of speech etc, as a teacher, which one you do frequent editing in the classroom? What are the remedial measures you provide to overcome the issue?
15. As a language teacher, do you to reduce the marks for spelling errors in a written test?

## Appendix B

### Corpus Based Approach

#### Module 1

- Unit** : 2. Wings and Wheels
- Sub-unit** : Story –‘A Shipwrecked sailor’- paragraph 1- 2
- Theme** : Travel
- Sub-themes** : Adventure and travelling

Knowledge and insight on travelling

#### Learning outcome:

Learner comprehends the passage and responds to the questions

Learner infers the meaning of the words *plunged*, *scattered* and *contemplate*

Learner acquires the meaning of the words *plunged*, *scattered* and *contemplate* through linguistic corpora and corpus based activities.

Learner applies the learned words in various real-life contexts

Learner explains the main events from the passage answering questions

#### Prerequisites

Learners know how to use BNC

Learners are familiar with vocabulary games

#### Learning resources

Slides, pictures and BNC to introduce vocabulary items *plunged*, *scattered* and *contemplate*.

## **PROCESS**

### **Starter**

Teacher gives an extract from Robinson Crusoe's diary.

SEPTEMBER 30, 1659

I, poor miserable Robinson Crusoe, being

shipwrecked during a dreadful storm, came ashore

on this dismal, unfortunate island, which I called 'The Island of Despair'; all the rest of the ship's company being drowned, and myself almost dead. All the rest of the day I spent in afflicting myself at the dismal circumstances I was brought to. I had neither food, house, clothes nor weapon. In despair I saw nothing but death before me - either that I should be devoured by wild beasts, murdered by savages, or starved to death for want of food. At the approach of night, I slept in a tree, for fear of wild creatures; but slept soundly, though it rained all night.

Teacher asks some questions based on the above extract.

- ❖ What happened to Robinson Crusoe?
- ❖ Why does he call the island, 'The Island of Despair'?
- ❖ What do you think might be the feelings of a man who is alone on a desert island?

Then the teacher gives a group activity.

Imagine that you are going to live alone on a deserted island. You are going to be there for a week. You can ask for only five things to live there. What would they be and why would you ask them?

Sit in groups and discuss why you need each of them. Students present the activity.

**Reading text:** Students are asked to read the passage specified, including the details of the writer provided in the text. Just as a note-making task, they are guided to mention their understanding of each paragraph.

Teacher asks the students to note down the unfamiliar words.

Teacher makes the students into groups.

Students are asked to share their ideas in groups. Teacher monitors their progress and ensures that they participate and take down things in their notebooks.

**Scaffolding questions:**

What happened to the narrator?

Who was crying loudly?

What happened to other sailors?

**Clearing doubts**

Allow a group of students (or a single student) to list all the words they don't quite understand or want to learn more about. The most significant words are then chosen by the group or the learner. A consolidated list of the most crucial words is completed by various groups of students in the classroom.

Teacher introduces BNC to search the meaning of the unknown words.

Eg: plunged, scattered, contemplated etc

**/PLUNGED/ - Verb**

Jump or dive quickly and energetically

"He plunged into the pool with a big splash."

Similar words: dived, dropped, leaped etc

**Student's investigation**

Students check the meaning and usage of the difficult word *plunged* in BNC.

## Appendix

### Collection of data

Students write down sufficient concordance lines in their notebook.

### Analysis and discussion

Students analyse and discuss the usages in their group. They guess the meaning of the word. Students reach a conclusion regarding the meaning and usage of the word *plunged*.

### Presentation

Students randomly present their findings and other group members make comment on it.

### Apply the knowledge

Teacher provides vocabulary group activities to apply their knowledge of the word.

#### Activity: Word Grid

Students are asked to find out similar words for the word *plunged* from the word grid given below.

P	W	E	R	T	H	I	N	K	N	D
Q	L	R	T	Y	U	I	P	L	K	J
G	F	U	S	A	Z	X	V	B	N	M
K	J	H	N	F	D	D	A	Q	W	E
D	I	S	P	E	R	S	E	K	J	H
G	F	D	S	A	E	V	C	V	B	N
J	U	M	P	O	P	E	M	J	Y	E
H	G	F	R	S	E	P	A	R	A	T

#### **/SCATTERED/ - Verb**

Occurring or found at intervals or various locations rather than all together

"The wind scattered the leaves all over the yard."

Similar words: sprinkled, spread, distributed etc.

### Student's investigation

Students check the meaning and usage of the difficult word *scattered* in BNC.

### Collection of data

Students search the word *scattered* in the BNC. Students write down sufficient concordance lines in their notebook.

### Analysis and discussion

Students analyse and discuss the usages in their group. They guess the meaning of the word *scattered*.

### Presentation

Students randomly present their findings and other group members make comments on it.

### Apply the knowledge

Teacher provides an activity to get more clarification in the usage of the word.

Activity: Word grid

Students are asked to find similar words for the word *scattered* from the word grid given below.

P	W	E	R	T	H	I	N	K	N	D
Q	L	R	T	Y	U	I	P	L	K	J
G	F	U	S	A	Z	X	V	B	N	M
K	J	H	N	F	D	D	A	Q	W	E
D	I	S	P	E	R	S	E	K	J	H
G	F	D	S	A	E	V	C	V	B	N
J	U	M	P	O	P	E	M	J	Y	E
H	G	F	R	S	E	P	A	R	A	T

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**/CONTEMPLATE/ - Verb**

Look thoughtfully for a long time at

"She sat by the window to contemplate the meaning of life, watching the sun set behind the mountains."

Similar words: ponder, reflect, consider etc.

**Student's investigation**

Students check the meaning and usage of the difficult word *contemplate* in BNC.

**Collection of data**

Students search the word *contemplate* in the BNC. Students write down sufficient concordance lines in their notebook.

**Analysis and discussion**

Students analyse and discuss the usages in their group. They guess the meaning of the word *contemplate*.

**Presentation**

Students randomly present their findings and other group members make comments on it.

**Apply the knowledge**

Teacher provides an activity to get more clarification in the usage of the word.

Activity: Categorise the words

- dived, pitched, sprinkled, think of, ponder, pipped, crashed, dispersed, observe, foresee, distributed, diffuse.

<b>Plunged</b>	<b>Scattered</b>	<b>Contemplate</b>

**Revisit the paragraphs**

Students read the paragraphs once again and the teacher asks some Comprehension questions.

- How was the day mentioned in the first paragraph?
- Whose voice was recognised by the narrator?
- How far away was the narrator from Cartagena?
- What is the condition of the other sailors?

**Assignment**

Write a story using the words *scattered* and *plunged*.

## Module 2

- Unit** : 2. Wings and Wheels
- Sub-unit** : Story –‘A Shipwrecked sailor’- paragraph 3 -5
- Theme** : Travel
- Sub-themes** : Adventure and travelling  
Knowledge and insight on travelling

### Learning outcomes:

- Learner shares their opinion about swimming in simple English
- Comprehends textual passage and responds to the questions
- Reads the textual passage and guesses the meaning of the words *struggled*, *yelling*, *grabbed*, and *predicament* using British National Corpus
- Apply the learned words by using Corpus-based techniques

### Prerequisites

- Learners know how to use BNC
- Learners are familiar with vocabulary games

**Learning resources:** Pictures, slides, BNC

## PROCESS

### Starter

Teacher initiates a discussion.

- Do you know swimming?
- Where did you swim?
- What do you think about swimming in the sea?

Learners share their opinions.

### Reading text

Students are asked to read the passage specified. They are guided to mention their understanding of each paragraph in their notebook.

Teacher asks the students to note down the unfamiliar words.

Teacher introduces BNC to search the meaning of unfamiliar words.

Teacher asks questions to support students' comprehension of the passage.

- Did the narrator recognise his friends?
- What did Caraballo cry?
- What happened to Louis Rengifo?
- Who was waving at the narrator?

### ***Clearing doubts***

Allow a group of students (or a single student) to list all the words they don't quite understand or want to learn more about. The most significant words are then chosen by the group or the learner. A consolidated list of the most crucial words is completed by various groups of students in the classroom.

Learners search the keywords *struggled*, *grabbed*, *yelling* and *predicament* in BNC

**/STRUGGLED/** - verb

/ˈstrʌg(ə)ld/

Strive to achieve or attain something in the face of difficulty or resistance.

"The student was struggling to understand the complex math problem, but with some guidance, she eventually solved it."

Similar words: strive, fight

### **Learner investigation:**

Learners independently searches the word *struggled* in BNC.

### **Collection of data:**

Learners write down at least five concordance lines of the word *struggled* in their note book.

### **Analysis and discussion**

Teacher gives instructions to sit in pairs.

Learners analyse the concordance lines.

## Appendix

Discuss the usage of the words in their group.

Learners guess the meaning of the word *struggled*.

### Presentation

(Random presentation)

Learners present the concordance lines they collected and their findings regarding the meaning of the word *struggled*. Other group members make comment on it.

Teacher concludes the discussion clarifying the meaning of the word *struggled*.

### Apply the knowledge:

#### Screen shot analysis

Teacher provides the screen shots of concordance lines of the words.

Students analyse the usage of the words and collocations.

we struggled to sell (pause) we think you could sell crisps but we had a **struggle**. Postage, stationery, fourteen O six (pause) raffle tickets, eleven pound,

the party's presidential nomination, since Nalumino Mundia, a veteran of the independence **struggle**, withdrew, being unable to secure Bemba support. Living with localism and the

during 1923, as the notion of a heroic, final **struggle** between two opposed Weltanschauungen seemed to grow in his mind, the Jews played a

CIVIL DEFENCE Re-visit the Rescue Workers **struggle** to ensure all are saved, see the Tea Wagon, The WVS Field Kitchen

revolutionary **struggle** of the seventeenth century,

the teacher instructs the students to pick out the sentences in which the word *struggle* is used as a verb.

**/GRABBED/ - verb**

/grab/

grasp or seize suddenly and roughly.

"she grabbed him by the shirt collar"

Similar words: seize, grasp, take hold of

**Learner investigation:**

Learners independently searches the word *grabbed* in BNC.

**Collection of data:**

Learners write down at least five concordance lines of the word *grabbed* in their note book.

**Analysis and discussion**

Teacher gives instructions to sit in pairs.

Learners analyse the concordance lines.

Discuss the usage of the words in their group.

Learners guess the meaning of the word *grabbed*.

**Presentation**

(Random presentation)

Learners present the concordance lines they collected and their findings regarding the meaning of the word *grabbed*. Other group members make comment on it.

Teacher concludes the discussion clarifying the meaning of the word *grabbed*.

**Apply the knowledge:**

Teacher provides an activity to get more clarification in the usage of the word.

## *Appendix*

Match with the image

(Struggled, grabbed, yelling)



**/YELL/ - verb**

/jɛl/

Shout in a loud, sharp way.

"you heard me losing my temper and yelling at her"

Similar words: cry out, shout

### **Learner investigation:**

Learners independently search the word *yelling* in BNC.

### **Collection of data:**

Learners write down at least five concordance lines of the word *yelling* in their note book.

### **Analysis and discussion**

Teacher gives instructions to sit in pairs.

Learners analyse the concordance lines.

Discuss the usage of the words in their group.

Learners guess the meaning of the word *yelling*.

### **Presentation**

(Random presentation)

Learners present the concordance lines they collected and their findings regarding the meaning of the word *yelling*. Other group members make comment on it.

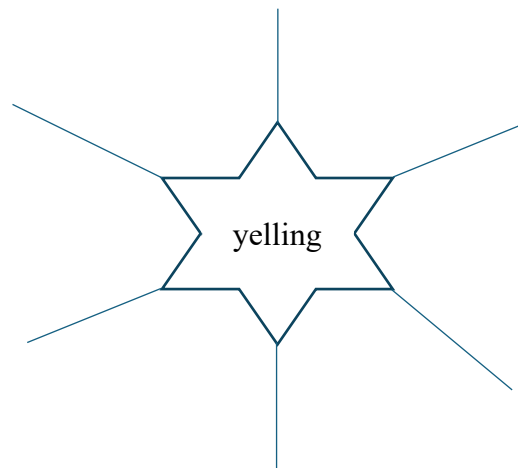
Teacher concludes the discussion clarifying the meaning of the word *yelling*.

**Apply the knowledge:**

Teacher provides an activity to get more clarification in the usage of the word.

Prepare a word map adding words associated with *yelling*

Make a word map



**/PREDICAMENT/** - *noun*

/prɪˈdɪkəmənt/

a difficult, unpleasant, or embarrassing situation.

"the club's financial predicament"

Similar words: mess, difficult

**Learner investigation:**

Learners independently searches the word predicament in BNC.

**Collection of data:**

Learners write down at least five concordance lines of the word predicament in their note book.

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**Analysis and discussion**

Teacher gives instructions to sit in pairs.

Learners analyse the concordance lines.

Discuss the usage of the words in their group.

Learners guess the meaning of the word *predicament*.

**Presentation**

(random presentation)

Learners present the concordance lines they collected and their findings regarding the meaning of the word *predicament*. Other group members make comment on it.

Teacher concludes the discussion clarifying the meaning of the word *predicament*.

**Apply the knowledge:**

Teacher provides an activity to get more clarification in the usage of the word.

Look at the pictures, find the words in the grid and label the pictures.



S	T	R	U	G	G	L
P	W	E	R	T	U	E
G	R	A	B	B	E	D
E	D	I	C	A	M	E
S	N	F	G	H	T	N
Y	E	L	L	I	N	G

**Revisit the paragraphs (3-5)**

The students read the passage once again.

### Comprehension questions

Teacher asks the following comprehension questions. Students respond individually.

- ❖ What does it seem odd to the narrator?
- ❖ How the rough wave was described?
- ❖ What was the narrator struggling?
- ❖ What happened to Raman Herrera?

### Assignment

Write a paragraph about an unpleasant experience which happened in your life using the words *predicament* and *yelling*.

### **Module 3**

- Unit** : 2. Wings and Wheels
- Sub-unit** : Story –‘A Shipwrecked sailor’- paragraph 6 -8
- Theme** : Travel
- Sub-themes** : Adventure and travelling

Knowledge and insight on travelling

#### **Learning Outcomes:**

Learner comprehends the passage and respond to the questions

Learner infers the meaning of the words *desperate* and *desolate*

Learner acquires the meaning of the words *desperate* and *desolate* through linguistic corpora and corpus based activities.

Learner applies the learned words in various real-life contexts

Learner explains the main events from the passage answering questions

#### **Pre-requisites:**

Learners know how to use BNC

Learners are familiar with vocabulary games

**Learning aids:** Pictures, slides, BNC to introduce new words

#### **PROCESS**

##### **Starter**

Teacher asks some questions from the previous part.

Who were the three shipmates Velasco saw?

What did the narrator do on the third try?

**Reading text (paragraph 6-8):**

Students are asked to read the passage specified. They are guided to mention their understanding of each paragraph.

Teacher asks the students to note down the unfamiliar words.

Teacher introduces BNC to search the meaning.

Teacher monitors their progress and ensures that they participate and take down things in their notebooks.

Teacher asks textual questions.

- What kind of a man was Luis Rengifo?
- What happened to Caraballo and Castillo?
- What was the absurd thing done by the narrator?
- How did Amador and Castillo vanish?

Students search the key words.

**/DESPERATE/** - *adjective*

*/ˈdɛsp(ə)rət/*

Feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with.

"She was desperate to find her lost dog before it got dark."

Similar words: in great need of, craving

**Students investigation:**

Students check the meaning and usage of the word *desperate* in BNC.

**Collection of data**

Students write down sufficient (at least five) concordance lines of the word *desperate* in their notebook.

## Appendix

### Analysis and Discussion

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *desperate*.

Students reach a conclusion regarding the meaning and usage of the word *desperate*.

### Presentation

Students randomly present their findings and other group members make comment on it.

### Apply the knowledge

Teacher provides vocabulary activities to apply their knowledge.

Teacher provides three Word Cards to the students. The word cards are circulated among the students. They are asked to fill the card according to their choice. After finishing the writing of the three-word cards, the sentences on the cards are combined to create a new story.

<b>WORD- DESPERATE</b>
Explanation of the word
personal story using the word

**/DESOLATE/** - Verb

/ˈdɛs(ə)lət/

make (someone) feel utterly wretched and unhappy.

"he was desolated by the deaths of his treasured friends"

Similar: dishearten, distress

### Students' investigation:

Students check the meaning and usage of the word *desolate* in BNC.

### Collection of data

Students write down sufficient (at least five) concordance lines of the word *desolate* in their notebook.

### Analysis and discussion

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *desolate*.

Students reach a conclusion regarding the meaning and usage of the word *desolate*.

### Presentation

Students randomly present their findings and other group members make comment on it.

### Apply the knowledge

Teacher provides vocabulary activity to apply their knowledge.

Activity: Word card

Teacher provides three Word Cards to the students. The word cards are circulated among the students. They are asked to fill the card according to their choice.

WORD- DESOLATE
Explanation of the word
Short story using the word

**/GIGANTIC/** - adjective

/dʒʌɪ'gʌntɪk/

Of very great size or extent; huge or enormous.

"a gigantic concrete tower"

## *Appendix*

Similar words: huge, enormous

### **Students investigation:**

Students check the meaning and usage of the word *gigantic* in BNC.

### **Collection of data:**

Students write down sufficient (at least five) concordance lines of the word *gigantic* in their notebook.

### **Analysis and discussion:**

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *gigantic*.

Students reach in a conclusion regarding the meaning and usage of the word *gigantic*.

### **Presentation**

Students randomly present their findings and other group members make comment on it.

### **Apply the knowledge**

Teacher provides vocabulary activity to apply their knowledge.

Activity: Word card

Teacher provides three Word Cards to the students. The word cards are circulated among the students. They are asked to fill the card according to their choice.

<b>WORD- GIGANTIC</b>
Explanation of the word
Short story using the word

Teacher collects all the filled-up word cards. Write the relevant sentences on a chart paper. Ask the students to make a meaningful story from the sentences written on the chart paper.

**Revisit the paragraphs (6-8)**

Teacher asks the learners to read the passage once again to have a better comprehension of the events.

**Comprehension questions**

Teacher asks some questions to check the deep understanding of the paragraphs.

- ❖ Where was Herrera from?
- ❖ How far was the life raft?
- ❖ What was stronger than the sea?
- ❖ What was the absurd thing done by the narrator?

**Assignment**

Prepare a write up using the words *desolate* and *gigantic*

## **Module 4**

- Unit** : 2. Wings and Wheels
- Sub-unit** : Story –‘A Shipwrecked sailor’- paragraph 9 -11
- Theme** : Travel
- Sub-themes** : Adventure and travelling
- Knowledge and insight on travelling

### **Learning Outcomes: Learning Outcomes:**

Learners comprehend the passage and respond to the questions

Learners infer the meaning of the words *serenity*, *revel* and *absurd*

Learner acquires the meaning of the words *serenity*, *revel* and *absurd* through linguistic corpora and corpus based activities.

Learners apply the learned words in various real-life contexts

Learners explain the main events from the passage answering questions

### **Pre-requisites:**

Learners know how to use BNC

Learners are familiar with vocabulary games

**Learning resources:** Pictures, slides, BNC to introduce new words

## **PROCESS**

### **Starter:**

Teacher asks the summary of the events in the previous paragraphs.

Students randomly present the answer.

### **Reading text:**

Students are asked to read the passage specified. They are guided to mention their understanding of each paragraph.

Teacher asks the students to note down the unfamiliar words.

Teacher introduces BNC to search the unknown words.

Teacher monitors their progress and ensures that they participate and take down things in their notebooks.

1. What happened to Caraballo and Castillo?
2. What was the absurd thing done by the narrator?
3. How did Amador and Castillo vanish?
4. 'I made a last try.' What was the 'last try' made by Velasco? Was he successful in it?

Students search the key words.

**/SERINITY/ - noun**

/sɪ'renɪti/

The state of being calm, peaceful, and untroubled.

"an oasis of serenity amidst the bustling city"

Similar words: calmness, tranquillity

### **Students' investigation:**

Students check the meaning and usage of the word *serenity* in BNC.

### **Collection of data:**

Students write down sufficient (at least five) concordance lines of the word *serenity* in their notebook.

### **Analysis and discussion**

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *serenity*.

Students reach in a conclusion regarding the meaning and usage of the word *serenity*.

## *Appendix*

### **Presentation**

Students randomly present their findings and other group members make comment on it.

**/REVEL/** - Verb

*/ˈrev(ə)l/*

Enjoy oneself in a lively and noisy way, especially with drinking and dancing.

"They spent the evening revelling with their guests"

Similar: celebrate, make merry

### **Students investigation**

Students check the meaning and usage of the word *serenity* in BNC.

### **Collection of data**

Students write down sufficient (at least five) concordance lines of the word *revel* in their notebook.

### **Analysis and discussion**

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *revel*.

Students reach in a conclusion regarding the meaning and usage of the word *revel*.

### **Presentation**

Students randomly present their findings and other group members make comment on it.

**/ABSURD/** - *adjective*

/əb'sə:d/

Wildly unreasonable, illogical, or inappropriate.

"the allegations are patently absurd"

Similar: ridiculous, meaningless

**Students' investigation:**

Students check the meaning and usage of the word *absurd* in BNC.

**Collection of data:**

Students write down sufficient (at least five) concordance lines of the word *absurd* in their notebook.

**Analysis and discussion:**

Students sit in pairs.

Analyse and discuss the usages in their group.

They guess the meaning of the word *absurd*.

Students reach in a conclusion regarding the meaning and usage of the word *absurd*.

**Presentation**

Students randomly present their findings and other group members make comment on it.

**Apply the knowledge**

Teacher provides vocabulary activity to apply their knowledge.

Activity: Cloze activity

(Fill in the blanks with appropriate forms of words given in bracket)

(*serenity, absurd, revel*)

Here are the sentences shuffled:

## Appendix

1. The kids \_\_\_\_\_ in the fun of the party. (revelled)
2. The \_\_\_\_\_ at the party lasted all night. (revelry)
3. It was \_\_\_\_\_ to think that fish could live on land. (absurd)
4. The funny clown's \_\_\_\_\_ actions made everyone laugh. (absurd)
5. The \_\_\_\_\_ pond was quiet and still. (serene)
6. They \_\_\_\_\_ in the excitement after winning the game. (revelled)
7. He \_\_\_\_\_ in the joy of the celebration, dancing and singing. (revelled)
8. Even with loud noises, he stayed \_\_\_\_\_ and calm. (serene)
9. The idea of dogs talking is \_\_\_\_\_. (absurd)
10. She found a \_\_\_\_\_ place in the park to sit and read. (serene)

### Revisit the paragraphs (9-11)

The learners read the paragraphs once again to get more clarity of the content.

### Comprehension questions

- Why did the narrator yell?
- Was the last try successful?
- Pick out the image that describes the sun?
- Did anyone come to the surface? Why?
- Did anyone come to the surface? Why?

### Assignment

Collect some concordance lines for the words *serene* and *revel*.

## Module 5

- Unit** : Wings and Wheels
- Sub-unit** : Story – The Little Round Red House
- Paragraph** : On a cold.....look for that little house
- Theme** : Travel
- Sub-themes** : Adventure and travelling

Knowledge and insight on travelling

### Learning outcomes:

Learners share their experience of travelling in simple English

Learners read the textual passage and comprehend the idea

Learners identify the meaning of the words *strange* and *put on* using BNC

Learners apply the words *strange* and *put on* in various life-related contexts

### Prerequisites

Learners are familiar with travelling

Learners have used to search the meaning of the words

Learners are familiar with vocabulary games

### Learning resources

Word card, BNC, game card for a to z

### Process

#### Starter:

- The teacher initiates a discussion
- Do you know any travellers?
- Why are people travelling?

## *Appendix*

- Tell me the places you travelled recently.
- The teacher elicits responses from the students (Mass answering)
- The teacher concludes the session by announcing the title of the story.

### **Let us read**

Students are asked to read the paragraph from ‘On a cloud.....little house’

Teacher asks to note down unfamiliar words from the passage

Teacher introduces BNC to search for the meaning of unfamiliar words

### **Global questions**

Teacher asks a few comprehension questions to track the reading of the students.

What happened to the little boy?

What was Mother doing?

What did mother suggest?

What was the interesting thing he said?

Teacher asks the questions randomly. students respond to the questions.

### **Vocabulary time**

Teacher introduces the keywords from passage

Teacher shows the word on the screen

### ***/Strange/ - Adjective***

Superlative adjective: strangest

Meaning: Unusual or surprising

*Children have some strange ideas*

Similar words: Unusual, Odd etc.

Students are asked to search the meaning of the word in BNC

### **Learner investigation**

The learner independently searches the word *strange* in BNC

### **Collection of data**

Learner writes down at least five concordance lines of the word *strange* in their notebook

### **Analysis and discussion**

The teacher instructs the learners to sit in pairs, and together, they analyze the concordance lines they have collected. The pairs then discuss the usage of the word *strange* and attempt to guess its meaning based on their analysis. Following this, the learners engage in a random presentation, where each pair shares their findings about the meaning of *strange* with the entire class. Other group members provide comments and feedback on the presentations. Finally, the teacher concludes the discussion by clarifying the correct meaning of the word *strange*, ensuring that all learners have a clear understanding.

### **Apply the knowledge**

A vocabulary game is introduced in the class to apply the knowledge of vocabulary.

Activity: Fill in words from A to Z

The teacher instructs the learners to participate in an individual activity where they are asked to think of words related to *strange* that start with each letter from A to Z. Learners earn points for each word they come up with. Once they have filled in as many letters as possible, they add up their points to get their final score.

Example:

**A** – Alien

**B** – Bizarre

**C** – Curious

**D** – Different

## Appendix

Time duration 5mnts

'Put on' - Phrasal verb of put

Place a garment on part of one's body.

Similar words: Don, pull on etc.

*Julie had put on cotton dress*

### **Students' investigation:**

Students check the meaning and usage of the word *put on* in BNC.

### **Collection of data:**

Students write down sufficient (at least five) concordance lines of the word *put on* in their notebook.

### **Analysis and discussion:**

Students sit in pairs to analyse and discuss how the words are used. They work together to guess the meaning of the word *put on*. After their discussion, they come to an agreement on the meaning and usage of the word *put on*, making sure they understand it well.

### **Presentation:**

Students randomly present their findings and other group members comment on it.

### **Apply the knowledge:**

Activity: word card

The teacher asks the learners to sit in pairs and provides each pair with a word card. The learners work together to fill out the word card with relevant information. Afterward, a random selection of pairs presents their completed word cards to the class, sharing their findings and engaging in a discussion with their peers.

Put on	Synonym	Antonym	Sentence

### **Revisit the paragraph**

The students read the passage once again, after which the teacher asks a few comprehension questions, selecting them at random to assess the students' understanding of the text.

Did the boy enjoy playing with toys?

What was the advice of the mother?

What did the mother ask to put on?

What did grandmother ask the mother to search out?

Students respond to the questions.

### **Assignment**

Prepare a conversation using the words *strange* and *put on*

## **Module 6**

Unit : **The little round red house**

Paragraph : What kind of.....are you lost

Sub-unit : Story

Theme : Travel

Sub-theme : Adventure and travelling

Knowledge and insight on travelling

### **Learning outcomes**

Learners respond to the questions from previous lesson in simple English

Learners read the textual passage and comprehend the theme

Learners read the textual passage and identify the meaning of the words *stare* and *puzzle*

Learners apply the words *stare* and *puzzle* in various life-related contexts

### **Prerequisites**

Learners are familiar with the previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

### **Learning resources**

BNC, dice and word card to introduce new words

## **PROCESS**

### **Starter**

Recap on the learning from the previous lesson by asking questions about the characters and main themes.

Teacher asks a few questions from the previous part

What did the little boy always complain about?

What activities did the mother suggest to engage the little boy?

What did the boy's grandmother ask his mother to do to avoid boredom when she was a child?

What did the mother ask the little boy to search for?

Learners Respond to the questions individually in a random way.

### **Reading text**

Learners read the paragraph from "What kind of... you lost," noting down any unfamiliar words they encounter. They then use computers to search for these unfamiliar words in the British National Corpus (BNC). Meanwhile, the teacher introduces the keywords *stare* and *puzzled*.

**/STARE/ - Verb**

*Look fixedly or vacantly someone or something with one's eye wide open*

*He stared at her in amazement*

Similar words: gaze, gape etc.

### **Learner investigation**

Learner independently searches the word *stare* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *stare*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *stare*.

### **Presentation**

During a random presentation of the activity, learners share the relevant concordance lines and their findings regarding the meaning of the word "stare." Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word "stare."

### Apply the knowledge

Activity: Roll a word

The teacher organizes the students into three groups and explains the vocabulary activity called "Roll a Word." One member from each group participates in the activity. Each participant receives a word card with a model showing different activities. They then roll a die to determine which activity they will complete using the word from their card.

Time duration 8 mins

Roll a word (stare)	
①	define the word
② ②	use the word in sentence
③ ③ ③	act it out
④ ④ ④ ④	give a synonym for the word
⑤ ⑤ ⑤ ⑤ ⑤	give an antonym for the word

Puzzled- *Adjective*

Unable to understand, perplexed

*The questionnaires were met with puzzled looks*

Similar words: confused, perplex etc.

### Learner investigation

Learner independently searches the word *puzzled* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *puzzled*

### Analysis and discussion

Ask the learners to pair up. They will work together to examine the concordance lines and discuss how the word is used in their groups. After analyzing, they will try to determine the meaning of the word *puzzled*.

## **Presentation**

In a random presentation of the activity, learners present the relevant concordance lines and their interpretations of the word *puzzled*. Other students are then asked to provide feedback on these presentations. The teacher wraps up the discussion by explaining the meaning of the word *puzzled*.

## **Apply the knowledge**

Activity: Word Association Recitation

The teacher starts a vocabulary activity to help students apply their knowledge of the word. The activity, called "Word Association Recitation," begins by writing the word *puzzle* on the blackboard. Students are then asked to come up with a word they associate with *puzzle*, which the teacher writes next to it. The process continues, with each new word generating further associations, until a substantial list of words is created on the board. Next, the teacher selects a word from the list, erases all the words, and draws a circle in place of each one. Students are then prompted to recite the entire list from memory by pointing to the circles on the board.

## **Revisit the paragraph**

Ask the learners to read the passage once more. After they have finished, pose a few comprehension questions to assess their understanding of the passage.

How did the boy respond to the mother when she said about the little red house?

How did he feel when he was standing on the sidewalk?

How was the boy dressed?

What were the features of the first red house that the boy found?

Learners respond to the questions individually.

## **Assignment**

Prepare a small story using the words *stare* and *Puzzle*

**Module 7**

Unit	:	Wings and wheels
Sub-unit	:	Story – The little round red house
Paragraph	:	The little boy asked.....star in the middle
Theme	:	Travel
Sub theme	:	Adventure and travelling
		Knowledge and insight on travelling

**Learning outcomes:**

Learner respond to the questions from previous lesson in simple English

Learners read the textual passage and comprehend the main idea

Learners read the textual passage and identifies the meaning of the words *sorrowfully* and *tromped* in various real-life contexts

**Prerequisites**

Learners are familiar with the content of previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

**Learning resources**

BNC to search the meaning of words

Vocabulary box

PPT for showing jumbled sentences

## Process

### Starter

Recap the learning from the previous lesson by asking questions about the characters and main themes. The learners respond to these questions individually and randomly to ensure their understanding of the previous part.

How was the boy dressed?

What were the features of the first red house that the boy found?

What did the mother ask the little boy to search for?

### Reading text

The learners read the paragraph from “Oh! No... star in the middle.” Ask them to note down any unfamiliar words they come across. Next, they should use computers to search for the meanings of these unfamiliar words in the British National Corpus (BNC).

### Vocabulary time

Teacher introduces the keywords from the passage

**Sorrowfully**-*Adverb*

*A feeling of deep distress caused by loss*

A bereaved person needs time to work through their sorrow

Similar words: sadness and happiness

### Learner investigation

Learner independently searches the word *sorrowfully* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *sorrowfully*

## *Appendix*

### **Analysis and discussion**

Ask the learners to work in pairs. They will examine the concordance lines together and discuss the usage of the word within their groups. After their analysis, they will attempt to figure out the meaning of the word *sorrowfully*.

### **Presentation**

During a random presentation of the activity, learners share the relevant concordance lines and their interpretations of the word *sorrowfully*. Other students provide feedback on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *sorrowfully*.

### **Apply the knowledge**

Activity: The revision box

### **Preparation**

The teacher uses a vocabulary box. The box comprises sentences using the different forms of the word sorrow.

### **Procedure**

The box with sentences is circulated around the class, allowing each learner to pick a sentence.

As each learner reads their sentence aloud, it is written on the board.

After all sentences are on the board, learners work together to correct any errors in the sentences.

Eg. She expressed sorrowful for having caused the accident (*sorrow is the correct form of the underlined word in this sentence*)

Tromped- Verb

*Walked heavily*

See tromped across the yard

### **Learner investigation**

Learner independently searches the word *sorrowfully* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *tromped*

### Analysis and discussion

Ask the learners to work in pairs. They will examine the concordance lines together and discuss the usage of the word within their groups. After their analysis, they will attempt to figure out the meaning of the word *tromped*.

### Presentation

During a random presentation of the activity, learners share the relevant concordance lines and their interpretations of the word *tromped*. Other students provide feedback on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *tromped*.

### Apply the knowledge

Activity: Sentence Shuffle Showdown

Divide the class into three groups. Each group will work together to sequence the sentences correctly. They should arrange the sentences in logical order, considering the context and meaning of the word *tromp*. Once all groups have completed their sequences, they can compare their results and discuss any differences.

He went into the field/ There he saw/ Workmen were tromping through the building all day/ Cattle are tromping over the grass/ Then he went to the construction site/
--

### Revisit the paragraph

The learners read the paragraph once more. After reading, ask a few comprehension questions to check their understanding of the text.

*Appendix*

How did the mail carrier shake his head?

The little boy walked around the next corner. True or false?

Could the male carrier help the boy? Why?

**Assignment**

Prepare a short poem using the words *sorrowfully* and *tromped*

## Module 8

Unit	: Wings and wheels
Sub-unit	: Story – The little round red house
Paragraph	: He stopped .....at the end of the block
Theme	: Travel
Sub theme	: Adventure and travelling
	Knowledge and insight on travelling

### Learning outcomes:

Learners respond to the question from the previous lesson in simple English

Learners comprehend the main idea of the textual passage

Learners identify the meaning of the words *poke* and *discourage*

Learners apply the words *poke* and *discourage* in various real-life contexts.

### Prerequisites

Learners are familiar with the content of previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

### Learning resources

BNC to search word meaning

Slide to present word game

## PROCESS

### Starter

Begin the lesson by revisiting key points from the previous session. Engage students by asking questions about the characters and the central themes to reinforce their understanding.

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Why did the mail carrier ask the boy are you lost?

Why didn't the male carrier help the boy?

Learners respond to the questions individually in a random way.

### **Reading text**

The learners read the paragraph starting from "he stopped..." and ending with "at the end of the block." Ask them to jot down any unfamiliar words they encounter. Then, instruct them to use computers to look up the meanings of these words in the British National Corpus (BNC).

### **Vocabulary time**

Teacher introduces the keywords *poked* and *discouraged*

#### **Poked- Verb**

*Jab with one finger or a sharp object*

He poked Benny in the ribs and pointed

Similar words: jab, nudge etc.

### **Learner investigation**

Learner independently searches the word *poked* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *poked*

### **Analysis and discussion**

Pair up the learners and have them examine the concordance lines for the word *poked*. Encourage them to discuss how the word is used in different contexts within their groups. After analyzing the usage, ask them to collaborate and infer the meaning of the word *poked*.

### **Presentation**

During the presentation phase, select learners at random to share the concordance lines they've found and explain their interpretations of the word

*poked*. Encourage other students to provide constructive feedback on the interpretations shared. After the presentations, the teacher wraps up the discussion by clearly explaining the meaning of the word *poked*, ensuring that everyone has a solid understanding.

### **Apply the knowledge**

Teacher provides vocabulary activities to apply the knowledge of the word

Activity: Check board acronym

Divide the Class: Split the students into three groups.

Write on the Board: On the board, write the word "POKE" vertically:

P

O

K

E

- **Group Activity:** One group at a time, have students come up to the board and write a word that starts with each letter of "POKE." Encourage them to think creatively and choose words that could be related to the context they've been studying.

For example:

- P: Push
- O: Open
- K: Knock
- E: Enter

Discouraged - *Verb*

*Cause to lose confidence or enthusiasm*

Tedious regulations could discourage investors.

Similar words: dishearten, dispirit etc.

### **Learner investigation**

Learner independently searches the word *discouraged* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *discouraged*

### **Analysis and discussion**

Pair the learners and ask them to review the concordance lines for the word *discouraged*. Encourage them to discuss its usage in various contexts within their groups. After analyzing the different examples, have them work together to determine the meaning of the word *discouraged*.

### **Presentation**

During the presentation phase, randomly select learners to share the concordance lines they found and explain their interpretations of the word *discouraged*. Encourage the rest of the class to offer constructive feedback on these interpretations. Once all presentations are complete, the teacher will summarize the discussion and provide a clear explanation of the word *discouraged* to ensure everyone understands its meaning.

### **Apply the knowledge**

Teacher provides a vocabulary activity to apply the knowledge of the word *discouraged*

Activity: Odd One Out Challenge

1. **Instructions:** Provide the learners with a list of words.
2. **Task:** Ask them to identify which word does not belong with the others.
3. **Discussion:** After they've picked out the odd one, discuss why that word is different from the rest.

Encourage	Optimistic	Dishearten	Promising
-----------	------------	------------	-----------

**Revisit the paragraph**

The learners read the paragraph again. Afterward, ask them a few comprehension questions to assess their understanding of the text.

What did the police officer do?

The little boy was very optimistic. True or false?

Why did the little boy feel discouraged?

What did the police officer tell the boy about the house?

Learner orally respond to the questions individually

**Assignment**

Collect concordance lines for the words *poke* and *discourage*

## **Module 9**

- Unit** : Wings and wheels
- Sub-unit** : Story – The little round red house
- Paragraph** : MrFetzer....All at the same time
- Theme** : Travel
- Sub-theme** : Knowledge and insights on travelling  
Adventure in travelling

### **Learning outcomes:**

Learners respond to the questions from the previous lesson in simple English

Learners comprehend the main idea of the textual passage

Learners identify the meaning of the words *trudge* and *poured*

Learner applies the words *trudge* and *poured* in various life-related situations

### **Prerequisites**

Learners are familiar with the content of the previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

### **Learning resources**

BNC to search meaning of the words

Slide to present word game

## **Process**

### **Starter**

Revisit the previous lesson by asking questions focused on the characters and main themes to help reinforce learning and understanding.

What did the police officer tell the boy about the house?

Why did the little boy feel discouraged?

Learners orally respond to the question.

### **Reading text**

Learners read the paragraph Mr Fretzer...At the same time

The learners read the paragraph starting with "Mr. Fretzer..." and ending with "At the same time." Ask them to write down any unfamiliar words they encounter. Then, instruct them to use computers to look up the meanings of these words in the British National Corpus (BNC).

### **Vocabulary time**

Teacher introduces the keywords *trudged* and *poured*.

Trudge- *Verb*

Walk slowly and with heavy steps

I trudged up the stairs

Similar words: plod, tramp etc.

### **Learner investigation**

Learner independently searches the word trudge in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *trudge*.

### **Analysis and discussion**

Pair the learners and have them examine the concordance lines for the word *trudge*. Encourage them to discuss how the word is used in different contexts within their groups. After reviewing the examples, ask them to collaboratively deduce the meaning of *trudge*.

## Presentation

During the presentation phase, choose learners at random to present the concordance lines they found and discuss their interpretations of the word *trudge*. Invite the rest of the class to give constructive feedback on these interpretations. After all the presentations, the teacher will summarize the discussion and clarify the meaning of *trudge* to ensure that everyone has a thorough understanding.

## Apply the knowledge

Teacher provides vocabulary activity to apply the knowledge of the word *trudged*

Activity: Rearrange the Words

1. Instructions: The teacher will present jumbled words on the screen.
2. Task: Split the learners into three groups. Each group will work together to rearrange the jumbled words to form complete, meaningful sentences.
3. Recording: The learners write their answers in their notebooks.

Into the kitchen/trudged/ he / back

Trudged/boring day/ through/ I

The snow/ she/ trudged

Upstairs/ they/ trudged

**Poured- Verb**

*Flow rapidly in a steady stream*

Water poured off the roof

Similar words: stream, flow etc.

**Learner investigation**

Learner independently searches the word poured in BNC

**Collection of data**

Ask the learner to write down at least 5 concordance lines of the word poured.

**Analysis and discussion**

Pair the learners and ask them analyze the concordance lines for the word *poured*. Encourage them to discuss the various contexts in which the word is used within their groups. After reviewing the examples, have them work together to determine the meaning of *poured*.

**Presentation**

During the presentation phase, randomly select learners to share the concordance lines they found and explain their interpretations of the word *poured*. Encourage the rest of the class to provide constructive feedback on these interpretations. Once all the presentations are completed, the teacher will summarize the discussion and provide a clear explanation of the word *poured* to ensure that everyone fully understands its meaning.

**Apply the knowledge**

Provides a vocabulary activity to apply the knowledge of the word *poured*

Activity: Mixed letters

**Instructions:** The teacher scrambles the letters of each word and writes them on the blackboard.

**Task:** Students are asked to identify and unscramble the words.

Duoerp

## *Appendix*

Roup

Gouripn

spuor

**Extension:** The teacher writes different forms of the word *pour* on the blackboard, such as *poured*, *pouring*, and *pours*, to help students understand and recognize the various forms of the word.

### **Revisit the paragraph**

The learners read the paragraph once more. Then, ask them several comprehension questions to check their understanding of the text.

How did the boy go to Mr. Fetzer's barn?

What did the farmer do when he saw the boy?

Why did the boy go to Mr Fetzer's barn?

Learners orally respond to the questions individually

### **Assignment**

Collect concordance lines for the words *poured* and *trudged*

## Module 10

Unit	:	
Sub-unit	:	Story – The little round red house
Paragraph	:	Thanks for the cider.....his mother
Theme	:	Travel
Sub-theme	:	Knowledge and insights on travelling Adventure in travelling

### Learning outcomes

Learners respond to the questions from the previous lesson in simple English

Learner explains the main events in the passage

Learner infers the meaning of the words *blowing* and *surface* from the concordance selected from BNC

Learner applies the word *blowing* and *surface* in the keyword formation vocabulary activity

Learners rearrange the unscrambled letters of the target words

### Pre-requisites

Learners are familiar with the content of the previous lesson

Learner's know how to use BNC

Learners are familiar with vocabulary games

### Learning resources

BNC to search word

Slides to show scrambled words

Slides for vocabulary activity

## **PROCESS**

### **Starter**

Recap on the learning from the previous lesson by asking questions about the characters and main themes.

Asks the question individually.

Learners respond to the questions.

Why did the little boy go to Mr. Fetzer's barn?

What help did the little boy ask from Mr. Fetzer?

Who is Mr Fetzer?

Why did the little boy feel discouraged?

### **Reading text**

Learners read the paragraph starting from 'thanks for the...to the end'

Teacher ask the learners to note down unfamiliar words.

Learners use computers to search the meaning of the words in BNC

### **Vocabulary time**

Teacher introduces the keywords *blowing* and *surface*

Blowing- Gerund

Move creating an air current

A cold Breeze was blowing in the sea

Similar words: gust, puff

### **Learner investigation**

Learner independently searches the word *blowing* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *blowing*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *blowing*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *blowing*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *blowing*.

### **Apply the knowledge**

Provides an activity to apply the knowledge of the words

Activity: Keyword transformation

Gives different sentences to fill the gap with suitable word forms

(blow, blowing, blown)

It was— hard all night

Dust was — in the wind

A strong wind is — and I can't walk fast

He received a powerful — to the face

The tax increase was a — to the common people

### **Surface- Noun**

The outside part or uppermost layer of something

The Earth's surface

Similar words: outside, exterior, top

### **Learner investigation**

Learner independently searches the word *surface* in BNC

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### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *surface*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *surface*.

### Presentation

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *surface*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *surface*.

### Apply the knowledge

Provide a vocabulary activity to apply the knowledge of the word

Activity: Word scramble

Mix up the order of the letters and ask the learners to unscramble and identify the original words

Synonyms of the word *surface* are given scrambled

<input type="checkbox"/> <b>pto</b>	
<input type="checkbox"/> <b>ecaf</b>	
<input type="checkbox"/> <b>txeoirer</b>	
<input type="checkbox"/> <b>nisk</b>	
<input type="checkbox"/> <b>lyrea</b>	

### Revisit the paragraph

Learners revise the paragraphs

Teacher asks a few comprehension questions.

Learners respond to the questions individually.

Where did the boy find the 'little red house' with a star in it?

Why did the boy's mother cut the apple into half right through its middle?

What did the little boy see inside the Apple?

**Assignment**

Prepare a write up about your childhood memory using the word *surface* and *blowing*

## **Module 11**

Unit	: Seeds and weeds
Sub-unit	: Story – <b>Smart work versus hard work</b>
Theme	: Work
Sub-theme	: Dignity of labour
	Various forms of work
	Dedication to work

### **Learning outcomes:**

Learners respond to the questions in simple English

Share his opinion about hard work and smart work

Infer the meaning of the word *argument* and *synchronous*

Applies the word *argument* and *synchronous* in various life-related situations

### **Prerequisites**

Learners are familiar with various quotations

Learners know how to use BNC

Learners are Familiar with vocabulary games

### **Learning resources**

BNC to search word meaning

Slides for showing quotations

Flashcard for word game

## Process

### Starter

Teacher shows a few quotes of hard work and smart work on the screen.

- Self-belief and hard work will always earn you success
- There is no substitute for hard work
- Successful people work hard
- Sometimes hard work does not pay but smart work does
- Smart work plus hard work is equal to achievement
- Smart work pays best. Trust it

Teacher initiates a discussion

Read the quotes

Which one do you like most? Why?

Teacher asks the question randomly

Elicit responses

Aim to elicit following responses.

- Smart work is better than hard work
- Smart work plus hard work brings achievement

### Reading text

Learners read the whole story

The learners jot down any unfamiliar words they encounter. Then, instruct them to use computers to look up the meanings of these words in the British National Corpus (BNC).

Vocabulary time

Introduces the keywords *argument* and *synchronously*

**Argument** - *Noun*

*And exchange of diverging or opposite views. Typically, a heated or angry one*

I have had an argument with my father

Similar words: quarrel, disagreement etc.

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### **Learner investigation**

Learner independently searches the word *argument* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *argument*.

### **Analysis and discussion**

Pair the learners and ask them to analyze the concordance lines for the word *argument*. Encourage them to discuss how the word is used in different contexts within their groups. After examining the examples, ask them to collaborate and determine the meaning of *argument*.

### **Presentation**

During the presentation phase, randomly choose learners to present the concordance lines they found and explain their interpretations of the word *argument*. Encourage the class to offer constructive feedback on these explanations. After all the presentations, the teacher will summarize the discussion and provide a clear definition of *argument* to ensure that everyone has a thorough understanding of its meaning.

### **Apply the knowledge**

Teacher gives an activity to apply the knowledge of the word

Activity: Synonym and Antonym Challenge

Time duration 3 minutes

1. Instructions: Divide the learners into three groups.
2. Materials: Provide each group with a box containing synonyms and antonyms of the word *argument*.
3. Task: Each group must identify and select all the antonyms from their box within a set time limit.

4. Competition: The team that correctly identifies all the antonyms first wins a prize.

quarrel   disagreement   dispute debate
synthesis agreement calm peace harmony

**Synchronously** - *Adverb*

*Existing or occurring at the same time*

Glaciations were approximately *synchronous* in both hemispheres

**Learner investigation**

Learner independently searches the word *synchronously* in BNC

**Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *Synchronously*.

**Analysis and discussion**

Pair the learners and have them analyze the concordance lines for the word *synchronously*. Encourage them to discuss the various contexts in which the word is used within their groups. After reviewing the examples, have them work together to determine the meaning of *synchronously*.

**Presentation**

During the presentation phase, randomly select learners to present the concordance lines they discovered and explain their interpretations of the word *synchronously*. Encourage the rest of the class to provide constructive

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feedback on these explanations. After all the presentations, the teacher will summarize the discussion and offer a clear definition of *synchronously* to ensure that everyone comprehends its meaning thoroughly.

### **Apply the knowledge**

Provides an activity to apply the knowledge

Activity: Clap for Synonyms and Antonyms

Time duration 5 minutes

**Instructions:** The teacher will say a word related to *synchronous*.

**Task:** If the word is a synonym of *synchronous*, the students should clap once. If it is an antonym, they should clap twice.

**Execution:** The teacher will announce each word, and students will respond with the appropriate clapping to indicate whether it is a synonym or antonym.

### **Revisit the paragraphs**

The learners read the story once more. After they finish, ask them a few comprehension questions. Instruct them to respond to these questions orally.

What is this anecdote about?

Who among the two characters do you think is smart? why?

What moral does the anecdote convey?

How were they working?

### **Assignment**

Prepare a conversation using the words *arguments* and *synchronous*

## Module 12

Unit	: Seeds and weeds
	The light on the hills
	I wanted to...rippling somewhere
Theme	: work
Sub-theme	: Dignity of labour
	Various forms of work
	Dedication to work

### Learning outcomes:

Learners share their ideas about smart work and hard work in simple English

Learners read and comprehend the textual passage

Learners infer the meaning of the words *dedication* and *glimmering* while referring BNC

Learners apply the words *dedication* and *glimmering* in various real-life contexts

Learners explain the main events in the passage answering the questions

### Prerequisite

Learners are familiar with the story of hard work versus smart work

Learners know how to use BNC

Learners are Familiar with vocabulary games

### Learning resource

BNC to search word

Word card for vocabulary game

Slide for vocabulary game

## **PROCESS**

### **Starter**

Teacher initiates a discussion

you have read the story. Smart work versus hard work. haven't you?

What is the theme of the story?

Smart work or hard work which one do you select?

Teacher aims to elicit the following response

Smart work is better than hard work

Smart work brings good results

Learners share their opinions in simple English.

Teacher: We are going to read the story of a boy who wanted to paint a beautiful picture.

Teacher introduces the title of the story 'The light on the hills'

Teacher writes the title on the blackboard. Then the teacher introduces the author 'Lucy Cliford'

### **Reading text**

Learners read the text individually. Ask the learner to note down unfamiliar words. Learners use computers to search the meaning of the words in BNC.

### **Vocabulary time**

Teacher introduces the keywords *dedication*, and *glimmering*

**Dedication** -Noun

*The quality of being dedicated or committed to a task or purpose.*

His dedication to his duties.

Similar words: commitment, diligence, enthusiasm etc.

### **Learner investigation**

Learner independently searches the word *dedication* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *dedication*.

### **Analysis and discussion**

Pair the learners and have them analyze the concordance lines for the word *dedication*. Encourage them to discuss the various contexts in which the word is used within their groups. After reviewing the examples, have them work together to determine the meaning of *dedication*.

### **Presentation**

During the presentation phase, randomly select learners to present the concordance lines they discovered and explain their interpretations of the word *dedication*. Encourage the rest of the class to provide constructive feedback on these explanations. After all the presentations, the teacher will summarize the discussion and offer a clear definition of *dedication* to ensure that everyone comprehends its meaning thoroughly.

### **Apply the knowledge**

Provides an activity to apply the knowledge of the word

Activity: Ideation

Instructions:

2. Introduction:

- Begin by discussing the meaning of the word *dedication*. Ask students to share examples or situations where someone might show dedication.

3. Divide the Class into Teams:

- Split the students into small teams (3-4 students per team). Each team will compete to complete the sentence starters.

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4. Explain the Rules:
  - The teacher will display a sentence starter on the board (or project it).
  - Each team will have 1 minute to discuss and complete the sentence creatively and meaningfully.
  - Teams should consider the context and use of the word *dedication* in their completions.
5. Round 1
  - Start with a few practice rounds. Display simple sentence starters like:
    - "I am dedicated to..."
    - "She dedicated her life to..."
    - "Hard work and dedication will..."
    - "They showed dedication by..."
  - Each team writes their sentence on a piece of paper.

### **Glimmering-** Noun

#### *Shining*

The glimmering of an idea flashed into her brain

Similar words: Glean, Shine, flicker etc.

### **Learner investigation**

Learner independently searches the word *glimmering* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *glimmering*.

### **Analysis and discussion**

Pair up the learners and ask them to examine concordance lines featuring the word *glimmering*. Encourage them to discuss the different contexts in which

the word appears within their pairs. After going through the examples, have them collaborate to deduce the meaning of *glimmering*.

### **Presentation**

During the presentation phase, randomly choose learners to share the concordance lines they analyzed and explain their interpretations of the word *glimmering*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations, the teacher will summarize the discussion and provide a clear definition of *glimmering* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

Teacher gives a vocabulary activity to apply the knowledge of the word

Activity: "I Have, Who Has?"

Split the Class into 3 Groups:

- Divide the students into three groups. Each group should stand or sit together.

Distribute the Cards:

- Give each group two cards—one with a synonym and one with an antonym of *glimmering*.
- Ensure that each group has different synonyms and antonyms.

Explain the Rules:

- The teacher will start the game by asking, "Who has a synonym of *glimmering* in your hand?"
- The group that has the correct synonym must stand up and loudly say the word on their card.
- The teacher will then ask, "Who has an antonym of *glimmering* in your hand?"
- The group with the correct antonym should respond loudly to the class.

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Dazzling
sparkling glimmering
Dull dim

**Revisit the paragraph**

Learners read the paragraph once again and ask a few comprehension questions individually.

What are the things you do to make your painting beautiful?

How can the boy make people feel happy while looking at his picture?

How was nature described?

How do we need to do our work?

How was the sunlight?

**Assignment**

Collect concordance lines for the words *dedication* and *glimmering*

### Module 13

Unit	: Seeds and deeds
Sub-unit	: Story – The light on the hills Paragraph 3- 4
Theme	: work
Sub-theme	: Dignity of labour Various forms of work

#### Learning outcome:

Learners respond to the question from previous lesson in simple English

Learners infer meaning of the words *echo* and *imperfect* while referring BNC

Learners apply the words *echo* and *imperfect* in various life related context

Learners explain the main events in the passage answering to the questions

#### Prerequisites

Learners are familiar with previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

#### Learning resources

BNC to search word meaning

Card for vocabulary game

### PROCESS

#### Starter:

Recap on the previous lesson asking a few questions

Who are the characters in the story?

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What did the sister comment on the painting?

What was the advice of the sister?

Learners orally respond to the questions individually?

### **Reading text**

Learners read the text individually.

Ask to note down unfamiliar words in their vocabulary book

Learners uses computers to search the meaning of the words in BNC

### **Vocabulary time**

Teacher introduces keywords echo and imperfect

#### **Echo - Noun**

A sound caused by the reflection of sound waves from a surface back to the listener

*The walls threw back the Echoes of his foot steps*

Similar words: Reverberation, re sound etc.

### **Learner investigation**

Learner independently searches the word *echo* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *echo*.

### **Analysis and discussion**

Pair up the students and have them analyze concordance lines that include the word *echo*. Encourage each pair to discuss the various contexts in which the word is used. Once they have reviewed the examples, ask them to work together to infer the meaning of *echo*.

## **Presentation**

In the presentation phase, randomly select students to share the concordance lines they analyzed and explain how they interpreted the word *echo*. Encourage the rest of the class to provide constructive feedback on these explanations. After all presentations are complete, the teacher will summarize the discussion and offer a clear definition of *echo* to ensure that everyone fully grasps its meaning.

## **Apply the knowledge**

Teacher gives a vocabulary activity to apply the knowledge of the word *echo*

Activity: "Have You Ever" Game

1. The teacher begins by explaining the rules of the game.
2. Students will see an activity displayed on the screen.
3. If they have ever done the activity mentioned, they should raise their hand.

Examples of activities:

- Have you ever tried to echo your sound?
  - Have you ever had the echo resound back to you?
  - Have you ever visited a cave with a good echo?
  - Have you ever gone to a hill that sends back a clear echo?
  - Have you ever shouted just to hear the echo of your voice?
4. The teacher can then ask follow-up questions based on the students' responses to gather more information or encourage further discussion.

## **Imperfect** - Adjective

Not perfect faulty or incomplete

*An imperfect grasp of English*

Similar words: Faulty, defective etc.

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### **Learner investigation**

Learner independently searches the word *imperfect* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *imperfect*.

### **Analysis and discussion**

Pair up the students and have them examine concordance lines containing the word *imperfect*. Encourage each pair to discuss the different contexts in which the word appears. After they have reviewed the examples, ask them to collaborate to deduce the meaning of *imperfect*.

### **Presentation**

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word *imperfect*. Encourage the rest of the class to offer constructive feedback on these explanations. Once all presentations are finished, the teacher will summarize the discussion and provide a clear definition of *imperfect* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word *imperfect*

Activity: Have you ever game

Instructions:

1. Teacher Introduction:
  - The teacher explains the rules of the game: "I will read out some statements. If you have experienced what the statement says, raise your hand."
2. Game Statements:
  - Have you ever thought we are living in an imperfect world?

- Have you ever used imperfect electronic items?
- Have you ever worn an imperfect dress?
- Have you ever participated in an imperfect musical program?

3. Follow-Up Discussion:

- After each statement, the teacher can ask follow-up questions, such as:
  - What made you feel that the world is imperfect?
  - What was wrong with the electronic item?
  - What was imperfect about the dress you wore?
  - What made the musical program imperfect?

**Revisit the paragraph**

Learners read the text once again then the teacher ask a few questions to check the comprehension of the passage

What did the boy echo?

What is described as a sin by the boy?

What according to the girl should we want to give our best?

Learners orally respond to the questions individually.

**Assignment**

Prepare 5 sentences using the words *imperfect* and *echo*

## **Module 14**

Unit : 2. Seeds and deeds

Sub-unit : Story –‘The light on the hill’

Paragraph 5 and 6

Theme : work

Subtheme : Dignity of labour

Various forms of work

### **Learning outcome:**

Learners respond to the questions from previous lesson

Learners infer the meaning of the words *grieve* and *wander*

Learners apply the learned words in various real-life contexts

Learners explain the main events from the passage answering questions

### **Prerequisites**

Learners are familiar with the previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

### **Learning resources**

Slides on sentences using *wander* and *grieve*

## **PROCESS**

### **Starter**

Recap on the learning from the previous lesson asking questions about the main event

Learners orally respond to the question individually

What is described as a sin by the boy?

What is your impression about the boy?

How is nature described in the paragraphs?

### **Reading text**

Learners read paragraphs 5 and 6 independently, noting down any unfamiliar words in their vocabulary books. They will then use computers to search for the meanings of these words.

### **Vocabulary time**

Teacher introduces the keywords *wander* and *grief*

#### **Wander** - Verb

Walk or move in a leisurely or aimless way

*I wandered through the narrow Street*

Similar words: Stroll, walk, amble etc

### **Learner investigation**

Learner independently searches the word *wander* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *wander*.

### **Analysis and discussion**

Pair up the students and ask them to analyze concordance lines featuring the word *wander*. Encourage each pair to discuss the various contexts in which the word is used. After reviewing the examples, have them work together to infer the meaning of *wander*.

### **Presentation**

In the presentation phase, randomly select students to share the concordance lines they analyzed and explain how they interpreted the word *wander*. Encourage the rest of the class to provide constructive feedback on these

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explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *wander* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word.

Activity: Complete the sentence with the words given in the bracket.

He allowed his mind to.....

Yesterday she ..... aimlessly around the street

The children.... .....in the woods yesterday

(Wander, wandered, wandering)

### **Grief - Noun**

Intense sorrow especially caused by someone's death

*She was overcome with grief*

Similar words: sorrow, misery, sadness etc

### **Learner investigation**

Learner independently searches the word *grief* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *grief*.

### **Analysis and discussion**

Pair up the students and have them analyze concordance lines that include the word *grief*. Encourage each pair to discuss the different contexts in which the word appears. After they have reviewed the examples, ask them to collaborate to infer the meaning of *grief*.

### **Presentation**

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word

*grief*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *grief* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

Individual activity

Activity: Complete the sentence with words formed from the one given in the bracket

(Grieve)

No words can express my.....

Her..... at her son's death was terrible

I shall not..... at her death

I did not have any time to.....

### **Revisit the paragraph**

Ask learners to read the paragraph again. Then, pose a few questions and have them respond orally:

1. What was the tragedy in their family?
2. Pick out a sentence that indicates his sister died.
3. The boy was grieved at his sister's death. True or false?

### **Assignment**

Write a small story using the words *grieve* and *wandering*

## **Module 15**

**Unit** : Seeds and deeds

**Sub-unit** : The light on the hills

**Paragraph** : 7 – 8

**Theme** : Work

**Sub-theme** : Dignity of labour

Various forms of work

### **Learning outcomes:**

Learners respond to the questions from the previous part in simple English

Learners infer the meaning of the words *meanest* and *humblest* while referring BNC

Learner apply the learned words in various contexts

Learners explain main events in the paragraph

### **Pre-requisites**

Learners are familiar with the previous lesson.

Learner's know how to use BNC.

Learners are familiar with vocabulary games.

### **Learning resources**

Slides for vocabulary game

Word list for vocabulary game

## **PROCESS**

### **Starter**

Recap on the learning from previous lesson asking questions about the main events.

Teacher asks questions to respond orally

What was the desire in the boy's heart?

Why was the boy reluctant to go to the same field once again?

### **Reading text**

Learners read textual paragraph 7&8

Ask the learner to note down unfamiliar words.

Learners use computers to search the meaning of the words in BNC

### **Vocabulary time**

Teacher introduces the keywords *meanest* and *humblest*

**Meanest** - Superlative adjective

Unwilling to give or share things, especially money

'She felt mean not giving a tip'

Similar words: miserly, close-fisted

### **Learner investigation**

Learner independently searches the word *meanest* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *meanest*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *meanest* "

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *meanest*. Other

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students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *meanest*.

### Apply the knowledge

Teacher provides vocabulary activities to apply the knowledge of the word

Activity: Match the words

Split the class into three groups and two categories are given.

Teacher asks the learners to match the words to the correct category.

Time duration: 5 min

(Miserly, generous, ill-mannered, close-fisted, extravagant, impolite, penny-pinching, kind)

Synonym	Antonym

Humblest - Superlative adjective

Having or showing a modest or low estimate of One's importance

'I felt very humble when meeting her'

Similar: meet, respectful, submissive

### Learner investigation

Learner independently searches the word *humblest* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *humblest*

### Analysis and Discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *humblest*

### Presentation

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *humblest*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *humblest*

**Apply the knowledge**

Learners apply the knowledge in the given activity

Activity: Match the words

Teacher split the class into 3 groups

Learners write the answer in the notebook

Teacher shows the categories synonyms and antonyms on the screen

A few words are shown on the screen

Learners categorize the words into appropriate column

(Meek, superior, respectful, arrogant, submissive, immodest, modest)

Synonym	Antonym

**Revisit the paragraph**

Learners read the paragraph once again

Ask a few questions to check the comprehension

What was the desire in the boy's heart?

What was the comment made by the audience?

**Assignment**

Collect concordance lines for the words *meanest* and *humblest*

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Unit	: Seeds and deeds
Sub-unit	: Story – The light on the hills
Paragraph	: And yet.....to find
Theme	: Travel
Sub-theme	: Dignity of labour Various forms of work

### **Learning outcomes:**

Learners respond to the questions from previous lesson in simple English

Learners infer the meaning of the words *seize* and *ache* while referring BNC

Learners apply the learnt words in various life-related contexts

Learners explain the main events in the paragraph

### **Pre-requisites**

Learners are familiar with the previous lesson

Learners knew how to use BNC

Learners are familiar with vocabulary games

### **Learning resources**

Word test for vocabulary game

## **Process**

### **Starter**

Recap on the learning from previous lesson asking questions about the main events.

Learners respond individually.

What was the desire in the boy's heart?

Did the audience enjoy the picture painted by the boy? How did they enjoy?

### **Reading text**

Learners read the paragraph individually.

Asks to note down unfamiliar words in their note book.

Use computer to search the meaning of the words in BNC

### **Vocabulary time**

Teacher introduces the key words *ache* and *seize*

**Ache**- Noun

A continuous or prolonged dull pain in a part of one's body

'The ache in her head worsened'

Similar words: pain, pang, throb

### **Learner investigation**

Learner independently searches the word *ache* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *ache*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *ache*

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *ache*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *ache*.

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### Apply the knowledge

Teacher provides an activity to apply the knowledge of the word

Instruction:

Each box contains a word that is not appropriate. Cross it out

Pain, pang, throb, comfort

Ease, relief, comfort, hurt

### Seize- Verb

Take hold of suddenly and forcibly

‘She jumped up and seized his arm’

Similar words: grab, grasp, snatch

### Learner investigation

Learner independently searches the word *seize* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *seize*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *seize*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *seize*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *seize*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word

Instruction:

Each box contains a word that is not appropriate. Cross it out

Grab, grasp, release

Snatch, liberation, letting go

### **Revisit the paragraph**

Learners read the paragraph once again.

Asks questions to check the level of comprehension of the passage.

Learners respond to the questions.

Why did the boy say that his heart ached as he did the picture?

What does the boy say about?

### **Assignment**

Prepare five sentences using the words *seize* and *ache*

## **Module 17**

Unit : 2 Seeds and deeds

Sub-unit : Story – The light on the hills

Theme : Travel

Sub-theme : Dignity of labour

Various forms of work

### **Learning outcomes:**

Learners respond to questions from previous lesson in simple English

Learners infer the meaning of the word *eagerly* while referring BNC

Learners apply the word *eagerly* in various real-life contexts

Learners explain the main events in the paragraph answering the comprehension questions

### **Pre-requisites**

Learners are familiar with the previous lesson

Learners know how to use BNC

Learners are familiar with vocabulary games

### **Learning resources**

Word web for the word *eagerly*

## **PROCESS**

### **Starter**

Recap on the learning of previous lesson asking questions about characters and main events.

Learners orally respond to the questions

How can one find happiness?

What do you think about the relationship between the boy and the sister?

### **Reading text**

Learners read the paragraph individually

Teacher asks to note down difficult words in the paragraph

Learners use computers to search the meaning of the words in BNC

### **Vocabulary time**

Teacher introduces the key word

**Eagerly**- Adverb

Used to emphasise a strong desire to do or have something

“Original illustrations are eagerly sought by collectors”

### **Learner investigation**

Learner independently searches the word *eagerly* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *eagerly*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *eagerly*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *eagerly*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *eagerly*.

### **Apply the knowledge**

Provides a vocabulary activity to apply the knowledge of the word

Asks the learners to add more words related to *eagerly*

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Prepare a word web



### **Revisit the paragraph**

Learners read the paragraph once again

Teacher ask a few questions to check the level of comprehension.

Learners orally respond to the questions

What did he ask eagerly?

‘Ah then it is called Heaven’ What does the statement mean?

### **Assignment**

Prepare a write up about an incident in your life using the word *eagerly*

## Module 18

Unit	: 3 Seeds and deeds
Sub-unit	: Story – Rosa parks sat still
Paragraph	: On December.....lot of money
Theme	: Racial discrimination
Sub-theme	: Compassion, freedom and equality

### Learning outcomes:

Learner expresses opinion or views on the sides Gandhi

Learner reads the textual passage

Learner infers the meaning of the words *transformed* and *grateful* from the concordance

Learner uses the learned words in different life related contexts

Learner associates the words *transformed* and *grateful* to other related words

### Pre-requisites

Learner is familiar with Gandhi

Learner is able to infer meaning from concordance

Learner is familiar with vocabulary games

Learner has the experience of reading passage

### Learning resources

Video of Gandhi's incident at Johannesburg

Word list for vocabulary activity

## PROCESS

### Starter

Teacher shows the video of Johannesburg incident.

Learners watch the video

Teacher initiates discussion

Tr : what do you see in the video?

Tr : why Gandhi was pulled out from the train?

Tr : Is there any social inequality in our society?

Teacher asks questions to aim the following responses

- ❖ A few social inequalities exist in our society
- ❖ Inequalities should be wiped out
- ❖ People need to react

Learner responds to the questions individually

Teacher announces the title of the story and the author

Teacher - Today in this story we are going to familiar with a revolutionary incident that occurred in the life of Rose Park.

### Reading text

Learners read the text individually

Learners note down unfamiliar words

Asks to use computer to search the meaning of the words

### Vocabulary time

Teacher introduces key words *transformed* and *grateful*

**Transformed-** Verb

Make a marked change in the form, nature

'Lasers have transformed cardiac surgery

Similar words: change, alter, modify

### **Learner investigation**

Learner independently searches the word *transformed* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *transformed*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *transformed*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *transformed*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *transformed*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge

Activity: word association blast

Teacher shows the word *transformed* on the screen

Asks the learner to call out any word or phrases associated with the word

Teacher writes down all the words on the BB

### **Grateful-** Adjective

Feeling or showing an appreciation for something done or received

'I am grateful to you for all your help'

Similar words: thankful, appreciative, obliged

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### **Learner investigation**

Learner independently searches the word *grateful* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *grateful*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *grateful*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *grateful*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *grateful*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge

Activity: word association blast

Teacher shows the word *grateful* on the screen

Asks the learner to call out any word or phrases associated with the word

Teacher writes down all the words on the BB

### **Revisit the paragraph**

Learners read the paragraph once again

Asks a few questions to check the comprehension

What is the title of the story?

What was the only thought in Rose Park's mind?

as she left her Workplace?

What transformed a million lives?

What did Rose feel when she saw the empty bus?

Learners respond to the questions individually

**Assignment**

Prepare a likely conversation between you and Rosa Park using the words *grateful* and *transformed*.

## **Module 19**

Unit	: 3 Seeds and deeds
Sub-unit	: Story – Rosa parks sat still
Paragraph	: Our story.....no rules
Theme	: Racial discrimination
Sub-theme	: compassion, freedom and equality

### **Learning outcomes:**

Learners recall the events in the previous lesson

Learners infer the meaning of the words *envied* and *manners*

Learners uses the learned words in different life related situations

Learners explain the main events in the paragraph

Learners share their opinion in the discussion followed by the video presentation

### **Pre-requisites**

Learner is able to infer meaning of words

Learner is familiar with language games

Learner has gone through the previous lesson

### **Learning resources**

PPT for word game

## **PROCESS**

### **Reading text**

Learner read the text individually

Ask the learners to note down unfamiliar words in the vocabulary notebook

Learners use computers to search unfamiliar words

### **Vocabulary time**

Teacher introduces key word *envied* and manners

**Envied-** Verb

Desire to have a quality, possession or the desirable thing belonging to someone else

“He envied people who did not have to work at the weekends.”

Similar words : *grudge, be envious of*

### **Learner investigation**

Learner independently searches the word *envied* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *envied*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *envied*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *envied*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *envied*.

### **Apply the knowledge**

Teacher provides a vocabulary activity to apply the knowledge of the word

Activity:

Teacher instructs the pupils. Two boxes containing a few words are given. Pick out one from each of the boxes

## Appendix

Desire	Envy
Want	Walk
Grudge	Beat
Glad	Smile

### **Manner**- Noun

Away in which thing is done or happens

“Taking notes in an unobtrusive manner”

Similar words : Way, means, mode

### **Learner investigation**

Learner independently searches the word *manner* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *manner*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *manner*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *manner*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *manner*.

### **Apply the knowledge**

Teacher provides a vocabulary activity to apply the knowledge of the word

Activity:

**Identify Manner Words:** Ask students to pick out the words from the shuffled list that describe ways of behaving or approaches (related to *manner*).

Friendly
Car
Kind
Desk
Polite
Respectful
Computer
Courteous
Tree
Sun

**Revisit the paragraph**

Learners read the paragraph once again. Learners comprehend the passage.

Asks a few questions to elicit responses

Learners respond individually.

Was rose envious?

Pick out a sentence which shows her good behaviour

She obeyed the rules- true/false

**Assignment**

Write a small story using the words *envied* and *manners*

## **Module 20**

Unit	: Seeds and deeds
Sub-unit	: Story - Rosa parks sat still
Paragraph	: The rule was.....she sat still
Theme	: Racial discrimination
Sub-theme	: compassion, freedom and equality

### **Learning outcomes:**

- Learners recall the events in the previous lesson
- Learner infers meaning of the words *impatient* and *muttered*
- Learners use the learned words in various real life situations
- Learners explain the events in the paragraph answering the questions

### **Pre-requisites**

- Learner has gone through the previous lessons
- Learners know how to use BNC
- Learners are familiar with language games

### **Learning resources**

- PPT for language game

### **Process**

#### **Starter**

- Recap the learning from the previous lesson asking about characters and main events
- Learners respond individually.
- What was the rule in the bus?
- What happened when the bus was about to start?

### **Reading text**

Learners read the text individually.

Ask to note down unfamiliar words in their vocabulary notebook.

Learners use computers to search the meaning of the words

### **Vocabulary time**

Teacher introduces the keywords *impatiently* and *muttered*

**Impatiently**- Adverb

In a way that shows irritation or annoyance

“he sighed impatiently and glanced at his watch”

### **Learner investigation**

Learner independently searches the word *impatiently* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *impatiently*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *impatiently*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *impatiently*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *impatiently*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word

Activity: verb- to- noun

## Appendix

- ❖ Teacher gives introduction
- ❖ Split the class into three groups
- ❖ Turn the verb into noun and make sentences

Impatient

### **Muttered** - Verb

Say something in a low or rarely audible voice especially in dissatisfaction or irritation

Similar words: murmur, mumble, whisper

### **Learner investigation**

Learner independently searches the word *muttered* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *muttered*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *muttered*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *muttered*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *muttered*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word

Activity: verb- to- noun

- ❖ Teacher gives introduction
- ❖ Split the class into three groups
- ❖ Turn the verb into noun and make sentences

Mutter
Sentence using as verb
Sentence using as noun

### Revisit the paragraph

Learners read the paragraph once again

Asks questions about the main events.

How did the passengers feel?

How did the passengers respond to the rose?

Why didn't the driver start the bus?

Learners orally respond to the question

### Assignment

Collect concordance lines for the words *muttered* and *impatiently*

## **Module 21**

Unit	: 3 seeds and deeds
Sub-unit	: Story – Rosa parks sat still
Paragraph	: He got up from his seat.....cost of taxis.
Theme	: Racial discrimination
Sub-theme	: Compassion, freedom and equality

### **Learning outcomes:**

Learners recall the main events in the previous lesson

Learners infer meaning of the words *boycott* and *segregation* while referring BNC

Learners use the learned words in various life related contexts

Learners explain the main events in the paragraph answering the questions

### **Pre-requisites**

Learners know the previous lesson

Learners are familiar with BNC

Learner have gone through vocabulary games

### **Learning resources**

BNC to acquire the meaning of the new words

PPT for vocabulary game

## **PROCESS**

### **Starter**

Recap the learning from previous lesson asking questions about characters and main events.

Learners orally respond to the questions.

Why was Rosa arrested?

Why did people decide to fight with the company?

### **Reading text**

Learners read the text individually.

Asks to note down unfamiliar words in their vocabulary book.

Learners uses computers to search the words.

### **Vocabulary time**

*Boycott* – verb

Withdraw from commercial or social relations with as a punishment or protest

“We will boycott all banks which take part in the loans scheme”

Similar words: spurn, shun, avoid

### **Learner investigation**

Learner independently searches the word *boycott* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *boycott*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *boycott*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *boycott*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *boycott*.

## Appendix

### Apply the knowledge

Provides an activity to apply the knowledge of the word

Activity: word match

- ❖ Teacher provides instructions to the learners to split the class into three
- ❖ A few words are given below
- ❖ One part of the word is given in column A.
- ❖ The remaining part is given in column B
- ❖ Match the words with the appropriate one

A	B
Res	Cott
Pro	Nction
Boy	Proval
Su	Pport
Ap	Trict
Sa	hibit

**/Segregate/ - Verb**

Set apart from the rest or from each other, isolate or divide

Similar words: separate, set apart, sort out, isolate

### Learner investigation

Learner independently searches the word *segregate* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *segregate*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *segregate*.

### Presentation

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *segregate*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *segregate*.

### Apply the knowledge

Provides an activity to apply the knowledge of the word

Activity: word match

- ❖ Teacher provides instructions to the learners to split the class into three
- ❖ A few words are given below
- ❖ One part of the word is given in column A.
- ❖ The remaining part is given in column B
- ❖ Match the words with the appropriate one

A	B
Se	Arate
Sep	Apart
Set	Gregate
Sort	Late
Iso	Out

### Revisit the paragraph

Learners reads the paragraph once again.

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Asks a few questions about the main events to check their level of comprehension.

Learners respond orally.

How did the black passengers support the boycott?

What was the judgement given by the SC?

What did the public do with the bus company?

What was unlawful according to the supreme court?

**Assignment**

Collect concordance lines for the words *segregation* and *boycott*

## Module 22

Unit	: 3 seeds and deeds
Sub-unit	: Story – Rosa park sat still
Paragraph	: So it was that.....for their rights
Theme	: Racial discrimination
Sub-theme	: Compassion, freedom and equality

### Learning outcomes:

Learners recall the main events from the previous lesson

Learners infer the meaning of the word *fairness* while referring BNC

Learners use the word fairness in various life related contexts

Learners explain the main events responding to the questions

### Pre-requisites

Learners knew the previous lesson

Learners are familiar with BNC

Learners are familiar with vocabulary games

### Learning resources

BNC to search words

PPT for vocabulary activity

## PROCESS

### Starter

Recap learning from the previous lesson asking questions about characters and main incidents.

Learners orally responds to the questions.

## *Appendix*

Why did the public boycott the bus?

Say an example for a public protest recently occurred.

Say an example for any social change happened recently due to the protest.

Learners share their opinions.

### **Reading text**

learners read the text individually.

Asks to note down unfamiliar words in their vocabulary notebook.

Learner uses computers to search the meaning of the words in BNC.

### **Vocabulary time**

Teacher introduces the keyword *fairness*

Fairness- Noun

Impartial and just treatment or behaviour without favouritism.

### **Learner investigation**

Learner independently searches the word *fairness* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *fairness*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *fairness*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *fairness*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *fairness*.

**Apply the knowledge**

Teacher gives an activity to apply the knowledge of the words

Activity: Card clash

Teacher gives a vocabulary card to the learners

Ask them to fill the cards

Teacher splits the class into three groups

Word	Definition	Context	Sentence from text
Fairness			

**Revisit the paragraph**

Learners read the paragraph once again and asks a few questions to motivate the learner to respond in simple English.

Why did the boycott succeed?

Say any courageous men or women who changed the lives of people

**Assignment**

Collect concordance lines for the word *fairness*

## Module 23

- Unit** : 4, Flowers and showers
- Sub-unit** : Story – Nightingale and the rose
- Paragraph** : She said that.....upon his brow
- Theme** : Nature
- Sub-theme** : love, empathy, caring

### Learning outcomes:

Learner shares opinion about nature and its benefits

The learner reads the textual passage with comprehension

The learner infers the meaning of the words *wretched* and *desire* while referring BNC

The learner uses the learned words in a variety of life related situations

### Pre-requisites

The learner has different experiences with the nature

The learner knows how to use BNC

The learner is familiar with concordance sheets

### Learning resources

Corpus material such as concordance sheet for the words *wretched* and *desire*

BNC to search meaning of the words

## PROCESS

### Starter

The teacher starts the class with an informal talk.

## **Stimulus**

Teacher shows a picture of a boy who is looking /watching sunset and asks a few questions.

What is the boy doing?

Why does he look at the sunset?

Teacher aims the following answers.

He gets happiness

He may feel lonely

He likes nature

Teacher asks some interactive questions.

What does this nature give us?

Can we live without nature?

Students respond orally.

Teacher concludes the session by telling nature shares our pain and this nature helps us in various ways.

Teacher announces the title of the story.

Shows the image of the author 'Oscar wild'

Gives a short description of the writer.

## **Reading the text**

Asks the learner to read the text individually.

Then the teacher asks the learner to locate new words and mark them.

Asks the learner to use BNC to search the meaning of the unknown words.

## **Vocabulary time**

Teacher introduces the keywords wretched and desire.

**Wretched-** Adjective

## *Appendix*

In a very unhappy or unfortunate state

“I felt so wretched because I thought I might never see you again”

Similar words: miserable, unhappy, sad, broken hearted

### **Learner investigation**

Learner independently searches the word *wretched* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *wretched*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *wretched*

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *wretched*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *wretched*.

### **Apply the knowledge**

Activity: concordance challenge

Teacher gives an activity to apply the knowledge of the word

Procedure

- ✓ Decide what categories we are going to use and write each one on top of a sheet of paper with a marker.
- ✓ Put the category sheets up on the wall of the classroom.
- ✓ Put the students in teams of two or three and give each team a different coloured marker

- ✓ Explain to the students that they select examples appropriate to each category from the concordance sheet. Then they go to that category sheet and write the example
- ✓ Tell them it is a competition. For every correct item they will be awarded points

Wretched + noun	Wretched as noun

Concordance sheet

- ❖ The little wretch is only nineteen
- ❖ Wretched living
- ❖ Wretched boy
- ❖ The wretch has broken my car
- ❖ What would happen to this poor wretch when we let her go

Desire- Noun

A strong feeling of waiting to have something or wishing for something to happen

Similar words: wish, want, fancy

**Learner investigation**

Learner independently searches the word *desire* in BNC

**Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *desire*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *desire*.

### Presentation

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *desire*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *desire*.

### Apply the knowledge

Activity: Concordance challenge

Teacher gives an activity to apply the knowledge of the word

Procedure

- ✓ Decide what categories we are going to use and write each one on top of a sheet of paper with a marker.
- ✓ Put the category sheets up on the wall of the classroom.
- ✓ Put the students in teams of two or three and give each team a different coloured marker
- ✓ Explain to the students that they select examples appropriate to each category from the concordance sheet. Then they go to that category sheet and write the example
- ✓ Tell them it is a competition. For every correct item they will be awarded points

Desire as noun	Desire as verb

Concordance sheet

- ❖ He has no desire for money
- ❖ She expressed her desire to mention his name
- ❖ The people desire peace
- ❖ We all desire happiness and health
- ❖ Strong desire starting point of achievement
- ❖ The desire for revenge is not good

### **Revisit the paragraph**

Asks the learner to read the passage once again

Teacher facilitates the reading and asks the students to summarize the paragraph.

Learner summarizes the paragraph and presents randomly.

### **Assignment**

Collect concordance lines for the words *wretched* and *desire*

**Module 24**

- Unit** : 4, Flowers and showers
- Sub-unit** : Story –Nightingale and the rose
- Theme** : Nature
- Sub theme** : love, empathy, caring

**Learning outcomes:**

- The learner recalls the events in the previous lesson
- The learner reads the passage with comprehension
- The learner infers the meaning of the words *murmured* and *buried*
- The learner uses the learned words in different life related contexts

**Pre-requisites:**

- The learner has gone through the previous lesson
- The learner knows how to use BNC
- The learner is familiar with concordance sheet

**Learning resources:**

- Corpus materials of concordance sheet
- BNC to search meaning of the word

**PROCESS**

**Starter**

- Teacher starts the class with an informal talk.
- Asks the following questions.
- Have you done your homework?
- What was the homework?

Ask one or two students to read the home work (sentences using wretched and desire)

During reading teacher writes the keywords wretched and desire on the BB and

discusses the usage of the words.

### **Stimulus**

Recap on learning from the previous lesson asking a few questions about the main events and the characters.

Learners are asked to respond orally

Why did the boy cry?

What did the nightingale say about the boy?

### **Reading the text**

Asks the learner to read the text individually.

Teacher provides necessary support to the learner.

Asks to locate new words and mark it on the text.

Asks the learner to use BNC to search the meaning of the words

### **Vocabulary time**

Teacher introduces the key words

**Murmured-** Verb

Say something in a low or indistinct voice

“Nina murmured an excuse and hurried away”

Similar: mutter, mumble, whisper

### **Learner investigation**

Learner independently searches the word *soared* in BNC

## *Appendix*

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *murmured*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *murmured*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *murmured*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *murmured*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word

Activity: Collocation challenge

This game features cards with the top ten most frequent collocations of the word *murmured*. Students work in teams to try to guess them based on clues.

Give collocation with adjectives frequently used with *murmur*

General murmur

Audible murmur

Dull murmur

Soft murmur

Low murmur

Procedure

Put students into three groups and give them cards.

On one side is written the keyword.

On the other side, the adjective collocations are written.

One among the team takes the card and gives clues about each adjective to his team members.

The team members guess the word.

Eg: General murmur

General - a word used for common

Dull- when we have no interest, we will be in a state like this

**Buried-** Adjective

Placed or hidden underground

'Buried treasure'

Similar**words** : covered up, repressed

### **Learner investigation**

Learner independently searches the word *buried* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *buried*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *buried*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *buried*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *buried*.

*Appendix*

**Apply the knowledge:**

Activity:

A few sentences are given to categorise them into each group.

Funeral	Covered up

He was buried in the tomb.

He buried his face in his hand

Buried her head in the pillow.

Buried her first son.

**Revisit the paragraphs**

Asks the learner to read the passage individually for a second time

Teacher facilitates reading and asks the learner to summarize the main events.

Learner summarize orally.

**Assignment**

Collect concordance lines for the words *murmured* and *buried*

## Module 25

- Unit** : 4, Flowers and showers
- Sub-unit** : Story –Nightingale and the rose
- Theme** : Nature
- Subtheme** : Love, empathy, caring

### Learning outcome:

- The learner recalls the events in the previous lesson
- The learner reads the passage with comprehension
- The learner infers the meaning of the word *mystery* and *soared*
- The learner uses the words in meaningful sentences

### Pre-requisite:

- The learner has gone through the previous lesson
- The learner knows how to use BNC
- The learner is familiar with concordance sheet

### Learning resources

- Corpus material for vocabulary activities
- BNC to search the words

## PROCESS

### Starter

- Teacher starts the class with an informal talk and asks the following questions.
- Learner responds orally.
- Have you done your homework?
- What was the homework?

## *Appendix*

Ask one or two students to read the homework.

Teacher writes the key words on the BB and discusses the usage of the words

### **Stimulus**

Recap on learning from the previous lesson asking some questions about the main events and the characters.

Learners are asked to respond orally.

What did the daisy whisper?

Who did laugh outright?

### **Reading the text**

Asks the learner to read the text individually.

Teacher provides necessary support to the learner.

Asks the learner to locate unfamiliar words and mark it on the text.

Asks the learner to use BNC to search the meaning of the words.

### **Vocabulary time**

Teacher introduces the keywords *mystery* and *soared*

**Mystery**- Noun

Something that is difficult or impossible to understand or explain

“The mysteries of outer space”

Similar words : puzzle, enigma, riddle, secret

### **Learner investigation**

Learner independently searches the word *mystery* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *mystery*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *mystery*

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *mystery*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *mystery*.

### **Apply the knowledge**

Activity: Morpho

Teacher writes the word *mystery* on BB and Puts the learners into 3 groups.

Asks to make maximum word forms of the word' *mystery*

Example:

- *Mystery*
- *Mysteries*
- *Mysterious*
- *Mysteriously*

**Soared-** Verb

Fly or rise high in the air

“The bird spread its wings and soared into the air”

Similarwords : wing, take off, take flight

### **Learner investigation**

Learner independently searches the word *soared* in BNC

## Appendix

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *soared*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *soared*.

### Presentation

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *soared*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *soared*.

Activity: Morpho

Teacher writes the word *soared* on BB and Puts the learners into 3 groups.

Asks to make maximum word forms of the word *soared*.

<input type="checkbox"/> Soar
<input type="checkbox"/> Soars
<input type="checkbox"/> Soared
<input type="checkbox"/> Soaring

### Revisit the paragraph

Asks the learner to read the paragraph once again and summarise the main events. Teacher provides some hints to support the learner.

One or two learners summarises the session.

### Assignment

Collect concordance lines for the words *soared* and *mystery*

## Module 26

- Unit** : 4 Flowers and showers
- Sub-unit** : Story – The nightingale and the rose
- Paragraph** : In the centre of.....the student's window
- Theme** : Nature
- Sub theme** : love, empathy, caring

### Learning outcomes:

The learner recalls the events in the paragraph of the previous lesson

The learner reads the passage with comprehension

The learner infers the meaning of the words *mermaid* and *beneath* while referring BNC

The learner uses the words in meaningful contexts

### Pre-requisites

The learner has learnt the previous lesson

The learner knows how to use BNC

The learner is familiar with concordance sheet

### Learning resources

Concordance sheet for the words mermaid and beneath

BNC to search the meaning of the words

## PROCESS

### Starter

The teacher starts the class with an informal talk and then asks the students the following questions about their homework:

1. What was your homework?

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2. Have you completed your homework?

The teacher then invites one or two learners to present their homework. Each student presents their homework individually through oral presentations.

Next, the teacher writes the words *ridiculous* and *soared* on the blackboard and discusses their usage, providing clarification for those who have difficulty applying the words in context.

### **Stimulus**

The teacher recaps the learning from the previous lesson by asking a few questions about the characters and main events. The learners respond individually through oral answers.

The questions include:

1. How does the author describe the flight of the nightingale?
2. Why does the nightingale think that the student is a true lover?

### **Reading the text**

The teacher asks each learner to read the text individually and provides necessary guidance for the task. The learners are then asked to locate and mark new words in the text. After identifying these words, the teacher instructs the learners to use the British National Corpus (BNC) to search for and find the meanings of the new words.

### **Vocabulary time**

Teacher introduces the key words

Mermaiden - Noun

A mythical sea - with a head and trunk of a women and the tail of a fish

### **Learner investigation**

Learner independently searches the word *Mermaiden* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *Mermaiden*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *Mermaiden*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *Mermaiden*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *Mermaiden*.

### **Apply the knowledge**

The teacher gives learners jumbled sentences and asks them to rearrange the words to form meaningful sentences. This is an individual activity. The jumbled sentences are:

Out of the water / mermaid / leap

With dark tangled hair / a mermaid

Wasn't / the little mermaid / happy

Beneath - Preposition

*Extending or directly underneath*

A 2.5mile tunnel beneath the Alps

### **Learner investigation**

Learner independently searches the word *Beneath* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *Beneath*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *Beneath*.

## *Appendix*

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *Beneath*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *Beneath*.

### **Apply the knowledge**

The teacher provides learners with a few jumbled sentences and asks them to rearrange the words to form meaningful sentences. Learners complete this activity individually in their notebooks. The jumbled sentences are:

Beneath / a cat / was / the table

Sank / the boat / the waves / beneath

Beneath / sat / shady tree / he

### **Revisit the text**

The teacher asks the learner to read the passage once again and provides support as needed during the reading process. After the reading, the learner is asked to summarize the main events of the passage. The teacher offers necessary assistance throughout this task. Finally, the learner presents their summary orally to the class.

### **Assignment**

Collect concordance lines for the words *mermaid* and *beneath*.

## Module 27

- Unit** : 4, Flowers and showers
- Sub-unit** : Story – ‘ The nightgale and the rose
- Paragraph** : Give me red rose.....become nine
- Theme** : Nature
- Sub theme** : Love, empathy, caring

### Learning outcomes:

Learner recalls the main events in the previous lesson

The learner reads the textual passage with comprehension

The learner infers the meaning of the words *chilled* and *cavern* from the concordance lines

The learner summarises the main events in the paragraph

The learner uses the words in meaningful sentences

### Pre- requisites

The learner has learnt the previous lesson

The learner knows how to use BNC

The learner is familiar with concordance lines

### Learning resources

Concordance lines of the words chilled and cavern

BNC

## PROCESS

### Starter

Teacher starts the class with an informal talk.

Asks the following questions about the homework.

## *Appendix*

- What was the homework?
- Have you done homework?

The teacher asks one or two learners to present their homework. During the presentations, the teacher writes the words *mermaid* and *beneath* on the board. The teacher then discusses the usage of these words for those who need further clarification

### **Stimulus**

The teacher recaps the previous lesson by asking a few questions about the main events. The learners respond orally.

- What did the lizard say to the boy?

### **Reading the text**

The teacher asks the learner to read the text individually, providing necessary support as needed. The learner is instructed to locate unfamiliar words and mark them in the textbook. The teacher then guides the learner to use the British National Corpus (BNC) to search for the meanings of these words.

### **Vocabulary time**

Teacher introduces the key words *chilled* and *cavern*

Chilled- Adjective

Cooled in a refrigerator

*A glass of chilled water*

### **Learner investigation**

Learner independently searches the word *chilled* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *chilled*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *chilled*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *chilled*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *chilled*.

### **Apply the knowledge**

The teacher distributes word cards to the students, each containing a different word. The students are then asked to identify synonyms for the word *chilled*. The class is divided into three groups for this activity.

cool
frozen
heated
frosty
warm
icy

**Cavern** - Noun

*A large cave or chamber in a cave*

A dark cavern of a lion

### **Learner investigation**

Learner independently searches the word *cavern* in BNC

## *Appendix*

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *cavern*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *cavern*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *cavern*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *cavern*.

### **Apply the knowledge**

The teacher distributes word cards to the students, each containing a different word. The students are then asked to identify synonyms for the word *cavern*. The class is divided into three groups for this activity.

Activity: vocabulary list

The teacher provides a vocabulary list to the learners and asks them to pick out the odd one out. Each learner needs to explain why they chose that particular word, specifying whether it is a synonym or antonym of the others. This is conducted as a group activity.

hole
hollow
elevation
pothole
subterance

**Revisit the paragraph**

The teacher asks the learner(s) to read the paragraph again, providing any necessary support for comprehension. After reading, the teacher asks one or two learners to summarize the events in the paragraph. The learners then orally present their summaries to the class.

**Assignment**

Collect concordance lines for the using the words *chilled* and *cavern*.

## **Module 28**

- Unit** : 4, Flowers and showers
- Sub-unit** : Story – ‘ The nightingale and the rose
- Paragraph** : Death is .....true lover
- Theme** : Nature
- Sub-theme** : love, empathy, caring

### **Learning outcomes:**

- The learner recalls the main events in the previous lesson
- The learner reads the textual passage with comprehension
- The learner infers the meaning of the words *heather* and *hawthorn*
- The learner uses the words in meaningful sentences
- The learner summarizes the main events in the paragraph

### **Pre-requisites:**

- The learner has learnt the previous lesson
- The learner knows how to use BNC
- The learner is familiar with concordance lines

### **Learning resources:**

- Concordance lines of the words *haw thorn* and *heather*
- BNC

## **PROCESS**

### **Starter**

- The teacher begins the class with an informal conversation, then proceeds to ask questions about the homework.

- What was the homework?
- Have you done the homework?

Asks one or two learners to present the homework.

Teacher writes the words *chilled* and *cavern* on the BB during the presentation of the homework.

Discusses the usage of the words for those who need more clarification.

### **Stimulus**

Recap on learning from the previous lesson asking a few questions about the main events.

Learner respond orally.

- Was the third Rose tree able to give a red rose to the nightingale?
- How could the nightingale get a red rose?

### **Reading the text**

The teacher asks the learner to read the text individually and provides necessary support as needed. The learner is instructed to locate and mark new words in the text. The teacher then guides the learner to use the British National Corpus (BNC) to search for the meanings of these words.

### **Vocabulary time**

Teacher introduces the key words

#### **Hawthorn- Noun**

*A thorny shrub or tree of the rose family*

### **Learner investigation**

Learner independently searches the word *hawthorn* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *hawthorn*

## *Appendix*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *hawthorn*.

### **Presentation**

During a random presentation of the activity, learners share the relevant concordance lines and their findings regarding the meaning of the word *hawthorn*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *hawthorn*.

### **Apply the knowledge**

Teacher provides an activity to apply the knowledge of the word.

Read the following expression and make up sentences.

man	hawthorn	sitting	
he	hid	bicycle	hedge

### **Heather** - Noun

*A purple flowered Eurasian heath that grows abundantly on moorland*

### **Learner investigation**

Learner independently searches the word *heather* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *heather*

### **Analysis and discussion**

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *heather*.

### **Presentation**

During a random activity presentation, learners share the relevant concordance lines and their findings regarding the meaning of the word *heather*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *heather*.

Apply the knowledge

Teacher provides an activity to apply the knowledge of the word.

Activity:

Read the following expression and makeup sentences.

Old road	disappeared	heather
A bird	flew	heather

### **Revisit the paragraph**

The teacher asks the learner to read the passage once more, then selects one or two students to summarize the main events. The learners respond orally.

### **Assignment**

Collect concordance lines for the words *hawthorn* and *heather*

**Module 29**

- Unit** : 4, Flowers and showers
- Sub-unit** : Story – ‘ The nightingale and the box
- Paragraph** : The student looked.....followed song
- Theme** : Nature
- Sub theme** : love, empathy, caring

**Learning outcomes:**

Learner recalls the main events in the previous lesson

The learner reads the textual passage with comprehension

The learner infers the meaning of the words *ebbed* and *blossomed* while referring BNC

The learner uses the learned words in various life-related contents

The learner summarizes the main events in the story

**Pre-requisites:**

The learner has learnt the previous paragraphs

The learner knows how to use BNC

The learner is familiar with concordance lines

Learning resources:

Concordance lines of the words *ebbed* and *blossomed*, BNC

**PROCESS**

**Starter**

The teacher starts the class with a casual chat to engage the students, then asks them what the homework was and if they have done it. What was the homework?

Have you done the homework?

The teacher asks one or two students to present their homework. While they present, the teacher writes the words *heather* and *hawthorn* on the blackboard and starts a discussion on how to use these words, providing extra help if needed.

### **Stimulus**

Recap on learning from the previous lesson asking a few questions about the main events and the learner responds orally.

Why did the nightingale cry?

What was the young student doing?

### **Reading the text**

Asks the learner to read the text individually.

The learner locates new words and marks them on the text.

Teacher asks the learner to use BNC to find the meaning of unknown words

### **Vocabulary time**

Teacher introduces the keywords

**Ebb**- Verb

*Move away from the land*

The tide began to ebb

Similar words: recede, go out, draw back, etc.

### **Learner investigation**

Learner independently searches the word *ebbed* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *ebbed*

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### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *ebbed*.

### Presentation

During a random presentation of the activity, learners share the relevant concordance lines and their findings regarding the meaning of the word *ebbed*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *ebbed*.

### Apply the word

Teacher provide an activity to apply the word

Draw the lines matching parts of the sentences on the left-hand side with the appropriate part on the right using ebb and ebbed

the body is at its lowest ebb	till the tide began to
they swam	on the
we will sail	between three and six in the morning
they left the harbour	beginning to
his fortune was	on the tide

Blossomed- Verb

Produce flowers or masses of flowers

*'A garden in which roses blossom*

similar words: flower,bloom, floweret etc

### Learner investigation

Learner independently searches the word *blossom* in BNC

### Collection of data

Ask the learner to write down at least 5 concordance lines of the word *blossom*

### Analysis and discussion

Ask the learners to sit in pairs. They will analyze the concordance lines together and discuss the usage of the words within their groups. Based on their analysis, the learners will then guess the meaning of the word *blossom*.

### Presentation

During a random presentation of the activity, learners share the relevant concordance lines and their findings regarding the meaning of the word *blossom*. Other students are invited to comment on these presentations. The teacher concludes the discussion by clarifying the meaning of the word *blossom*.

### Apply the knowledge

:Activity Draw the lines matching

the cherry tree	in
the trees are	beginning to
the apple trees	burst into
the cherry tree is	are in
the rose	was covered in

### Revisit the paragraph

Teacher asks to read the passage and summarise the events.

Learner respond orally.

### Assignment

Collect concordance lines for the words *ebb* and *blossom*

### **Module 30**

- Unit** : 4, Flowers and showers
- Sub-unit** : Story – ‘ The nightingale and the rose
- Paragraph** : Why is he .....across the garden
- Theme** : Nature
- Subtheme** : Love, empathy, caring

#### **Learning outcomes:**

Learner recalls the main events in the previous lesson

The learner reads the textual passage with comprehension

The learner infers the meaning of the words *ridiculous* and *outright* while referring BNC

The learner uses the words in meaningful sentences

#### **Pre-requisites**

The learner has learnt the previous lesson

The learner knows how to use BNC

The learner is familiar with concordance lines

#### **Learning resources**

Concordance lines of the words *ridiculous* and *outright*

BNC

### **Process**

#### **Starter**

The teacher begins the class with a casual talk and then checks if students have completed their homework. She asks what the homework was and invites one or two students to present their sentences using the words *murmured* and

*buried*. Writing these words on the board, she then discusses their usage, offering additional clarification for students who need it.

### **Stimulus**

Recap on learning from the previous lesson asking a few questions about the main events.

Learners respond orally.

Why does the young man think his life is wretched?

How is the young student described?

### **Reading the text**

Ask each learner to read the text on their own. Provide support as needed. Instruct them to identify and highlight new words in the text. Then, have them use the BNC to look up the meanings of these words.

### **Vocabulary time**

Teacher introduces the keywords

**Ridiculous**- Adjective

*Deserving or inviting derision or mockery*

Similar words: laughable, absurd, comical, funny etc.

### **Learner investigation**

Learner independently searches the word *ridiculous* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *ridiculous*.

### **Analysis and discussion**

Pair up the students and have them analyze concordance lines containing the word "ridiculous." Encourage each pair to discuss the various contexts in

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which the word appears. After reviewing the examples, ask them to work together to infer the meaning of *ridiculous*.

### Presentation

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word *ridiculous*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *ridiculous* to ensure that everyone fully understands its meaning.

### Apply the knowledge

Activity: Find the Chunk

1. Pair up the students and give each student a different concordance extract.
2. The teacher provides some expressions related to the concordance lines.
3. Students must match each expression to the correct concordance line in their extract.
4. One student reads out an expression, and the other group must identify the matching concordance line within the given time.

#### Concordance lines

Sorry to disturb you. An absolutely ridiculous request.

It was ridiculous to pretend that there was everything immoral about the cinema.

Don't be ridiculous, he exclaimed.

Find a concordance line for the expression given below

- Funny request
- Meaningless behaviour
- Warning

**/Outright/ - Adverb**

Wholly and completely

*logging has been banned outright*

Similar words: completely, entirely, wholly, fully etc.

**Learner investigation**

Learner independently searches the word *outright* in BNC

**Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *outright*.

**Analysis and discussion**

Pair up the students and have them analyze concordance lines containing the word *outright*. Encourage each pair to discuss the various contexts in which the word appears. After reviewing the examples, ask them to work together to infer the meaning of *outright*.

**Presentation**

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word *outright*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *outright* to ensure that everyone fully understands its meaning.

**Apply the knowledge**

Activity: Find the Chunk

1. Pair up the students and give each student a different concordance extract.
2. The teacher provides some expressions related to the concordance lines.
3. Students must match each expression to the correct concordance line in their extract.

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4. One student reads out an expression, and the other group must identify the matching concordance line within the given time.

Concordance lines
He laughed outright
The proposal was rejected outright
He won an outright majority in the election

Find a concordance line for the expressions given below

- Extreme happiness
- Not accepted
- Complete victory

### Revisit the paragraph

Teacher asks the learner to read the passage once again.

Teacher facilitates the reading.

The teacher asks the learners to summarize the main events in the paragraph.

The learners then provide an oral summary.

### Assignment

Collect concordance lines for the words *ridiculous* and *outright*.

## Module 31

- Unit** : 4, Flowers and showers
- Sub unit** : The Nightingale and the rose  
but .....
- Theme** : Nature
- Sub theme** : love, empathy, caring

### Learning outcomes:

- The learner recalls the main events in the previous lesson
- The learner reads the textual passage with comprehension
- The learner infers the meaning of the words *delicate* and *fierce*
- The learner uses the words in meaningful sentences
- The learner summarises the main events in the paragraph

### Prerequisites

- The learner has gone through the previous passages in the story
- The learner knows how to use BNC
- The learner is familiar with concordance sheet

### Learning resources

- Concordance sheets for the words *delicate* and *fierce*
- BNC to search the word meanings

## PROCESS

### Starter

- The teacher starts the class with a casual conversation. Then, the teacher asks, "Have you done your homework?" and invites one or two students to share their work.

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While they present, the teacher writes the words *ebbed* and *blossomed* on the board and explains their meanings for those who need help. Finally, the class works together to create a paragraph using these words.

### **Stimulation**

The teacher starts by recapping the previous lesson, asking a few questions about the main events to refresh students' memories. The students respond orally.

The teacher then asks,

What would have happened if the Nightingale did not press its breast closer against the thorn?

Why did the Nightingale think of sacrificing her life?

### **Reading the text**

The teacher asks the students to read the text individually, providing support as needed. Students are then instructed to find and mark any new words in the text. The teacher encourages them to use the British National Corpus (BNC) to search for the meanings of these words.

### **Vocabulary time**

Key words

**/Delicate/** - Adjective

*Very fine in texture or structure intricate workmanship*

*Similar words: fine, exquisite, intricate etc.*

### **Learner investigation**

Learner independently searches the word *delicate* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *delicate*.

### **Analysis and discussion**

Pair up the students and have them analyze concordance lines containing the word *delicate*. Encourage each pair to discuss the various contexts in which the word appears. After reviewing the examples, ask them to work together to infer the meaning of *delicate*.

### **Presentation**

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word *delicate*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *delicate* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

Activity: Context and Meaning

Read the concordance lines again and decide which of the following sentences are true:

Delicate involves something fine.

Delicate involves something horrible.

Delicate involves something loud.

Delicate involves something elegant.

**Fierce-** Adjective

*Having or displaying an intense or ferocious aggressiveness*

Similar words: ferocious, savage, wild etc

### **Learner investigation**

Learner independently searches the word *fierce* in BNC

### **Collection of data**

Ask the learner to write down at least 5 concordance lines of the word *fierce*.

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### **Analysis and discussion**

Pair up the students and have them analyze concordance lines containing the word *fierce*. Encourage each pair to discuss the various contexts in which the word appears. After reviewing the examples, ask them to work together to infer the meaning of *fierce*.

### **Presentation**

During the presentation phase, randomly choose students to share the concordance lines they analyzed and explain their interpretations of the word *fierce*. Encourage the rest of the class to offer constructive feedback on these explanations. After all the presentations are completed, the teacher will summarize the discussion and provide a clear definition of *fierce* to ensure that everyone fully understands its meaning.

### **Apply the knowledge**

#### **Activity:**

Read the concordance lines again and decide which of the following sentences are true:

Fierce involves calm.

Fierce involves anger.

Fierce involves brutality.

Fierce involves terrible.

### **Revisit the passage**

Ask the learners to read the paragraph once more.

Invite one or two students to summarize the main events.

Ask the students to present their summaries orally.

### **Assignment**

Collect concordance lines for the words *fierce* and *delicate*

**APPENDIX C**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**  
**PERFORMANCE TEST IN ENGLISH**

**Part A**  
**Listening and Speaking**

**STD- VIII**

**Total Score: 30**

1. Teacher shows four pictures on the screen. 1 × 4 = 4

Teacher: Yesterday you had a dream. Look at the four pictures of your dream.  
You say one sentence for each image using the following words.

1. Set out



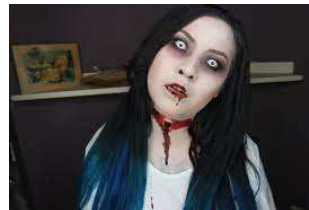
2. Ugly



3. Burning



4. Stare



Teacher : Picture 1 /set out /. Make a sentence using the word.

Teacher : You can begin like this

Yesterday I had a dream. In my dream I saw .....

Student:Yesterday I had a dream. In my dream I saw .....

Teacher: Picture 2 /ugly /. Make a sentence using the word.

Teacher: Picture 3 /burning /. Make a sentence using the word.

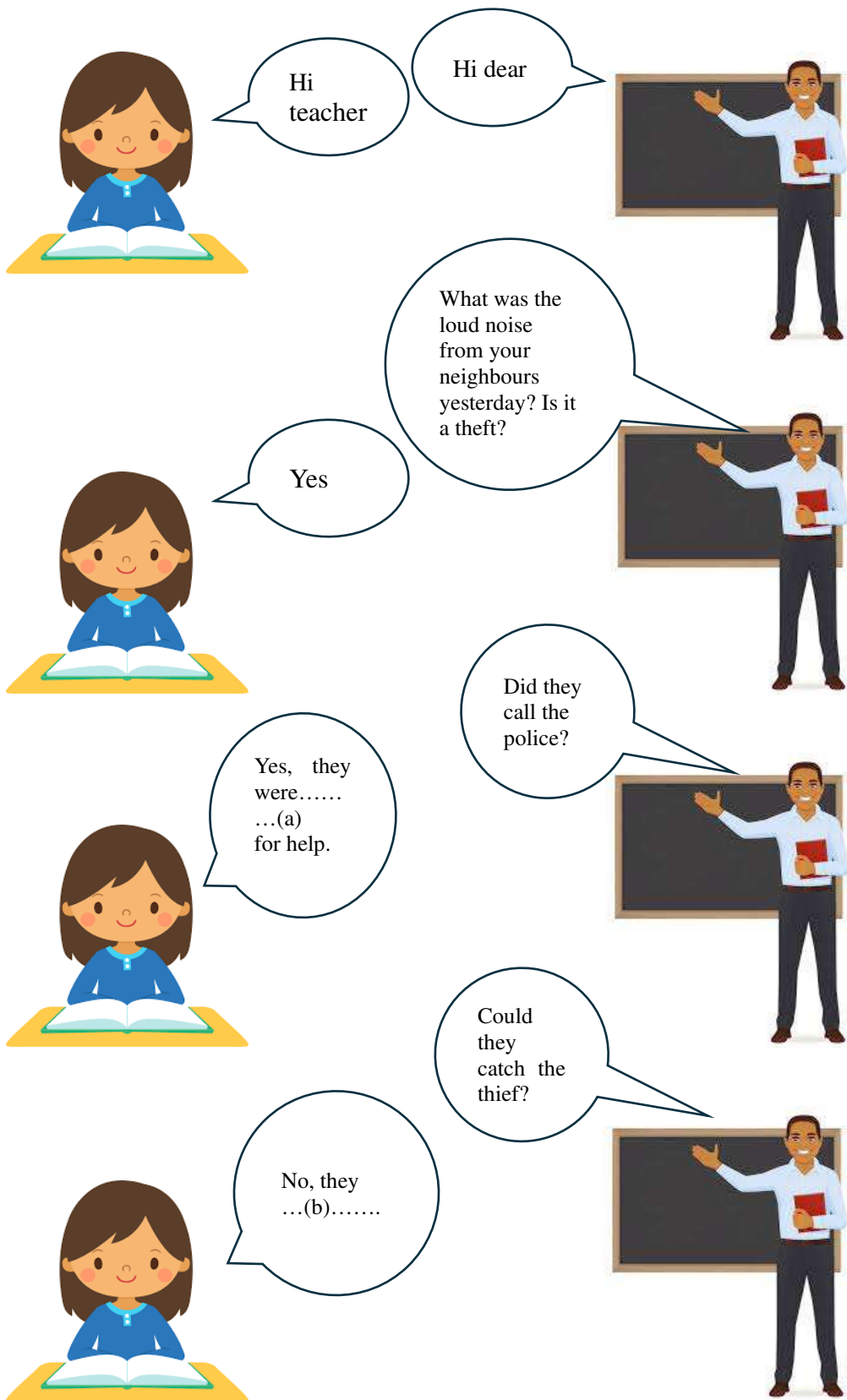
Teacher: picture 4/stare/. Make a sentence using the word.

2. Imagine that yesterday late night a thief entered your neighbour's house. The thief took the money and escaped. Look at the conversation below and complete it with appropriate words given in the bracket (yelling, glimmering and vanished)

(Teacher orally presents the conversation)

1 × 1 = 1

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Listen the newspaper report and respond to the following questions. Now listen the audio.

(Teacher plays the audio of a newspaper report. Then the students are asked to respond to the questions.)  $1 \times 2 = 2$

*Transcript*

Areacode: Two students, Shabeer and Babu died in a boat crash in Chaliyar river near Areacode, yesterday. They visited here as part of their study tour. There were 25 members in their team. The unexpected rise in the water level caused the accident. Twenty-three of them survived the situation. This is the second incident during this monsoon. Minister and other officials visited the spot.

- a) Suggest a suitable title to the report.
  - b) How many of the team members are alive in the boat crash?
3. The teacher shows a direction diagram to the student.

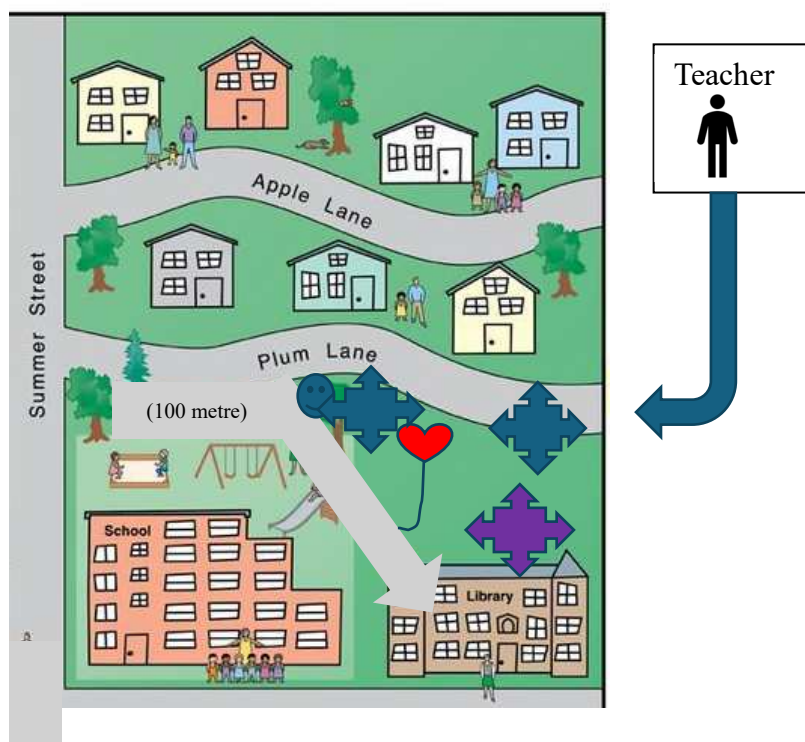
Look at the diagram. The direction to the library is given in the diagram.

Please help the teacher giving correct direction to the library using the following words.

(along, through, straight)  $1 \times 3 = 3$

The teacher: excuse me, how can I reach the library?

You: You have to go.....(a).....  
 .....(b).....(c)



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4. Match the images with the correct descriptions (listening) (1x4=4)

The teacher shows four picture cards on the screen.

Look at the pictures. Now, I read four sentences. Match the sentence with suitable picture.

A



B



C



D



***Transcript***




1. They could hear water rippling somewhere.
2. The sunlight was glimmering
3. Sreedhanya's parents are celebrating her victory.
4. The man peered through the curtain.
6. Listen the extract and answer the following questions (listening and speaking)

**1x2=2**

**Transcript**


Mani is a little boy. He lived in a beautiful village. He is the youngest child. He was very clever. He is cleverer than all his brothers and sisters. So, they hated him. He was quite weak and small. People said he could never grow very big. So, his parents thought it would be better for him to become a priest than to become a farmer.

1. Why did brothers and sisters hate the young boy?
2. What did the parents think the boy would become?
7. Look at the pictures on the screen. Now I read a sentence 'he is splashing water'. Match the sentence with suitable picture. 1x1=1

A	B	C
		

8. Complete the story using suitable words and sentences for the pictures.

Alex is a special boy. He likes trees very much. One day when he was walking

through the (a)  he saw an elephant. The boy (b)



. He feared and ran. In the hurry, boy fell down and got (c)



. However, he reached a nearby stream and (d)



water on head.

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Now he feels (e) . At that time (f) came that way.  
He helped the boy to reach his house and the boy became happy.

9. See the video of boat crash in Kollam on 01/08/2022. Narrate the incident using the words struggled, floated and scattered

**<https://youtu.be/ngDdpO5WKqc>**

10. Listen to the audio and do the task.

*Transcript*

Rahul: Excuse me.

Deepak: Yes

Rahul: Where is the library?

Deepak: It is next to the post office

Rahul: Sorry. I am new. Where is the post office?

Deepak: I will help you. See the big building there?

Rahul: Yes.

Deepak: That is a hospital. Next to the hospital is the post office. And next to that is the library.

Rahul: Ok. Thank you.

Rahul: Hello. Is this the library.

Librarian: Yes. Can I help you?

Rahul: Yes. I want to borrow books. What do I need to do?

Librarian: You need a library card. Please fill up the application form. You can take three books maximum per day.

Rahul: Ok.

Librarian: You can keep the book for only two weeks.

Rahul: And if I am late?

Librarian: You need to pay one rupee per day.

Rahul: Ok. Anything else

Librarian: Switch off the mobile phone in the library.

Rahul: Ok

Librarian: And speak quietly too.

Rahul: Ok. Thank you

Librarian: You are welcome.

**Answer the following question**

- 1.What is near to the hospital?
- 2.How many books can you borrow?
- 3.What is the instruction regarding mobile phone?
- 4.Teacher shows the words quiet and quite on the screen.

Read the words.

**PART B**

**Time: 1 ½ Hours**

**Total score: 25**

*Instructions:*

1. 10 minutes is given as cool off time.
2. This time is to be used for reading the question paper.
3. You are not supposed to write anything during the cool off time.
4. Attempt the questions according to the instructions.

1. Pick out similar words in the bracket for the italicised words in the following sentences. (½x5 =2 ½)

(meanest, grief, synchronously, seized, ripples, muttered)

- a) Dragonflies beat their wings *at the same time* very fast.
- b) Water *flows with a series of small waves* on the surface of the river.
- c) The owner was *unkind* to the workers in the festival season.
- d) He jumped and *took hold of* his right hand to kick the thief.
- e) He *spoke in a low voice* when the police questioned him.

2. Complete the following story with the help of the hints given in the bracket. (½x6=3)

(gigantic, destroying, solitary, realised, unexpectedly, meadow)

Neelu was leading a.....(a)..... life. While she was sitting beside her field, she saw that a .....(b).....cow was .....(c).....her crop. She tried to run it away, but didn't work out. A heavy rain came.....(d)..... and the cow ran away. She.....(e)..... the truth that the.....(f).....would dry soon.

3. Describe the picture using the following words. (½x6=3)

(opponent, effort, battle, troop, dominate, usual)



4. Read the following newspaper report. Write what you have understood in six sentences of your own. You have to make use of the given words.

( $\frac{1}{2} \times 4 = 2$ )

**Key words:** unexpectedly, screaming, meadow, burning

**Newspaper report**

Kondotty: A twelve-year boy wonderfully escaped from a burning temple yesterday. The boy was sleeping in the temple. The boy reached there in search of his teacher. He was not aware of the closure of the temple. As it was very late, he decided to stay that night at the temple. The boy said “I heard a loud cry from somewhere. Temple got fire suddenly.” It is reported that the fire had spread to the nearby meadow. The cause of the fire was not identified yet.

5. Pick out the correctly spelt word.

( $\frac{1}{2} \times 5 = 2 \frac{1}{2}$ )

I am a sailor rowing and rowing. I put on happiness. I wear out sadness. I ... (a) ... climb/climp the ladder of life. Change is essential, ..... (b) ..... transform/transform yourself. Never be ..... (c) .... discouraged/discouraged. I ..... (d) .... wander/wonder everywhere and find myself. I ..... (e) .... contineu/continue the never ending journey.

6. Prepare a write-up about Mr. Harish using the hints given below.

( $\frac{1}{2} \times 4 = 2$ )

- |    |                |                                       |
|----|----------------|---------------------------------------|
| 1. | Name:          | Mr. Harish                            |
| 2. | Age:           | 42                                    |
| 3. | Gender:        | Male                                  |
| 4. | Location:      | Omanur                                |
| 5. | Hometown:      | kondotty                              |
| 6. | Interested in: | bike riding and travelling            |
| 7. | Personality:   | courage, humble, dedication, grateful |

7. Look at the following pictures. Write a sentence for describing each action using the words given in the bracket.

( $\frac{1}{2} \times 3 = 1 \frac{1}{2}$ )

(gather, blow, argue, sharpen)

**A**



**B**



**C**



*Appendix*

8. Read the lines and answer the questions that follow. Each question carries  $\frac{1}{2}$  score. ( $\frac{1}{2} \times 6 = 3$ )

Darkness deepens. Gone the light.

Marches he along the plain,

To and fro, and scatters wide

From his hands the precious grain

Moody, I, to see him stride.

Now his gestures to mine eyes

Are august; and strange--his height

Seems to touch the starry skies.

- a) Pick out the line that means the poet can see only the body movements
  - b) What is august and strange to the poet?
  - c) How does the sky look like?
  - d) Pick out the word similar in meaning of *great value*.
  - e) Write examples for visual images from the stanza
  - f) What time of day is being described in the first line of the stanza?
9. The following is a diary entry written by Fasna, student of class VIII. But there are some mistakes in it. They are underlined. Rewrite it correcting the mistakes. ( $\frac{1}{2} \times 3 = 1\frac{1}{2}$ )

The story of Macbeth still lingers on my mind. Now I am waiting impatient for reading more books of Shakespeare. I have decided for read all tragedies of Shakespeare.

10. Read the passage carefully and select True or False for each statement.

( $\frac{1}{2} \times 3 = 1\frac{1}{2}$ )

Rosa had a loving family. She envied nobody. Her manners were wild. She spoke in a quiet, soft voice. She always obeyed the laws of the country and broke no rules.

- a) She was jealous of everyone. (True/False)
- b) She spoke calmly. (True/False)
- c) She did not defy the laws of the country. (True/False)

11. Prepare an attractive advertisement for a textile shop by using the hints given below. ( $\frac{1}{2} \times 5 = 2\frac{1}{2}$ )



HAPPY ONAM

- Purchase
- Proudly
- glance
- marvellous
- pretty

50% offer

The advertisement is enclosed in a rectangular frame. At the top, there is a banner with a yellow background and the text 'HAPPY ONAM' in red. Below the banner is a blue water scene with two traditional wooden boats (chundan velam) and palm trees. In the center, a cartoon character with a yellow turban and a red shirt is holding a gift box and a large brown circular object. To the right of the character is a large, blue-outlined star containing the text '50% offer' in red. To the left of the character is a list of five adjectives, each preceded by a black dot.

**APPENDIX D**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**PERFORMANCE TEST IN ENGLISH - SCORING KEY**

**PART A**

Sl. No.	Answer	Divisions of Score	Total Score
1.	A) Student says a meaningful sentence using the word set out	1	4
	B) student says a meaningful sentence using the word ugly	1	
	c) student says a meaningful sentence using the word burning	1	
	d) student says a meaningful sentence using the word stare	1	
2.	a) yelling	½	1
	b) vanished	½	
3.	a) a suitable title	1	2
	b) 23 persons	1	
4.	a) First you go along apple lane road	1	3
	b) then turn left and go straight	1	
	c) then again turn left and walk through the park.	1	
5.	1- A	1	4
	2- B	1	
	3 – D	1	
	4 – C	1	
6.	1) The boy is very clever	1	2
	2) A priest	1	
7.	A	1	1
8.	a) Meadow	1	6
	b) Startled	1	
	c) Bleeding	1	
	d) Splashed	1	

Sl. No.	Answer	Divisions of Score	Total Score
9.	e) Solitude	1	3
	f) Sailor	1	
10.	Write at least three meaningful sentences using the words struggled, scattered and floated. Example: A boat accident happened in Kollam yesterday. It was heavy rain. The fishermen in the boat were struggling to balance in the boat. All the goods in the boat were scattered. Some of them fell in the water and floated.	1	1
	1) Post office	1	
	2) Three books per day	1	
	3) Switch off the mobile phone in the library	1	
	4) quite /kwAɪt/	½	
	5) quiet /'kwAɪət/	½	

**PART B**

Sl. No.	Answer	Divisions of Score	Total
1.	a) Synchronously	½	2½
	b) Ripples	½	
	c) Meanest	½	
	d) Seized	½	
	e) Muttered	½	
2.	a) Solitary	½	3
	b) Gigantic	½	
	c) Destroying	½	
	d) Unexpectedly	½	

Appendix

Sl. No.	Answer	Divisions of Score	Total
	e) Realised	½	
	f) Meadow	½	
3.	Meaningful description using the words opponent, effort, battle, troop, dominate and usual		3
4.	Meaningful write up using the words unexpectedly, screaming, meadow, burning		2
5.	a) Climb	½	
	b) Transform	½	
	c) Discouraged	½	2.5
	d) Wander	½	
	e) Continue	½	
6.	Profile using the key words courage, humble, dedication, grateful		2.
7.	a) Gather	½	
	b) Sharpen	½	1½
	c) Blow	½	
8.	a) Now his gestures to mine eyes	½	
	b) Gestures	½	
	c) Starry skies	½	
	d) Precious	½	3
	e) Marches he along the plain, touch the starry skies and scatters wide	½	
	From his hands the precious grain.	½	
	Write any one among these.		
9.	a) In	½	
	b) Impatiently	½	1½
	c) To	½	
10.	a) False	½	1½

Sl. No.	Answer	Divisions of Score	Total
11.	b) True	$\frac{1}{2}$	2½
	c) True	$\frac{1}{2}$	
	An advertisement using the words Purchase	$\frac{1}{2}$	
	Proudly	$\frac{1}{2}$	
	Glance	$\frac{1}{2}$	
	Marvellous	$\frac{1}{2}$	
	Pretty	$\frac{1}{2}$	

**APPENDIX E**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Teacher Training Module**  
**Corpus-Based Approach in English Language Teaching**

**Introduction**

Myriads of approaches, methods and strategies have been implemented for English language teaching and learning over time. The history begins from Structural approach in which language has been taught through pattern practice, repetition and memorisation. Later Grammar Translation Method came into existence to overcome the issues of structural approach focussing direct translation and glossary reference. In Direct Method English was used as medium of English but the monotonous strategies such as question and answer and demonstrations and actions were followed. In Audiolingual Method drills and pattern practices were over emphasised. Strategies such as sentence context and role play were used in Situational Approach for language acquisition. When it comes to Humanistic Approach, learners' feelings and emotions were considered for effective learning process and thereby storytelling, narratives and interactive games were included. But in Natural Approach contextual learning is the key principle to ensure the natural way of acquisition. Communicative Approach also promoted task-based learning, role play and simulations for language acquisition.

Even though constructivist approach upholds the principles of natural way of language acquisition and meaningful inputs, the learners lack a language rich environment for meaningful interaction. At present teacher just design activities to meet the individual learner needs instead of a self-directed and independent learning method. Moreover, in a heterogenous class constructivist approach fails to ensure equitable learner engagement and learning outcome. Very often, elite students excel in classroom activities and discussions while the below average students are left behind. Assessment system also needs change as higher order thinking skills are not given due weightage at present. The students do not use the language in their real-life

situations due to fear of committing mistakes and lack of vocabulary. Learning a language means acquisition of vocabulary and linguistic items of that particular language. An innovative method to enlarge the repertoire of vocabulary providing repeated exposure with meaningful and authentic texts is necessary.

**Objective:**

To equip teachers with the knowledge and skills required to implement a corpus-based approach in English language teaching, enhancing vocabulary acquisition and language performance through authentic language data.

**Sessions**

**Session 1: Brainstorming on the Present Status of English Teaching**

Duration : 1 hour

Objective : To identify the current practices and challenges in English language teaching.

Activities:

**1. Ice-Breaking:**

Begin with a quick round of introduction and a discussion of participants' experiences in teaching English.

**2. Group Discussion:**

Divide participants into small groups and a discussion is initiated with the themes on the issues faced in English language teaching.

- Challenges faced in vocabulary teaching
- The most common methods for vocabulary teaching
- Students' response to these methods

## *Appendix*

Groups present their findings, highlighting common challenges and effective strategies.

### **3. Consolidation:**

Consolidate the findings and list key challenges and gaps in current practices in developing vocabulary in English language.

### **Session 2: Introduction to Corpora**

**Duration: 1 hour 30 Mins.**

Objective: To introduce the concept of corpora and their relevance to language teaching, especially for acquisition of vocabulary items.

Content:

#### 1. Definition and Overview of Corpora:

Explain what corpora are: A **corpus** is a systematically organized and structured collection of texts, either written or spoken, used for linguistic analysis and research. These collections are often created to represent specific language varieties, genres, or registers, allowing researchers to study language use, patterns, and features in authentic contexts. Corpora are essential for empirical research in linguistics, providing a large-scale database of real-life language examples that support various analyses, such as syntax, semantics, pragmatics, and language change.

*Teacher gives an interactive presentation on various topics such as corpora, types of corpora and the significance of corpora in language teaching.*

#### **Types of corpora**

There are different types of corpora: written, spoken, parallel and learner corpus. Written corpora draw materials from books, magazines, newspapers and other authentic written materials. It helps understand how language is used in different registers and how it has changed so far.

Parallel corpora are described as a corpus of original text and its translation to other languages. It may be monolingual and bilingual. It is helpful for comparative study and to understand specific cultural differences. It is beneficial for language teaching also (McEnery & Xiao, 2007).

A spoken language corpus is defined as “any collection of speech recordings which is accessible in computer readable form and which comes with annotation and documentation sufficient to allow re-use of the data in-house, or by scientists in other organizations” (Gibbon et al., 1997: 79). Spoken corpora is collected from phone calls, conversations, TV shows etc in real life contexts. Transcripts of phone calls, business meetings, and TV shows are included in the spoken material.

Learner corpora is defined as the collection of electronic texts prepared by the learners. It is used for teaching foreign language and second language. The data in learner corpora can be easily analysed. Learner corpora can include adapted contexts and images to support slow learners.

## 2. Significance of Corpora in Language Teaching:

Corpora gives students "hands-on" exposure to language and the chance to see how language changes over time. Additionally, corpora are an excellent tool for teachers to use when creating exercises that make language change in the classroom visible and tangible. In a corpus-based approach, students analyse linguistic change and construct and evaluate hypotheses. Thus, compared to conventional learning, adopting corpus-based strategies may have a longer and more lasting learning effect.

The advantage of such student-centred discovery learning is that the facts of authentic language use are made available to the students, who are then asked to draw conclusions to clarify the meaning of the words. The analysis exercises assist students in better understanding of literature and organising their knowledge. When learners focus on the definitions, applications, and the contexts of frequently used words in the target language, corpora consider subsequent occurrences of the same words. When teachers provide guidance on how to analyse contexts and draw generalisations, students become more independent.

## *Appendix*

Integration of corpus into lessons can be in three different methods. Information is compiled through corpus searches, create materials, and then assign work to students using these materials. In addition, teachers might develop specialised corpora using real texts or authentic text and assign students to search the unknown words. A teacher made corpora would meet the requirement of the low proficient students.

Using a corpus of texts and concordance software would help the learner to analyse how language is used in various contexts. All samples from the corpus appear after the learner enters the target word into the software, typically in a keyword in context (KWIC) format. It offers advantages such as being student-centred, employing real language, and encouraging learner discovery.

### 3. Case Studies and Examples:

- Present examples of successful corpus-based teaching implementations.
- Review of research findings on the effectiveness of corpus-based approaches.

Integration of corpora in EFL teaching and learning made remarkable changes in ideology and methodology (Binkai,2012). It enabled the learner understand the usage and structures of language (Tsui, 2004). Corpora learners can understand the changes in the language with ease. Teachers can design materials and exercises in the classroom to make clear the meaning and context of the passage. Thus, learners interpret the meaning and become researchers in the classroom. Learning process based on corpus-based approach is more effective than the traditional approach (Heremans & Cuyckens, 2012).

Corpora provide variety of examples in its context. It doesn't give the direct meaning of the words. The learners deduce the meaning from the real-life contexts (Q'Keeffe, McCarthy and Carter, 2007). It provides information to teachers and students about how language is used in real life contexts. It provides meaningful and interesting inputs to the slow learners (Reppen, 2011). The richness of authentic materials, its interesting and motivational aspects are the main advantages of linguistic corpora (Mishan, 2004).

At present teachers are making examples in the classroom. All the sentences made by the teachers are artificial and limited in amount also. But in corpus based classroom students are exposed to unlimited authentic contexts and generalise meaning. Data driven learning is considered as a breakthrough in the history of ELT(Basanta & Martin, 2005, 2006). Analysis enables them to process sentences in an effective way. There are possibilities to listen and reflect more language aspects when the learners focus to meanings, usages and activities in the target language. The corpus data analysis is interlinked with the process of present methodology.

Activities:

1. Discussion

- Participants share their views on how corpora can be integrated into their teaching contexts.
- Discuss the practicality of its implementation.

2. Consolidation:

Consolidates the relevant ideas of integrating of corpus-based activities in the existing teaching context. The teacher points out the flexibility of using different types of corpora by the availability of materials.

**Session 3: Familiarisation of corpora**

Duration: 1hour 30 minutes

Objectives:

- ✓ To familiarise how to use corpora for teaching vocabulary
- ✓ To enable participants to create comprehensive lesson plans following corpus-based approach.

## Appendix

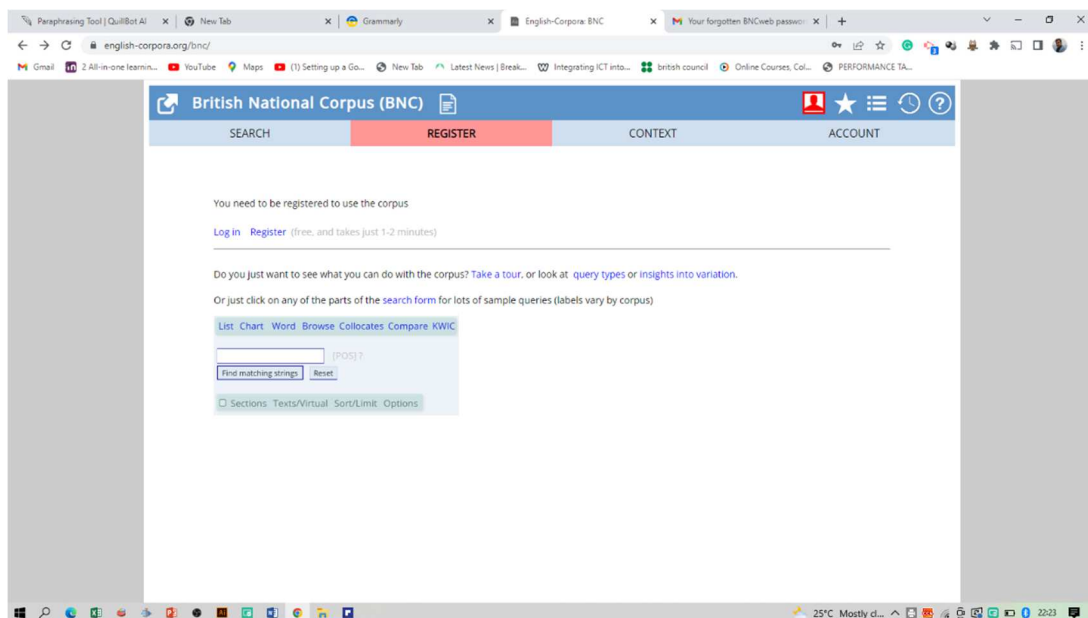
### Content:

#### 1. Selecting a Corpus:

- Teacher introduces British National Corpus(BNC) to the participants
- Demonstration of BNC and its functionalities.

#### Step -1

- Go to <https://www.english-corpora.org/bnc/> and click the link on a computer in which you have an Internet connection.



#### Step 2: Type the Word in the Search Box

- The target word is typed in the search column and a variety of contexts appear on the screen in the following step

British National Corpus (BNC)

SEARCH FREQUENCY CONTEXT ACCOUNT

List Chart Collocates Compare KWIC

[POS]?

Find matching strings Reset

Sections Texts/Virtual Sort/Limit Options

(HIDE HELP) NO LICENSE

The British National Corpus (BNC) was originally created by Oxford University press in the 1980s - early 1990s, and it contains 100 million words of text from a wide range of genres (e.g. spoken, fiction, magazines, newspapers, and academic).

The BNC is related to many other corpora of English that we have created. These corpora were formerly known as the "BYU Corpora", and they offer unparalleled insight into variation in English.

Click on any of the links in the search form to the left for context-sensitive help, and to see the range of queries that the corpus offers. You might pay special attention to the comparisons between genres and virtual corpora, which allow you to create personalized collections of texts related to a particular area of interest.

[Five minute tour](#)

## Step -3

- An enormous number of different contexts of the search word appear on the screen.

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	CLICK FOR MORE CONTEXT	HELP	SAVE	TRANSLATE	ANALYZE	
1	F7A S_meeting	🔍	🔊	🔍	🔍	the opportunity of er (pause) looking at it, seeing what there is to be learned. Er if there were holes in the information or whether (pause) really whatever (pause)
2	F7A S_meeting	🔍	🔊	🔍	🔍	nature of the cash handling for the whole organization. (unclear) I mean I've learned something (unclear)2. (SP:PS1L9) Mm. I don't think it does in that erm (pause)
3	F87 S_meeting	🔍	🔊	🔍	🔍	if this sounds like a question. (SP:F87PSUNK) (laugh) (applause) (SP:F87PS002) Now (pause) I've learned. I've been since Saturday as I told you and I've, I
4	F87 S_meeting	🔍	🔊	🔍	🔍	I've been since Saturday as I told you and I've, I've learned how to make a good question. (pause) Now what you've got to do
5	FUJ S_meeting	🔍	🔊	🔍	🔍	again what I'm looking for (SP:PS1UH) Recommendations isn't it? (SP:PS1UM) are lessons learned. I mean it may be (pause) that Ken (-----) has not drawn these u
6	G3U S_meeting	🔍	🔊	🔍	🔍	(pause) (SP:PS1VH) (reading) I'm Balakrishnan, a cocoa worker in Malaysia. When we learned of the mysterious sickness, we protested, became a link, and joined
7	G3U S_meeting	🔍	🔊	🔍	🔍	had come in from all around the world. The company was inundated. They learned of the links that had joined the chain. I was reinstated. (SP:G3UPSUNK) (readi
8	G4X S_meeting	🔍	🔊	🔍	🔍	would sit down with her and say, Right, Clare, what have you learned? Blah-de-blah-de-blah. In six months later or three months later would then diary date
9	J41 S_meeting	🔍	🔊	🔍	🔍	w-- would be er (pause) pretty foolish I think after the lessons that have been learned about this that you know we should sink back i- i-- into erm contentment t
10	JJD S_meeting	🔍	🔊	🔍	🔍	, there is no doubt, no doubt you are (unclear) there's a very learned journal called the Liberal Democrat News which (SP:JJDPSUGP) (unclear) (SP:JJDPSUNK) whic
11	JNF S_meeting	🔍	🔊	🔍	🔍	year old, live on the estate with their mother Carol. When the twins learned to climb up the stairs, Carol was terrified they might have an accident.
12	JNG S_meeting	🔍	🔊	🔍	🔍	erm particularly in cities, very poor areas of the cities. (SP:JNGPSUNK) The children learned how to do all the jobs that make a shop work. (SP:JNGPSUNK) Openin
13	JNK S_meeting	🔍	🔊	🔍	🔍	of the Board. He holds a number of directorships, is a member of learned institutes, an author, is a recipient of many awards and honours and hold
14	JNM S_meeting	🔍	🔊	🔍	🔍	(pause) erm (pause) and er I think in the course of that we will have learned a lot of lessons (pause) the (pause) er that's not a facetious comment,
15	JNM S_meeting	🔍	🔊	🔍	🔍	now making a lot of progress. So I think the the Eurofighter team has learned from the mistakes that were made originally in the allocation of the work and the
16	JNM S_meeting	🔍	🔊	🔍	🔍	Eurofighter an-- and secondly, perhaps more (pause) difficult, er the lessons you have learned from tornado and certainly from the current project, could they b
17	JNM S_meeting	🔍	🔊	🔍	🔍	it turned out to be a good buy. Er, so the lesson we learned from tornado was that we want to try and cap our financial liabilities for the
18	JNM S_meeting	🔍	🔊	🔍	🔍	two (pause) drawbacks (pause) and er I think the biggest lesson that we have probably learned so far from the Eurofighter programme, is that we have to be ver
19	JNM S_meeting	🔍	🔊	🔍	🔍	as the division of Spain. You were talking earlier about er applying the lessons learned here from the tornado programme to Eurofighter, surely the best way of
20	JT8 S_meeting	🔍	🔊	🔍	🔍	ways in which we disseminate information. This is something which (unclear) the government has learned how to do, so I must think that this is highly motivatec

## *Appendix*

### Step - 4

- Examine the usage
- The learners examine a variety of contexts and reach into conclusion of the correct usage of the word in the appropriate context.

### Discussion:

- The role of vocabulary in language proficiency
- The relevance of meaningful context and richness of materials in the acquisition of vocabulary.
- Do we lack availability of authentic texts?
- Can we overcome the issue of collocations by using corpora?

### Consolidation:

Authentic texts have an important role in the acquisition of vocabulary. Engaging with meaningful contexts ensures longer retention and appropriate usage of the acquired vocabulary in different real-life contexts.

### Activities:

Teacher provides hands-on experience to the participants

Teacher presents two words 'Perspicacious' and 'Obfuscate' on the screen

Asks the participants to sit in groups and search the words in the corpus

Each group collect sufficient number of concordances

They discuss the concordances in the group and guess the meaning of the words.

Each group present their findings on the word meaning

**Consolidation:**

Teacher consolidates the discussion pointing out the need of the learner to become a researcher and the learner autonomy and independence.

**Session 4: Corpus-Based Vocabulary Activities**

Duration : 2 hours

Objective : To develop practical skills for designing vocabulary activities based on corpus data.

**Content:**

A detailed overview of the principles of corpus based approach and the process of vocabulary learning is detailed.

1. Principles of Vocabulary Teaching with Corpora:
  - 1) Through their own questions, language learners explore the language. A researcher with access to linguistic data is the language learner.
  - 2) The computer serves as a resource that informs students by responding to their inquiries.
  - 3) The concordancer is the fundamental piece of software. The keyword in context (KWIC) format is used to display all occurrences of a word (or phrase) on a computer screen.
  - 4) The teacher serves as a "facilitator" of a classroom setting that is student-centred.

**3. Designing Corpus-Based Activities:**

Teachers are familiarised with corpus based activities.

- Examples of activities

## Appendix

### 1. Concordance Line Analysis

Activity: Different concordance lines (examples of sentences from a corpus) of a target word are provided to the learner. They are asked to analyse the sentences to find out the word meaning and collocations. For example, if the target word is *mitigate* learners might observe sentences like *mitigate* the effects of climate change and *mitigate* the impact of pollution, leading them to conclude that it is often used with negative events or effects.

### 2. Collocation Exploration

Activity: The learners are provided with several concordance lines of the target word to identify its collocations. Analysing the concordance lines, the learners understand the most frequent words that come with the target word. For instance, with the word *heavy*, students might find collocations like *heavy rain*, *heavy traffic*, and *heavy drinker*. This helps them understand how *heavy* is used metaphorically and literally.

### 4. Frequency-Based Word Lists

Activity: The learners prepare high-frequency word lists and try to use high frequent words in their daily life. Guessing the meaning from the context motivate them to engage with the similar activities.

### 4. Word Sketches

Activity: Visual representations of the different usage of the target word enable the comprehension easier. The same word is used in different forms as verb, noun etc. For example, a word sketch for *run* might show it as a verb used with subjects like *athlete* or *politician* and objects like *marathon* or *campaign*. Learners can use these sketches to better understand the word's usage patterns and then practice these in sentences.

### 5. Contextual Guessing Games

Activity: A variety of contexts are provided to the learners and they are asked to guess the meaning from the context. They check the meaning of the word only after an intelligent guess. They guess the meaning individually and group-wise. This activity

sharpens their ability to infer meaning from context, a valuable skill for language learners.

#### 6. Creating and Analysing Mini-Corpora

Activity: Students can prepare specific mini corpora on topics such as sports, nature, fashion etc. They can also analyse the frequency of the words. They will have sound knowledge about the collocations of their favourite topics.

#### 7. Comparative Analysis

Activity: Select two or more synonyms of a particular word and analyse the subtle difference in their usage and meaning. They collect as much concordances as possible and analyse it critically. It helps them to get a clear understanding about the collocations and sentence patterns. (e.g., *big* vs. *large*)

#### 8. Contextual Vocabulary Expansion

Activity: Learners select a word and collect different forms of the same word. Analysing the concordances of the different forms students get a deeper knowledge of the context and the collocations. For example, with the word *teach*, learners might examine related words like *teacher*, *teaching*, *taught*, and *teachable*. Then, they can create sentences or short stories using as many related words as possible.

Tips for adapting corpus activities for low proficient students

- Appropriate concordance lines have to be selected according to the level of the students
- Simple activities such as identifying nouns, verbs, adjectives can be included in the beginning
- Simple activities such as fill in the blanks, matching the words and categorising words etc can be integrated
- Teacher can provide different scaffolding techniques such as visual aids, word maps etc

## *Appendix*

- Everyday life contexts are used for the low proficient students. Contexts related to school, hobbies, and family make them interesting and motivated.

Discussion:

Participants share their opinions on corpus-based activities compared to the existing strategies.

Session 5: Integrating Corpus Data into Lessons:

Objective:

Enable the teachers to develop corpus integrated teaching manual

Discussion:

- Strategies for incorporating corpus activities into lesson plans and classroom activities.
- Discuss how to use corpus data to teach vocabulary and language use.

Activities:

- Teacher introduces a model lesson plan
- Teacher explains all the processes in the lesson plan

Specimen of a corpus-based teaching manual is given below.

### **Model Lesson**

Lesson: Shipwrecked sailor

Theme: Travel

Sub theme: Adventure in travelling

Learning outcomes:

- Learner Shares their opinion about swimming in simple English

- Comprehends textual passage and responds to the questions
- Reads the textual passage and guess the meaning of the words ‘struggled’, ‘yelling’, ‘grabbed’ and ‘predicament’ using BNC
- Apply the learned words by using corpus-based exercises

**Prerequisites:**

Learner has shared their various experiences in class

Learner uses online resources to search word meaning

Learner is familiar with various usages

**Process**

Introductory activity

The teacher initiates a discussion

- ✓ Do you know how to swim?
- ✓ Where did you swim?
- ✓ What do you think about swimming in the sea?

Learners share their opinion

**Reading text**

Students are asked to read the paragraphs 3-5. They are guided to mention their understanding of the paragraph. The teacher asks the students to note down the unfamiliar words.

Teacher asks questions to support students' comprehension of the passage.

- ✓ Did the narrator recognise his friends?
- ✓ What did Caraballo cry?
- ✓ What happened to Louis Rengifo?

## *Appendix*

- ✓ Who was waving at the narrator?

Learners respond to the questions

### **Learner investigation**

Teacher introduces BNC to search for the meaning of unfamiliar words.

Learners search the keywords struggled, yelling and predicament in BNC.

/struggle/ : Verb

Past tense : Struggled

Strive to achieve or attain something in the face of difficulty.

‘new authors are *struggling* in the present climate’

Similar words: strive, fight

### **Collection of data**

Learner independently searches the word struggled in BNC. The teacher asks them to write down at least five concordance lines of the word struggled in their vocabulary notebook.

### **Analysis and discussion**

The teacher instructs them to sit in pairs.

Learners analyse the concordance lines and discuss the usage of the word ‘struggled’ in their group.

Learners guess the meaning of the word ‘struggled’

## Presentation

Learners present the concordance lines they collected and their findings on the meaning of the word ‘struggled’. Other group members comment on it. The teacher concludes the discussion by clarifying the meaning of the word ‘struggled’.

## Apply the knowledge

The teacher uses various techniques to ensure the acquisition of the word's meaning.

Screenshot analysis;

The teacher provides screenshots of concordance lines of the word struggled.

British National Corpus (BNC)			
SEARCH	FREQUENCY	CONTEXT	CONTEXT +
31	CH6 W_newsp_tabloid	than a week before the Republican convention -- stunned Americans who have seen Mr Bush <b>struggle</b> in his bid for re-election. Republicans accused the Democ	
32	CH6 W_newsp_tabloid	in. A chunk of the 150-year-old stonework crashed to the ground in the brief <b>struggle</b> . Police said they had no idea why Roberts was at the court as he	
33	CH6 W_newsp_tabloid	that cost him his life. The two killings are part of a vicious power <b>struggle</b> within the Irish People's Liberation Organisation over a huge drugs racket in West Belfa	
34	CH6 W_newsp_tabloid	TO FILM MAXWELL # TYCOON Robert Maxwell is at the centre of a ruthless new <b>struggle</b> -- with ITV and the BBC racing to screen his life story first. Scottish	
35	CH7 W_newsp_tabloid	'S fighting qualities came to the rescue of champions Essex as they were made to <b>struggle</b> for runs in reply to Northants' 444 for nine declared at Chelmsford. Th	
36	CH7 W_newsp_tabloid	. Meanwhile Newcastle have delivered a bizarre snub to the losers in the bitter power <b>struggle</b> against chairman Sir John Hall. Football League president Gordon	
37	CH7 W_newsp_tabloid	# HWANG Young-cho of South Korea won the Olympic marathon last night after a gut-busting <b>struggle</b> up' suicide hill'. He only broke clear of Japan's Koichi Mori:	
38	K2X W_newsp_other_science	use all appropriate methods, including a small proportion of animal experiments, in the <b>struggle</b> to conquer these diseases. I would like to emphasise the point I	
39	K56 W_newsp_other_science	profitability of the book industry. In Scotland, the situation is acute; publishers <b>struggle</b> to keep authors, pulled by the call of London; Scottish-interest material d	
40	A5Y W_ac_polit_law_edu	(at which policemen are very good), during which sergeants sometimes have to <b>struggle</b> to rise above the one-line wit and are often themselves forced to succun	
41	A64 W_ac_polit_law_edu	initials for revolution, electrification, and peace). The remarkable features of this <b>struggle</b> were the extent of violence, the number of urban workers involved, and	
42	A64 W_ac_polit_law_edu	'In that period the kulaks' political banditry became the most important means of <b>struggle</b> by international imperialism, Antonov could not even make contact w	
43	A64 W_ac_polit_law_edu	.Yakovlev may have exaggerated this shift, given the abstract Marxist tenets on class <b>struggle</b> that he came equipped with from Moscow, but there was already s	
44	A64 W_ac_polit_law_edu	issued a decree abolishing Pomgol and replacing it with Posledgol (the Committee for the <b>Struggle</b> Against the Consequences of the Famine). It was announced tl	
45	A64 W_ac_polit_law_edu	imbibed only too deeply. So had the provinces, which scarcely knew how to <b>struggle</b> for local political and cultural rights. This is not to deny that the Bolsheviks	
46	A6M W_ac_polit_law_edu	regional factions within the party have constantly subordinated a consensus on development policy to the <b>struggle</b> for power. In the UNIP contest for the 1979 p	
47	A6M W_ac_polit_law_edu	the party's presidential nomination, since Nalumino Mundia, a veteran of the independence <b>struggle</b> , withdrew, being unable to secure Bemba support. Living w	
48	A6M W_ac_polit_law_edu	succession issue was alive from the start. For the Kikuyu the success of the <b>struggle</b> for independence in Kenya lay in the combination of Kenyatta's political activ	
49	A6M W_ac_polit_law_edu	presence at Kisumu he was jailed in October 1969 and the KPU banned. The <b>struggle</b> for the succession now lay more narrowly between Kikuyu claimants and Vi	
50	A6M W_ac_polit_law_edu	and one by detention, and party politics in Kenya had become obsessed with the <b>struggle</b> between personalities and the rival power of different Kikuyu clans. Its	
51	A6M W_ac_polit_law_edu	, was strengthened, whereas most Camerounians had hoped to see it reversed. The <b>struggle</b> over the succession between Ahidjo and Biya, in spite of its curious	
52	A6M W_ac_polit_law_edu	the most part made up of the Frelimo guerillas who had fought in the liberation <b>struggle</b> . By 1980 it was clear that such villages were doing little to improve the	
53	A6M W_ac_polit_law_edu	hostile to them, and in which the pursuit of marginal returns is an uphill <b>struggle</b> . Thus at a time when Africa needs to industrialize, to create both exports	

Students analyse the usage of the words and collocations.

The teacher provides a few sentences using the word 'struggle' and asks them to pick out the sentences in which struggle is used as a verb.

## Appendix

- She continues to *struggle* with her math homework every night.
- The country went through a long *struggle* for independence
- The team will *struggle* to win the championship without their star player.
- Janu's *struggle* with time management affects her performance
- Many students *struggle* with time management during exams.

Learners respond to the activity.

/Yell/ - verb

Gerund – yelling

Shout in a loud, sharp way

You heard me losing my temper and yelling at her

Similar words: cry out, shout

### **Learner investigation**

Learner independently searches the word 'yell' in BNC.

### **Collection of data**

Learner independently searches the word 'yell' in BNC. The teacher asks them to write down at least five concordance lines of the word 'yell' in their vocabulary notebook.

### **Analysis and discussion**

Learners analyse the concordance lines and discuss the usage of the word 'yelling' in their group.

Learners guess the meaning of the word 'yelling'

### **Presentation**

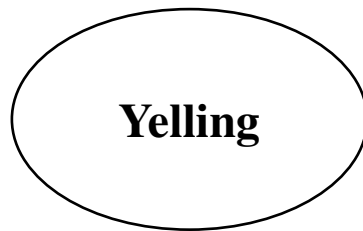
Learners present the concordance lines they collected and their findings on the meaning of the word 'yelling'. Other group members comment on it. The teacher concludes the discussion by clarifying the meaning of the word 'yelling'.

### **Apply the knowledge**

The teacher uses various techniques to ensure the acquisition of the word's meaning.

Word map

Teacher asks the learners to prepare a word map adding words associated with 'yelling'.



Learners respond to the question.

/Predicament/ - noun

A difficult, unpleasant or embarrassing situation

Similar words: mess, difficult

### **Learner investigation**

Learner independently searches the word 'predicament' in BNC.

### **Collection of data**

The teacher asks them to write down at least five concordance lines of the word 'predicament' in their vocabulary notebook.

## Appendix

### Analysis and discussion

Learners analyse the concordance lines and discuss the usage of the word 'predicament' in their group.

Learners guess the meaning of the word 'predicament'

### Presentation

Learners present the concordance lines they collected and their findings on the meaning of the word 'predicament'. Other group members comment on it. The teacher concludes the discussion by clarifying the meaning of the word 'predicament'.

### Apply the knowledge

The teacher uses various techniques to ensure the acquisition of the word's meaning.

Teacher: Find the words in the grid and label the appropriate picture shown below.

P	A	I	N	T
A	R	M	E	E
E	A	R	M	E
O	D	D	A	N
B	R	I	C	S



Learners respond to the question.

Revisit the paragraph

The learners silently read the passage once again.

Teacher asks some comprehension questions based on the passage.

Comprehension questions.

- ✓ What does it seem odd to the narrator?
- ✓ How was the rough wave described?
- ✓ What was the narrator struggling?
- ✓ What happened to Roman Herrera?

Learners respond to the questions.

Follow up

Write three sentences each using the words struggling, yelling and predicament?

**Discussion:**

Invites opinions about the corpus integrate teaching manual

Discuss the practicality of the method

Consolidation:

Teachers can use online and printed concordance materials in the classroom. Teacher can extend necessary guidance and support to analyse and interpret the meaning from the contexts for the needy.

**Activity:**

Group work to develop a teaching manual based on corpus based approach.

Each group present the product

Consolidation:

## *Appendix*

Corpus-integrated activities in the classroom motivate the learners irrespective of their proficiency level.

### **Feedback**

Participants share their experience in general.

**APPENDIX F**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**Interview Schedule to Collect Reflections on  
Corpus Based Approach**

This interview as part of my PhD programme is aimed at gathering your reflections about corpus-based approach. You are requested to respond to the questions honestly. Your identity and opinions will be kept confidential. Your cooperation is greatly appreciated.

1. Do you think the processes involved in the approach are helpful for students' learning?
2. How does it help the learner to become a lexicographers?
3. The corpus method claims fostering critical thinking and learner autonomy. What do you think?
4. Second language learners gain confidence in communication especially by selecting appropriate vocabulary in corpus based approach. What do you think?
5. To what extent does the approach create a language rich environment through analysis and generalisation of linguistic elements?
6. What adaptations have to be made in the approach for a heterogenous class?
7. What do you see as the advantages of using corpora over a dictionary for teaching and learning vocabulary?
8. In what way do you think the lasting and longer learning effect could be assured by using corpus-based classroom activities?
9. In what ways does this approach help students develop skills related to the objective of evaluation by guessing the meaning of the words?
10. Which type of corpora is appropriate for our classroom among parallel, written, spoken and learner corpora? Why?
11. How corpora is beneficial for teachers in the effective preparation of teaching manuals?
12. What do you think about the practicality of integrating corpus activities in the context of time being a factor in completing the student text?

*Appendix*

13. What are the barriers you expect when the modules are implemented in the classroom?
14. What changes would you recommend in the evaluation techniques to assess vocabulary learning?
15. How should curriculum and textbook be adapted to integrate corpus-based approach?
16. Corpora ensures authenticity of language. But today we are for contextualisation giving space for cultural, social and real-life context. Do you advocate contextualised corpora appropriate for Indian context? How can the quality of such resources be ensured?
17. In what way do you think that the principles of this approach are in tune with constructivist approach?
18. What strategies are to be adopted to ensure the prerequisites related to learner factors and resources?
19. What may be the difficulties in designing concordance sheets, projects and tasks based on corpus?
20. To what extent can issues such as misconceptions about word meaning and spelling be addressed through the use of corpora?
21. Do you believe development and use of corpora should be a part of teacher empowerment programme?
22. How do you see the relevance of the corpus-based approach in supporting the Whole Language Approach, which emphasises language proficiency?
23. Will you recommend this approach for teacher education curricula focussing on theory, training and practical sessions? Why?
24. How do you look into the benefits of corpus-based activities?
25. In what way do you think this approach addresses the issues of learning gap?

APPENDIX G  
FAROOK TRAINING COLLEGE  
Research Centre in Education  
University of Calicut

STUDENT OPINIONNAIRE  
(Malayalam)

പേര് .....

വയസ്സ് .....

ആൺ                       പെൺ

താഴെ തന്നിരിക്കുന്ന ഓരോ പ്രസ്താവനകളും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളുടെ അഭിപ്രായം ഉചിതമായ കോളത്തിൽ അടയാളപ്പെടുത്തുക

	ഉണ്ട്	ഇല്ല
1. വാക്കുകളുടെ വിവരണങ്ങളും സന്ദർഭങ്ങളും കോർപ്പറയിൽ ധാരാളം ലഭ്യമായതുകൊണ്ട് ഡിക്ഷണറിനേക്കാൾ മികച്ചതാണെന്ന് തോന്നിയിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
2. ഈ രീതിയിലൂടെയുള്ള പഠനം കൂടുതൽ വാക്കുകൾ പഠിക്കാൻ എന്നിൽ താല്പര്യമുളവാക്കി.	<input type="checkbox"/>	<input type="checkbox"/>
3. തെറ്റിയാലും അന്വേഷിച്ച് സ്വയം കണ്ടെത്തുന്നതിനുള്ള അവസരം ധാരാളം ലഭിക്കുന്നതുകൊണ്ട് ഈ രീതിയിൽ വാക്കുകളുടെ അർത്ഥം പഠിക്കുന്നത് എനിക്ക് കൂടുതൽ പ്രചോദനകരമാണ്.	<input type="checkbox"/>	<input type="checkbox"/>
4. ഈ രീതിയിലൂടെ പഠിച്ച വാക്കുകളുടെ അർത്ഥം എളുപ്പത്തിൽ ഓർത്തെടുക്കാൻ പറ്റാറുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
5. ഈ രീതിയിലൂടെയുള്ള പഠനം സന്ദർഭത്തിൽ നിന്നും വാക്കുകളുടെ അർത്ഥം ഗ്രഹിച്ചെടുക്കുന്നതിനുള്ള എന്റെ കഴിവ് വർദ്ധിപ്പിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
6. വാക്കുകളുടെ സ്പെല്ലിംഗ് പഠിക്കുന്നതിന് ഈ രീതി ഏറെ സഹായകരമായിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
7. പുതിയ വാക്കുകൾ ഈ രീതി ഉപയോഗിച്ചുകൊണ്ട് പഠിക്കുന്നതാണ് എനിക്കിഷ്ടം.	<input type="checkbox"/>	<input type="checkbox"/>
8. അധ്യാപിക പറയുന്ന നിർദ്ദേശങ്ങളും മറ്റു വിവരങ്ങളും സസൂക്ഷ്മം ശ്രദ്ധിക്കുന്നത് കൊണ്ട് കേട്ട് മനസ്സിലാക്കുന്നതിനുള്ള എന്റെ കഴിവ് വർദ്ധിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	ഉണ്ട്	ഇല്ല
9. ഓരോ വാക്കുകളുമായി ബന്ധപ്പെട്ടും ധാരാളം വാക്യങ്ങൾ വായിക്കാനായി ഞങ്ങൾക്ക് ലഭിക്കാറുണ്ട്. അതുവഴി വായിച്ച മനസ്സിലാക്കാനുള്ള എന്റെ ശേഷി വർദ്ധിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
10. ഈ രീതിയിൽ പഠിച്ച വാക്കുകൾ ഉപയോഗിച്ച് എനിക്ക് എഴുതാനും സംസാരിക്കാനും താൽപര്യം തോന്നിയിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
11. സ്പെല്ലിംഗ് തെറ്റാതെ എഴുതുന്നതിന് ഈ രീതി എന്നെ സഹായിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
12. വാക്കുകളുടെ ഉചിതമായ ഉപയോഗം പഠിക്കുന്നത് വഴി ആത്മവിശ്വാസത്തോടെ ഇംഗ്ലീഷ് ഉപയോഗിക്കാൻ എനിക്ക് പറ്റുന്നുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
13. കോർപ്പസ് പേപ്പർ മെറ്റീരിയൽ ഉപയോഗിച്ച് അർത്ഥം കണ്ടെത്തുന്നതിനേക്കാൾ എനിക്കിഷ്ടം ഓൺലൈനായി ഉപയോഗിക്കുന്നതാണ്.	<input type="checkbox"/>	<input type="checkbox"/>
14. ഈ രീതിയിൽ വാക്കുകളുടെ അർത്ഥം തിരയുമ്പോൾ ലഭിക്കുന്ന വാക്യങ്ങളുടെ ഉള്ളടക്കം വായിച്ചു മനസ്സിലാക്കുന്നത് പ്രയാസകരമായി തോന്നിയിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
15. ഒരു വാക്കിന്റെ ഉചിതമായ പ്രയോഗം മനസ്സിലാക്കാൻ വേണ്ടി വായിക്കുമ്പോൾ പരിചിതമല്ലാത്ത മറ്റു വാക്കുകളുടെ സാന്നിധ്യം എന്നെ വിഷമിപ്പിക്കാറുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
16. വാക്കുകളുടെ വിവിധ രൂപങ്ങൾ എളുപ്പത്തിൽ പഠിക്കുന്നതിന് ഈ രീതി ഫലപ്രദമാണ്.	<input type="checkbox"/>	<input type="checkbox"/>
17. തന്നിരിക്കുന്ന മെറ്റീരിയലുകളിൽ, എനിക്ക് പരിചിതമല്ലാത്ത സന്ദർഭങ്ങൾ കാരണം വാക്കുകളുടെ ഉചിതമായ പ്രയോഗം മനസ്സിലാക്കുന്നതിന് എനിക്ക് ബുദ്ധിമുട്ട് തോന്നിയിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
18. വാക്കുകളുടെ അർത്ഥം കാണാതെ പഠിക്കുന്നതിന് പകരം രസകരമായി പഠിക്കുന്നതിന് ഈ രീതിയിലൂടെ സാധിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
19. വാക്കുകളുടെ അർത്ഥം സ്വന്തമായി കണ്ടെത്തുന്ന ഈ രീതി എനിക്ക് ബുദ്ധിമുട്ടാണ്.	<input type="checkbox"/>	<input type="checkbox"/>
20. വാക്കുകളുടെ അർത്ഥം കണ്ടെത്തി ഗ്രൂപ്പിലും ക്ലാസിലും പങ്കുവയ്ക്കുമ്പോൾ അഭിമാനം തോന്നാറുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
21. ലളിതമായ ഇംഗ്ലീഷ് പോലും വായിച്ചു മനസ്സിലാക്കാൻ കഴിവില്ലാത്ത എനിക്ക് ഈ രീതി വളരെ ബുദ്ധിമുട്ടേറിയതാണ്.	<input type="checkbox"/>	<input type="checkbox"/>
22. വിവരിച്ച തരാൻ അധ്യാപിക എന്റെ കൂടെയുള്ളപ്പോൾ ഈ രീതി ഉപയോഗിക്കുന്നതിന് എനിക്ക് നല്ല ആത്മവിശ്വാസമാണ്.	<input type="checkbox"/>	<input type="checkbox"/>

	ഉണ്ട്	ഇല്ല
23. പുതിയ വാക്കുകൾ കാണുമ്പോൾ കോർപ്പറ ഉപയോഗിച്ച് അർത്ഥം കണ്ടെത്തുന്നത് ഇപ്പോൾ എന്റെ രീതിയായിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
24. വാക്കുകളുടെ അർത്ഥം കണ്ടെത്തുന്നതിന് കൂടുതൽ സമയം എടുക്കുന്നത് കാരണം ഈ രീതി സാധാരണ ക്ലാസ് മുറികളിൽ പ്രായോഗികമല്ല.	<input type="checkbox"/>	<input type="checkbox"/>
25. എല്ലാ വാക്കുകളും ഈ രീതിയിലാണ് ഞാൻ പഠിക്കേണ്ടത് എന്ന് വിശ്വസിക്കുന്നു.	<input type="checkbox"/>	<input type="checkbox"/>
26. ഈ രീതിയിലൂടെ പഠിക്കുമ്പോൾ സ്വയം പഠിക്കുന്നതിന്റെ സംതൃപ്തി അനുഭവിച്ചിരിയുന്നു.	<input type="checkbox"/>	<input type="checkbox"/>
27. പരിചയമില്ലാത്ത വാക്യങ്ങൾ ധാരാളം ലഭിക്കുന്നത് കൊണ്ട് അത്തരം വാക്യങ്ങൾ പിന്നീട് കാണുമ്പോൾ അപരിചിതത്വം തോന്നാറില്ല.	<input type="checkbox"/>	<input type="checkbox"/>
28. ഈ രീതിയിലൂടെയുള്ള പഠനം എനിക്ക് വളരെയധികം ഇഷ്ടമായി.	<input type="checkbox"/>	<input type="checkbox"/>
29. ഇതുപോലെയുള്ള മെറ്റീരിയലുകൾ എനിക്ക് പ്രിയായി കിട്ടിയിരുന്നെങ്കിൽ ഇംഗ്ലീഷ് പഠനം കൂടുതൽ എളുപ്പമായേനെ .	<input type="checkbox"/>	<input type="checkbox"/>
30. എന്നെ സംബന്ധിച്ച് ഈ രീതി ഒട്ടും പ്രയോജനകരമല്ല.	<input type="checkbox"/>	<input type="checkbox"/>
31. ഇംഗ്ലീഷിനോടുള്ള പേടി കുറയ്ക്കുന്നതിന് ഈ രീതി സഹായകരമായിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
32. വാക്കുകൾ തിരയുമ്പോൾ അതിന്റെ മലയാളത്തിലെ അർത്ഥം കൂടി ഉണ്ടെങ്കിൽ എന്ന് ആഗ്രഹിച്ചിട്ടുണ്ട്.	<input type="checkbox"/>	<input type="checkbox"/>
33. പഠിച്ച തുടങ്ങുമ്പോൾ മുതൽ ഇംഗ്ലീഷ് അധ്യാപകർ ഈ രീതി തന്നെ ഉപയോഗിക്കണം എന്നാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്.	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX H**  
**FAROOK TRAINING COLLEGE**  
**Research Centre in Education**  
**University of Calicut**

**STUDENT OPINIONNAIRE**  
**(English)**

Name .....

Age .....

Boy                   Girl

Read each of the statements below carefully and mark your opinion in the appropriate column .

	<b>Yes</b>	<b>No</b>
1. I feel that corpora is better than a dictionary because there are many descriptions and contexts of words are available.	<input type="checkbox"/>	<input type="checkbox"/>
2. Learning through this method has made me interested in learning more words.	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning the meaning of words in this way is more motivating for me because I get lot of opportunities to search and find out for myself even if I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can easily remember the meaning of words learned through this method.	<input type="checkbox"/>	<input type="checkbox"/>
5. Learning in this way has increased my ability to understand the meaning of words from context.	<input type="checkbox"/>	<input type="checkbox"/>
6. This method has been very helpful in learning the spelling of words.	<input type="checkbox"/>	<input type="checkbox"/>
7. I like learning new words using corpora.	<input type="checkbox"/>	<input type="checkbox"/>
8. My listening comprehension skills have improved by listening carefully to the instructions and other information given by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
9. We get to read many sentences related to each word. This has improved my reading comprehension skills.	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel interested in writing and speaking using the words I have learned in this way.	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Yes</b>	<b>No</b>
11. This method has helped me to write without spelling mistakes.	<input type="checkbox"/>	<input type="checkbox"/>
12. I can use English confidently by learning the appropriate use of words.	<input type="checkbox"/>	<input type="checkbox"/>
13. I prefer to use online materials rather than finding meaning using paper materials.	<input type="checkbox"/>	<input type="checkbox"/>
14. I find it difficult to read and understand the content of the sentences I get when searching for the meaning of words in this way.	<input type="checkbox"/>	<input type="checkbox"/>
15. When I read to understand the correct use of a word, I am often bothered by the presence of unfamiliar words.	<input type="checkbox"/>	<input type="checkbox"/>
16. This method is effective in learning different forms of words easily.	<input type="checkbox"/>	<input type="checkbox"/>
17. I have found it difficult to understand the appropriate use of words due to unfamiliar contexts in the given materials.	<input type="checkbox"/>	<input type="checkbox"/>
18. This method has made it possible to learn in a fun way instead of learning without looking at the meaning of words.	<input type="checkbox"/>	<input type="checkbox"/>
19. This method of finding the meaning of words on my own is difficult for me.	<input type="checkbox"/>	<input type="checkbox"/>
20. I feel proud when I find the meaning of words and share it with the group and class.	<input type="checkbox"/>	<input type="checkbox"/>
21. This method is very difficult for me as I cannot read and understand even simple English.	<input type="checkbox"/>	<input type="checkbox"/>
22. I feel confident in using this method when the teacher is with me to explain.	<input type="checkbox"/>	<input type="checkbox"/>
23. When I see new words, I now find the meaning using Corpora.	<input type="checkbox"/>	<input type="checkbox"/>
24. This method is not practical in regular classrooms because it takes a lot of time to find the meaning of words.	<input type="checkbox"/>	<input type="checkbox"/>
25. I must learn all the words this way.	<input type="checkbox"/>	<input type="checkbox"/>
26. I feel the satisfaction of learning by myself when I study through this method.	<input type="checkbox"/>	<input type="checkbox"/>
27. I get a lot of unfamiliar sentences, so I don't feel strange when I see such sentences later.	<input type="checkbox"/>	<input type="checkbox"/>

*Appendix*

	<b>Yes</b>	<b>No</b>
28. I really liked studying through this method.	<input type="checkbox"/>	<input type="checkbox"/>
29. If I had materials like this for free, learning English would have been easier.	<input type="checkbox"/>	<input type="checkbox"/>
30. This method is not useful at all for me.	<input type="checkbox"/>	<input type="checkbox"/>
31. This method has helped me reduce my fear of English.	<input type="checkbox"/>	<input type="checkbox"/>
32. I wish there was also a Malayalam meaning when I search for words.	<input type="checkbox"/>	<input type="checkbox"/>
33. I wish English teachers would use this method from the beginning of learning.	<input type="checkbox"/>	<input type="checkbox"/>