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**Designing corpus-based supplementary activities to promote motivation in the English
classroom among 9th-grade learners in Ruila Basic School.**

MA thesis

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Abstract

Learning a language is not simply following a textbook. This research paper is aimed at studying into such a key factor as motivation among adolescent learners towards learning English, finding out their needs as well as compiling a textbook corpus and creating corpus-based materials to use in the classroom. A questionnaire that also measures motivation will be used to find out what motivates the students, what types of exercises they find interesting and useful for the learning of English, and if they find the choice of activities offered by the current textbook interesting and motivating enough. A corpus of textbook texts will be created, analysed and used for materials design. Another short questionnaire will be used to find out what the learners think about the newly created materials.

Introduction

The topic of this Master Thesis is “Designing example supplementary activities to promote motivation in the English classroom among 9th-grade learners in Ruila Elementary School.”

I teach English as a Foreign Language in a state-owned basic school. Most of my students are aged 10-16. In my job, I use various teaching aids and methods, including course books, photocopiable resources, task-based activities, the Internet, the Smart Board, group and pair work, etc.

The main problem I have faced during my career as a teacher of English as a Foreign Language is a lack of motivation amongst adolescent pupils. In her research, Wiśniewska (2013) points out at the same problem, stating that “adolescents are very often unmotivated to learn, are disaffected and disengaged” (Wiśniewska, 2013). This problem may be caused by several factors, such as a mixture of students with different learning styles and abilities (mixed-ability classes), or course books being influenced by Cambridge or National Curriculum exams and thus reducing their choice of activities to those focused on passing the exams. For many teachers, simply following a textbook is an easy job. However, it can be quite boring. For example, students must read about Nelson Mandela. The students might and will wonder why they would they want to read about Nelson Mandela or listen to two English gentlemen who have too much money and go around the world on a yacht. The students would rather do more speaking practise and correction in class, as this is what they expect from a teacher. Throughout his work, Kubota (1998) argues that recent textbooks contain a number of “amusing” infantilized illustrations as well as topics and trivial content, thus leaving very little space for developing critical thinking within such superficial understandings of language and culture (Kubota, 1998).

There are, however, a few good economic and pedagogical reasons why books could be a useful resource in the language classroom. In his article, Kubota (1998) discussing EFL teaching in Japan, claims that textbooks could formulate “the otherness” of native (national, source) cultures for EFL learners and help them to find their own cultural identity (Kubota, 1998). Nevertheless, textbooks are only one of the many resources teachers can use to create stimulating lessons in the classroom.

The other problem is that to save money and “promote interactive lessons”, the school has decided not to buy supplementary workbooks to the main course book “Key English 9”, which only consists of reading texts and a few comprehension questions at the end of each text. I have been using this textbook for two years now and have discovered that some of the topics covered in it are not interesting and motivating for my learners. This has also raised a question whether the reading texts in the textbook are corpus-based and reflect trends in how native speakers use English. As Römer (2008) puts it, although recurring word combinations and prefabricated word chunks could potentially foster fluency, accuracy and idiomaticity, many contemporary coursebooks still lack such information and exercises on typical collocations.

In addition, some students simply show reluctance against foreign language learning with no obvious reason at first sight. Discipline is sometimes a problem, although at this age it is not an issue. Some learners get distracted because the lesson is either too easy or difficult for them. Many students tend to use their L1 persistently. All these problems, however, may, largely, be caused and explained by the lack of motivation due to inappropriate content or lesson structure (Baxter, 1997; Dörnyei, 2001).

Preliminary Hypothesis

The preliminary hypothesis of this Master Thesis is that my students are mostly intrinsically motivated in learning English and they are studying it because not only they have to, but also, they do have a positive attitude towards learning the language. They are generally happy with the classes, but they do not find the choice of activities offered by the textbook (which was probably written without referring to corpus data) motivating enough and they would like their opinion to be considered by their teacher when creating learning materials. The students would like to be presented with a variety of activities to take the most out of their language learning experience. I would also like to take the liberty of hypothesizing that the texts in the textbook I am currently using (Key English 9) have been created without taking into consideration how the English language is used in real life, i.e. without consulting any corpus of modern English to investigate different possible ways words are used. The book was originally created for Finnish students and then translated into Estonian. In addition, most of its authors are non-native speakers of English.

Research suggests that providing choice enhances intrinsic motivation, effort, task performance, and perceived competence, among other outcomes (Patall, Cooper, & Robinson, 2008). Thus, going beyond a textbook and giving students choice of activities will result in increased intrinsic motivation and lead to better and more productive learning.

Procedure

In this Master Thesis, I will focus on creating supplementary corpus-based activities, considering my learners' needs and interests, which can be used as supplementary materials to the present textbook or independently to promote learning English as a Foreign Language. I will build a textbook-based corpus and compare the distribution of words and lexical patterns found

in it with the presentations of the same items in the general reference corpus, i.e. Corpus of Contemporary American English (COCA).

First, I will look into specific literature and find out what has been written in this field. My 9th-grade students are 15 – 16 years old, so I will concentrate on this age group (adolescents). I will pay particular attention to problems that adolescents have in learning English and what can be done to increase their motivation. I will also create a motivation and needs analysis questionnaire to find out what topics my students prefer to learn about, what activities motivate them, and what kind of problems they currently experience in class. I will use the created materials with my students, and at the end of the course, I will implement a short survey to find out to what extent the students have enjoyed the materials and found them motivating and beneficial to their learning of the English language.

Chapter 1

1. Motivation in the Classroom

1.1. Types of Motivation

There are two types of motivation – *extrinsic* and *intrinsic* motivation. Dörnyei & Ushioda (2011) tell us that intrinsically motivated behaviour is performed in order to experience pleasure and satisfaction, i.e. for its own sake. Intrinsically motivated students experience, according to Iwaniec and Ullakonoja (2016: 277 – 300), positive feelings of interest, curiosity, excitement, enjoyment, competence and self-determination. Intrinsically motivated behaviour is creative and flexible, and can only be only triggered if learners have a free choice of activity. Intrinsic motivation is highly influenced by goals, which act like anchors, structuring learners' behaviour. In turn, for goals to be truly motivational, they need to be considered achievable (Iwaniec & Ullakonoja, 2016: 287 – 288). Dörnyei & Ushioda (2011) point out at three subtypes of intrinsic motivation: *motivation to learn and satisfy one's curiosity*, *motivation towards achievement and coping with challenges*, and *motivation to experience stimulation or pleasant sensations*.

Extrinsic motivation is seen as an antipode to intrinsic motivation, as it is shaped by extrinsic rewards, such as good grades or avoiding punishment. There are four types of extrinsic motivation: *external* (coming from external sources such as rewards), *introjected* (shaped by externally imposed rules), *identified* (arising from one's awareness of the values and usefulness of an activity), and *integrated* (involving one's choiceful behaviour assimilated with their other values, needs and identity) (Dörnyei & Ushioda, 2011: 24).

1.2. Motivation Towards the Learning of English Among Adolescent Learners

In his study about motivation among adolescent students, Huang (2017) concentrates on the most influential current L2MSS (L2 Motivational Self System) model, which “reconceptualises L2 motivation as a language learner’s identity with future self-projections” (Huang, 2017: 5). According to the model, there are three major key components, which influence motivation among adolescent learners – the ideal L2-self, the ought-to L2-self, and the L2 learning experience. The ideal L2-self is a learner’s vision of himself or herself as a proficient user of the target language, which includes personal hopes and serves as motivation to learn the target language. The ought-to L2-self is heavily influenced by society, parents, and peers. The third factor is the attitude of the learner toward learning a language, which is affected by the immediate learning environment, experiences of learning success and other motives that are situation-specific. According to Iwaniec and Ullakonoja (2016), the ideal L2-self has been confirmed to be a significant motivation factor and there is a clear connection between enhanced levels of motivation and ideal L2-self. However, as Huang (2017) points out, some other studies suggest that while the ideal L2-self was an important factor that motivates adolescent learners, other studies revealed that foreign language learning experiences or attitudes toward language learning play the major role in younger learners’ motivation. In adolescent learners, especially in those who are learning English in a compulsory curriculum, their future self-guides have not yet developed fully, so the experiences and attitudes they gain from compulsory classes act as stronger motivational forces. When it comes to the ought-to L2-self, Iwaniec and Ullakonoja (2016) argue that the force of this component of language-learning motivation seems to be

limited, as it expresses rather extrinsic than intrinsic motives, especially in the Central European context.

We shall now look at the third component the L2 motivational self-system - the learning experience of language learners it is shared with. The most significant others in the language-learning environment are parents, peers, and language teachers. However, while some research proved that although parents are highly supportive of language learning, in some countries, such as China, the influence of parents has been found to be relatively mild. It also applies to the influence of peers, even though it may have a positive effect on language learning (Iwaniec & Ullakonoja, 2016).

One of the reasons for lack of motivation among adolescent learners could be that the student is having problems at home or with their classmates or even both. In this case, their deficiency needs i.e. needs for safety and belonging are not met, so they will not move to the growth needs unless their deficiency needs have been met (Eggen & Kauchak, 2013). The teacher needs to be emotionally supportive and definitely has to find out what is happening to the students and whether they are subject to any abuse.

In addition, according to Piaget's *Theory of Cognitive Development*, the learner might have not yet reached the required stage of cognitive development, e.g. "formal operations", which would allow them to think logically, understand and learn abstract concepts, and plan their activities. According to research, only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally even during adulthood. The student might not simply have the existing understanding to explain new experiences. What the teacher can do is to provide concrete experiences that represent abstract concepts and help the learner to link the concrete representations to the abstract idea (Eggen & Kauchak, 2013: 34 – 42).

2. Corpora and Language Teaching

Al Saeed and Waly (2009) tell us that a lot of research has been undertaken to study the effectiveness of using corpus linguistics as a teaching technique to find out how native speakers of English use certain language forms, lexical items, and fixed expressions. During the last two decades, corpora have not only been used in linguistic studies but also within the teaching and gaining knowledge of languages. There is now a considerable variety of purely corpus-based reference materials (including dictionaries and grammar reference books) that both teachers and learners can use. In his article, Römer (2008), investigates the relationship between corpus linguistics and language teaching and provides an overview of the most important pedagogical applications of corpora. He stipulates that language teaching benefits from the resources, methods, and observations provided by corpus linguistics, whereas the latter is given significant impulses by language teaching that enable it to develop further. Teachers will find extensive general corpora to be a valuable source in the design of language teaching materials which emphasise communicative and lexical competences and which prioritize items that learners are most likely to encounter in real life communicative situations (Römer, 2008). Kırkgöz (2006: 281 – 298) agrees with Römer, adding that now when concordancing programs have become widely available, students are able to perform direct analysis of language. Concordancing programs also help teachers to design language courses and teach vocabulary of English. According to Kırkgöz (2006), corpus-based activities promote noticing lexical items, which is a necessary requirement for acquisition to occur. This can be done by bringing numerous instances of a target word or phrase to the students' attention to enable them to notice the key word. Aswini & Srinivasan (2015) add that corpora can be used in syllabus design, material development, and classroom activities.

As stated above, corpora provide invaluable sources for creating authentic learning materials. However, according to Al Saeed and Waly (2009), more studies need to be carried out to provide evidence that corpora are useful for not for material design, but for language learning itself. During the last few years, a few studies have been undertaken with the focus on how the students benefit from using corpora. Findings revealed that corpora could help improve students' language proficiency and most of the participants admitted that they are very constructive for their learning and they would use corpora for future reference (Al Saeed & Waly, 2009). Paker and Özcan (2017) also share this point of view, adding that the exposure to authentic texts challenges students to make generalizations and observe patterns of language behaviour as it encourages learners to process text better and to schematize and organize their knowledge.

Thus, language corpus is not only the basis of empirical data to validate our ideas about the language, but it also helps to identify those language features that otherwise might have slipped away from our view (for example, frequent lexical phrases and idioms). Al Saeed and Waly (2009), who claim that corpora provide students with authentic contexts and information about the pragmatic use of such language features as idioms, modal and phrasal verbs etc., also support this argument (Al Saeed & Waly, 2009).

2.1. Direct and Indirect Applications of Corpora

Römer (2008) points out that there are two types of applications of the pedagogical corpus – *direct* and *indirect*. Applied “indirectly”, corpora can help the teacher or curriculum designer to decide what to teach and when to teach it. Corpora can be accessed “directly” by teachers and students in the language teaching classroom in order to assist in the teaching process. Direct application of corpora, thus, affects how something is taught and learnt. Indeed, corpora and the information obtained from them can exert a powerful effect on course design and the content of

teaching materials. Scholars suggest syllabi that are based on frequently occurring words rather than on grammatical structures. However, not only frequency but also other relevant criteria, such as range, availability, coverage and learnability should be considered by material and syllabus designers (Römer, 2008).

Römer (2008) brings forward the two major advantages of corpus-based materials and reference works - they include corpus-derived data on frequency distribution and variation in the register and they contain authentic instead of invented examples. He adds that numerous scholars have stressed out the importance of presenting learners with authentic language examples, as they “offer improved representations of the language she or he wants to study” (Römer, 2008: 116).

While corpus-based textbooks, reference works and materials are examples of the indirect application of corpora, the direct approach is much more teacher- and learner-focused. Teachers and language learners can explore corpora and concordances themselves and learn about language patterns and the behaviour of words and phrases in their own way. Römer (2008) refers to this approach as DDL or “data-driven learning” and claims that “corpora will clarify, give priorities, reduce exceptions and liberate the creative spirit” (Römer, 2008: 119). DDL facilitates autonomy as it encourages learners to find out things for themselves and it has a great pedagogical potential. Teachers may also benefit from using corpora as this can help them to design a motivating data-rich learning environment and refine their own knowledge of the target language.

2.2. Designing Corpus-Based Materials

There have been numerous successful attempts to design materials and even courses that are explicitly based on data derived from corpora. For example, Kırkgöz (2006: 281 – 298) describes the process of designing a corpus-based English reading course for academic purposes,

which includes such elements as needs analysis, compiling a specialized corpus and concordance analysis. Lexical-frequency lists were produced as the first stage of processing the corpus to create a lexical profile. To lower the vocabulary burden on the students, 74 content words were selected, based on the frequency of the occurrence in the whole corpus, so the students would only learn what was necessary to learn. Concordances for the lexical component of the course were selected on the basis of significantly co-occurring collocates of the 74 key words, examined using a synoptic profile in the concordancing package of the computer software. Finally, the lexical items were sequenced by increasing order of conceptual difficulty and complexity. The author claims that corpus-based data helped the students become familiar with elemental items of the vocabulary of their future studies. She adds that the reading course she created provided her students with a good foundation in preparing to continue their studies in English (Kırkgöz, 2006).

Consistent with previous research, Paker & Ergül (2017) describe another study aimed at finding out the effectiveness of corpus-based activities in vocabulary teaching and investigating students' attitudes towards corpus-based vocabulary activities. The activities included analyzing concordance lines and answering questions, matching activities, and gap filling exercises. Their study revealed that corpus-based vocabulary activities were beneficial for learning the meaning of vocabulary and the target words. Participants stated that corpus-based activities promoted their strategy to infer the meaning of unknown words from the context and raised their consciousness about the different usages of the words.

Designing corpus-based materials needs a careful and subtle approach. In this case, the teacher selects what they consider useful and appropriate for their students, and then the task of the teacher is to act as a facilitator, filtering corpus-based information for didactic purposes. The “filters” may be our vision of educational process, the curriculum, culture, traditions, etc.

Below are the basic steps for choosing lexis for corpus-based materials (Kırkgöz, 2006):

1. Compiling a specialized corpus using computer facilities.
2. Producing lexical-frequency lists for the entire corpus and creating a lexical profile.
As it is highly unrealistic to expect learners to learn all the lexis, it is essential to give learners the repeated exposure to the most frequently occurring words for learning important lexical items.
3. Selecting an adequate number of content words based on the frequency of the occurrence in the whole corpus (the words that collocate on either side of the keyword rapidly and reliably).
4. Examining using a synoptic profile the collocates of the chosen keywords. Only the words appearing with high frequency need to be brought to the attention of the learners.

2.3. Types of corpus-based activities

A number of activities can be designed with corpus-driven data in mind. Below are some examples (School of Linguistics, n.d.; Al Saeed & Waly, 2009):

1. Collocation match – students are presented with two columns of collocates in random order and asked to match one part of the collocation with another one (Worksheet 1).
2. Multiple choice – students are given several options, of which only one is correct (Worksheet 9).
3. Open cloze – students are given a sentence, in which a collocation phrase is missing and they must write the correct phrase (Worksheet 8)
4. Word bank – students are given a gapped sentence or text, and a bank of collocation phrases that they must analyse and paste into the gap (Worksheet 2).

5. Choosing one word that can be used appropriately in several sentences (Worksheet 3).
6. Writing adjectives into their collocational positions to make complete phrases (Worksheet 7).
7. Verb pairing – with such verbs as *make* and *do* (Worksheet 13).
8. Easily confusable words – students often have problems with so-called commonly *confusing/confused words*, e.g. *raise vs rise, residence vs residents, believes vs beliefs*. These pairs of words can be found in corpus and sentences containing these words can be randomly selected to create an exercise (Worksheet 6).

In addition, corpus-based exercises can include that on choice among synonyms, or a part of lexical item, redundant words, derivation, conversion, formational affixes (Worksheet 8), and spot the error activities (School of Linguistics, n.d.; Al Saeed & Waly, 2009).

It can be argued that the types of exercises mentioned above can be created without consulting corpora. Indeed, the teacher can simply use word combinations known to themselves and create, for example, a collocation match exercise or produce a sentence for an open cloze sentence task. However, while native English speakers will be able to perform this task since English is their mother tongue and they subconsciously “feel” what is right and what is wrong, non-native teachers of English might themselves produce a lexical item that is not authentic, e.g. *place yourself at risk** instead of *put yourself at risk*. Thus, it is always a good idea for non-native teachers to consult corpora when creating exercises for their students.

2.4. Restrictions and Limitations of Using Corpora to Create Materials

It is difficult to argue that corpus work can be extremely beneficial to the learner. However, more comprehensive descriptions of different types of language, based on larger

collections of data, are needed. Thus, more and larger corpora of different types of written and especially spoken data need to be compiled. Schools need to be equipped with computers and appropriate corpus software packages that are free and easy to use. Some corpus software is not freely available for teachers and students. In addition, some students may be confused because of the massive amount of search results. Moreover, many EFL teachers avoid using and integrating corpus-based activities in their classrooms as they find it a challenging teaching practice, or they believe that creating corpus-based activities is a difficult task (Al Saeed & Waly, 2009). As an alternative, learners and teachers could be introduced to the resources available online and shown the potential of the Internet as a huge source of language data. In addition, teachers and learners need to be given a basic training in accessing and using corpora and in working with and evaluating concordances (Römer, 2008). Al Saeed and Waly (2009) support this view, adding that the teacher occupies a dominant role in using corpus in the classroom, as in order for the students to benefit from corpora, teachers need to be well educated on how to use corpora first. In addition, according to Paker and Ergül (2017), it may be time-consuming to find concordance lines relevant to different levels of proficiency. Finding authentic concordance lines for higher level students is easy, while concordance lines for lower proficiency levels need simplification and adaptation.

The task of educating teachers about corpus can be divided into three stages. The first stage is to explain what corpus is and how it can be used for the preparation of teaching materials. The second stage is to learn how to critically evaluate corpus-based materials, and, building on these skills, independently defend their interests among scientists and publishers of didactic literature. Finally, the third stage is to develop teachers' own skills of using corpus and help them create their own corpora, better suited to their needs. Only in this way will teachers, from passive users of dictionaries and grammar books, become active participants of the Corpus Revolution.

3. The Role of Needs Analysis in Developing Teaching Materials

Richards (2001) defines needs analysis as “procedures used to collect information about learners’ needs.” (Richards, 2001: 51). Needs analysis is based on the belief that learning is a process in which learners can and should participate. It helps the learners to reflect on their learning establishes learning as a dialogue between the teacher and the learners (Graves, 1999). Nunan (1988) points out that accommodating learners’ needs and preferences is vital in designing a learner-centred curriculum (Nunan, 1988). Kırkgöz (2006) agrees that “needs analysis is the first stage in a course design” (Kırkgöz, 2006: 282).

According to Nunan (1988), there are two types of needs analysis – *learner analysis*, with learner’s needs in its centre, and *task analysis* that is to deal with the skills and knowledge required by the learner in order to carry out real-world communicative tasks. The information they gather can be objective, i.e. factual, like age, nationality, etc. and subjective that reflects the perceptions, goals, and priorities of the learner (Nunan, 1988).

In her paper aimed at exploring the role and purpose of needs analysis in English language material development Veena (2016) claims that needs analysis is the first step in developing a course, which affects the subsequent course activities through its efficacy and relevancy. Its main purposes are to discover the required skills a learner needs, to find out the gap between needs and abilities and to gather information about a particular problem that learners might encounter. Needs analysis also considers the concerns and attitudes of the learners. Every learner has their own views and opinions about what they feel useful. This information can be gathered through questionnaires that cover a range of needs. Such needs analysis is not expensive, does not take too much time of both teachers and learners and provides the results that are easy to understand and incorporate into the process of materials design. However, according to Veena (2016), while

needs analysis helps the teacher to identify the strengths and weaknesses of their students, their level of language may influence the extent to which they understand the questions, which may lead to wrong information about their needs. Thus, the language complexity of a needs analysis questionnaire should be appropriate for the target group, and if necessary, the questions should be translated into the learners' mother tongue. Giving prior instructions to the students and providing them with more details during need analysis might serve as another solution for the problem (Veena, 2016).

It is difficult to argue with the statement "teaching materials play an important role in the language teaching and language learning" (Hu, 2016: 2167). They play the leading role in foreign language teaching, affecting teachers' teaching method and teaching aims and should be designed considering the educational context and learners' needs. Teaching materials must concentrate on developing learners' communicative and linguistic competence. They should arise learners' interest in learning the target language by more enjoyable tasks and activities, which involve some authentic materials in the classroom (Hu, 2016: 2168).

Chapter 2

1. Motivation and Needs Analysis Questionnaire Results

To measure motivation for further reference and to find out what activities motivate students, I created a questionnaire, which also measures the learners' attitude towards the current textbook and its topics, as well as the range of activities that the textbook has to offer. The questionnaire consists of 69 questions divided into 14 sections. Sections 1-10 measure different variables influencing motivation (the ideal L2-self, the ought-to L2-self, and the L2 learning experience) and the questions were adapted from Dörnyei and Ushioda (2011). The remained sections refer to classroom activities, including learning language skills and types of tasks as well as to the interestingness of the textbook topics and activities. Part of the questions was adapted from Wiśniewska (2013) and the rest of the items are based on my own experience and the needs analysis questionnaire I created during the Cambridge Delta Module 2 course. A six-point Likert scale was used to measure students' attitudes by asking the extent to which they agree or disagree with a particular statement. The scale was as follows: 1 – strongly disagree, 2 – disagree, 3 – slightly disagree, 4 – slightly agree, 5 – agree, 6 – strongly agree (Picture 1).

1. Criterion measures

Form description

1.1. I would like to concentrate on studying English more than any other topic *

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

Picture 1. Motivation and needs analysis questionnaire.

The original language of the questionnaire was English, but the students were told about the importance of the survey and encouraged to ask for help should they face any unknown words

or expressions. They were also taught necessary vocabulary before they proceeded to answer the questions.

The results of the needs analysis have proved the preliminary hypothesis that my students are mostly intrinsically motivated in learning English and they are studying it because not only they have to, but they do have a positive attitude towards learning the language. The high mean and median scores for the questions in the Ideal-L2-self section (Section 2) prove that the students have a clear vision of themselves as a proficient user of the English language and can easily imagine being someone who can speak fluent English or attend a university in an English-speaking country (Picture 2). The very low standard deviation for the first statement indicates the high extent of self-efficacy belief among all the learners.

| | Mean score | Median score | Standard Deviation |
|--|------------|--------------|--------------------|
| Ideal L2 self | | | |
| I imagine myself as someone who is able to speak English | 5.70 | 6.00 | 0.67 |
| I can imagine myself living abroad and having a discussion in English | 5.30 | 6.00 | 1.06 |
| I can imagine a situation where I am speaking English with foreigners | 5.00 | 5.00 | 1.15 |
| I can imagine myself studying in a university where all my courses are taught in English | 4.40 | 5.00 | 1.35 |

Picture 2. Ideal L2-self

The very low mean and median scores for the last four statements in the Ought-to-L2 section (Section 3) indicate that the students are not heavily influenced by the fear of letting down other people or being punished by their parents. Instead, their extrinsic motivation rather comes from such external sources as their awareness of the values and usefulness of learning English and their choiceful behaviour assimilated with other values and needs (Picture 3).

| | Mean score | Median score | Standard Deviation |
|--|------------|--------------|--------------------|
| Ought-to L2 self | | | |
| It will have a negative impact on my life if I don't learn English | 4.40 | 6.00 | 2.22 |
| I consider learning English important because the people I respect think that I should do it | 3.80 | 4.00 | 1.40 |
| My parents/family believe that I must study English to be an educated person | 3.80 | 4.00 | 1.62 |
| My parents encourage me to study English | 3.10 | 2.50 | 2.02 |
| My family put a lot of pressure on me to study English | 2.30 | 1.50 | 1.70 |
| If I fail to learn English I'll be letting other people down | 2.20 | 2.00 | 0.63 |
| I have to study English, because, if I do not study it, I think my parents will be disappointed with me. | 1.80 | 1.00 | 1.32 |
| I must study English to avoid being punished by my parents/relatives | 1.70 | 1.00 | 1.34 |

Picture 3. Ought-to L2-self

All students strongly believe that if they perform well, a valued outcome (getting a good job in our case) will be achieved. The maximum score for the first statement in the Instrumentality – prevention section (Section 5) correlates with the very high score for the second statement in the same section (Picture 4). On the other hand, the students have no intention to not finish school or get bad marks. However, they are not too much worried about being considered incapable of learning the language.

| | Mean score | Median score | Standard Deviation |
|--|------------|--------------|--------------------|
| Instrumentality – promotion | | | |
| Studying English can be important to me because I think it will someday be useful in getting a good job | 6.00 | 6.00 | 0.00 |
| Studying English is important to me because with English I can work globally | 5.70 | 6.00 | 0.67 |
| Studying English can be important to me because I think I'll need it for further studies | 5.10 | 5.50 | 1.20 |
| The things I want to do in the future require me to use English | 4.40 | 4.50 | 1.58 |
| I study English in order to keep updated and informed of recent news of the world | 4.30 | 4.00 | 1.42 |
| Instrumentality – prevention | | | |
| I have to learn English because without passing the English course I cannot finish school | 4.70 | 5.00 | 1.16 |
| I have to learn English because I don't want to fail the English course. | 4.10 | 4.00 | 1.37 |
| I have to study English because I don't want to get bad marks at school | 4.10 | 4.50 | 1.60 |
| Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weaker student | 3.30 | 3.00 | 1.49 |

Picture 4. Instrumentality

The students seem to genuinely enjoy their English classes, its atmosphere as well as the English language itself. The mean score for these sections (Sections 6-7) varies from 4.20 to 5.20, with the standard deviation being relatively low (Picture 5).

| | Mean score | Median score | Standard Deviation |
|--|------------|--------------|--------------------|
| Attitudes toward learning English | | | |
| I like the atmosphere of my English classes | 5.20 | 5.50 | 1.03 |
| I find learning English really interesting | 5.20 | 5.00 | 0.79 |
| I really enjoy learning English | 5.00 | 5.00 | 0.82 |
| I would like to have more English lessons at school | 4.50 | 4.50 | 1.27 |
| I always look forward to English classes | 3.80 | 4.00 | 1.40 |
| Interest in the English language | | | |
| I am interested in the way English is used in conversation | 5.10 | 5.00 | 0.99 |
| I like the rhythm of English | 4.60 | 4.50 | 0.97 |
| I feel excited when hearing English spoken | 4.20 | 4.00 | 1.23 |

Picture 5. Attitudes and interest towards learning English

| | Mean score | Median score | Standard Deviation |
|---|------------|--------------|--------------------|
| Cultural interest | | | |
| I like the music of English-speaking countries | 6.00 | 6.00 | 0.00 |
| I like English films | 6.00 | 6.00 | 0.00 |
| I like English magazines, newspapers, or books | 4.90 | 5.00 | 1.29 |
| I like TV programmes made in English-speaking countries | 4.90 | 5.50 | 1.66 |

Picture 6. Cultural interest

The level of anxiety among the students (Section 8) has also been measured during the survey. The results are quite encouraging and prove that the level of anxiety is relatively low

(Picture 7). Nevertheless, the somewhat high standard deviation indicates that there might have been students with a higher level of anxiety, which is understandable considering that the class consists of students with different abilities and aptitude towards learning languages.

| | Mean score | Median score | Standard Deviation |
|--|------------|--------------|--------------------|
| English anxiety | | | |
| I get nervous and confused when I am speaking in my English class | 2.80 | 2.50 | 1.93 |
| If I met an English native speaker, I would feel nervous | 2.80 | 2.50 | 1.75 |
| I am afraid sounding stupid in English because of the mistakes I make | 2.50 | 2.00 | 1.58 |
| English is a very difficult language | 2.20 | 2.00 | 1.55 |
| I am afraid that other students will laugh at you when I speak English | 2.10 | 1.50 | 1.60 |

Picture 7. The level of anxiety

When we consider what activities are of the greatest interest to the students (Section 10), the top five is, according to the results, as follows: group-work, speaking, writing, vocabulary and listening activities. The lower mean score for reading activities can be explained by the amount of the latter offered by the current textbook (Picture 8).

| The interestingness of learning English and English learning activities | | | |
|--|------|------|------|
| I find group work activities interesting | 5.40 | 6.00 | 1.07 |
| I find speaking activities interesting | 5.10 | 5.50 | 1.10 |
| I find writing activities interesting | 4.70 | 5.00 | 1.34 |
| I find learning vocabulary interesting | 4.70 | 5.00 | 1.34 |
| I find listening activities interesting | 4.50 | 5.00 | 1.58 |
| I find reading activities interesting | 4.20 | 4.00 | 1.03 |
| I find testing interesting | 3.90 | 4.00 | 1.45 |
| I find grammar activities interesting | 3.40 | 3.00 | 1.43 |

Picture 8. The interestingness of learning English and English learning activities

On the other hand, when it comes to what activities the students find helpful for the learning of English (Section 11), grammar activities are in the top five, along with free oral practice, discussions, pronunciation and pair/group-work activities. They also find such vocabulary activities as crosswords useful. Following the textbook is of less interest for the learners (Picture 9).

| | Mean score | Median score | Standard Deviation |
|---|------------|--------------|--------------------|
| The helpfulness of English learning activities | | | |
| I find free conversation with other learners of English useful for learning English | 5.60 | 6.00 | 0.97 |
| I find class discussion and debates useful for learning English | 5.50 | 6.00 | 0.85 |
| I find studying English pronunciation useful for learning English | 5.40 | 6.00 | 0.97 |
| I find pair/group work practice useful for learning English | 5.40 | 6.00 | 1.07 |
| I find grammar practice and learning grammar rules useful for learning English | 5.40 | 5.50 | 0.70 |
| I find writing stories or essays useful for learning English | 4.80 | 4.50 | 0.92 |
| I find crosswords and word search activities useful for learning English | 4.80 | 4.50 | 1.14 |
| I find computer-based/online/interactive activities useful for learning English | 4.70 | 5.00 | 1.42 |
| I find online collocation dictionaries and thesaurus activities useful for learning English | 4.60 | 4.50 | 0.97 |
| I find games useful for learning English | 4.60 | 5.00 | 1.65 |
| I find following a textbook useful for learning English | 4.10 | 4.50 | 1.60 |

Picture 9. The helpfulness of English learning activities

The results of the last section (Section 13) also support the preliminary hypothesis that the students do not find the choice of activities offered by the textbook motivating enough and like to be presented with a variety of activities in order to take the most out of their language learning experience (Picture 10).

| | | | |
|--|------|------|------|
| The interestingness of the textbook topics and activities | | | |
| I find the topics in my textbook interesting | 3.80 | 4.00 | 0.79 |
| The textbook provides a great choice of interesting activities | 3.40 | 3.50 | 1.51 |
| I find the activities in my textbook interesting | 3.00 | 3.00 | 1.41 |
| The use of supplementary activities in the classroom | | | |
| I believe that using additional activities will help me to learn English and make English lessons more interesting | 5.00 | 5.00 | 1.05 |
| I believe that the teacher should use different types of activities in addition to what the textbook suggests | 4.80 | 5.50 | 1.55 |
| I believe that simply following the textbook is boring | 3.80 | 3.00 | 1.75 |

Picture 10. Attitudes towards the coursebook and supplementary activities

2. Compiling a Textbook Corpus

In the present material design procedure, the computer-processing packages used in the corpus compiling were AntConc, a freeware corpus analysis toolkit for concordancing and text analysis and AntWordProfiler, a freeware tool for profiling the vocabulary level and complexity of texts. The texts were taken from the Key English 9 textbook, which is currently used in the language teaching classroom with the 9th grade. Only reading texts were used for the creation of corpus. No pre-reading or post-reading questions or activities from the textbook were included.

3. Concordance Analysis

3.1. Individual words

The first step was to count the number of word tokens used in the reading texts. There are 3,015 word types and 14,998 word tokens with the top 3 most frequent words *the*, *and*, *of*. The most frequent lexical words are *people* with 67 hits, *world* with 59 hits and *life* with 37 occurrences. Appendix 2 has a list of nouns that occur more than ten times throughout the book. It can be seen that these nouns are heavily over-represented in the textbook compared to COCA.

The next step was to profile the vocabulary level and the complexity of the texts against the first three thousand most common English words provided by AntWordProfiler. 79.5% of the words in their different word forms in the reading texts belong to the first 1000 most common words, while 7.5% belong to the second 1000 most common words. 2.4% of the words belong to the third 1000 most common words and 10.7% do not belong to any of these. Thus, the textbook provides students with access to 2,122 words, which correlates with the number of words that learners of English at a B1 level should be familiar with according to the Common European Languages Framework (CEFR). There are 143 words that belong to the Academic Word List (Appendix 9). Used in their different word forms, they make up 3% of the whole lexical context of the textbook.

Working with the COCA corpus, the following search parameters were implemented – square brackets were used to include all forms of the word, while POS tags to exclude parts of speech used as other parts of speech, e.g. nouns used as adjectives; search results were grouped by lemmas and displayed per million (Picture 11). Then the corpus search results were divided by 1,000 to be easily compared with the textbook results and rounded to the nearest hundredth.

[List](#) [Chart](#) [Collocates](#) [Compare](#) [KWIC](#)

[POS]

Sections Texts/Virtual Sort/Limit

HITS

KWIC

GROUP BY

DISPLAY

SAVE LISTS

Picture 11. Search Parameters

Then the corpus was searched for the most frequently used English verbs, nouns, adjectives and prepositions, and the first 50 items in each category were chosen. Then, a list of commonly confused words i.e. *advise* vs *advice*, *bare* vs *bear* etc. was compiled, which includes collocates in their immediate context (Appendix 7). In addition, two pairs of verbs that are often confused – *to make* vs *to do* and *to say* vs *to tell* were compared, and a table showing the top 15 verb-object collocates with these words (Appendix 8) was produced.

Now we shall look closely at the occurrences of the first 50 most frequent English lexical verbs. The verbs in Appendix 3 have been lemmatized and sorted according to the frequency they appear in the COCA corpus and then to that in the textbook. As expected, the three most common verbs are *to be*, *to have*, and *to do*. This is not a surprise as they act as both lexical and auxiliary verbs, and I have put them into a separate table in Appendix 3a. They are relatively well represented in the textbook. However, such common verbs as *to say*, *to know*, *to come*, *to want*, and *to tell* are represented disproportionately in the textbook compared to the corpus. On the other hand, verbs like *to go*, *to make*, *to work*, *to like*, *to live*, *to become* are over-represented in

the textbook (more than twice compared to the corpus). The under-represented verbs have been highlighted in red. I will give these verbs priority when designing exercises for my students.

The 50 Most Common Prepositions are given in Appendix 4. They are sorted in the same way as the verbs and other parts of speech. The first position belongs to the preposition *of*, which can be explained that this preposition is also used to show possession, e.g. *the friend of mine*, *the barrel of the gun* etc. Interestingly, the first seven most common prepositions (apart from the preposition *in*) are not adequately represented in the textbook. The most under-represented prepositions are *throughout*, *beyond*, *outside*, and *inside*, which are not represented in the textbook at all. Such prepositions as *upon*, *despite*, *along*, *including*, and *throughout* suffer from being under-represented as well. On the other hand, the textbook produces a good representation of such prepositions as *from*, *by*, *up*, *as*, *about*, *out*, *than*. The under-represented prepositions have been highlighted in red.

The 50 most common nouns in Appendix 5 have also been lemmatized and sorted in two ways, similarly to the verbs and the prepositions. The corpus was also searched for adjectives that are most frequently used with each noun. Initially, the plan was to provide each noun with 10 most frequently used adjectives, but later the list of collocates was profiled against the list of the first 3000 most common English words and the adjectives that did not belong to the list were removed. As a result, the number of adjectives that collocate with each noun may vary from noun to noun. This is also valid in the case of the 50 most common English adjectives in Appendix 6. They have also been lemmatized, sorted and accompanied by the most common nouns they are followed by according to COCA. The most under-represented nouns in the textbook are *woman*, *state*, *case*, *company*, *issue*, *government*, *problem*, *room*, *number*, *system*. Three of the 50 most common nouns (*study*, *program*, *month*) are not represented in the textbook at all. The under-represented nouns have been highlighted in red.

When looking at the list of adjectives in Appendix 6, one can easily spot that adjectives such as *new, whole, only, black, strong, national, low, white, possible* and *major* are not adequately represented in the textbook. On the other hand, some adjectives such as *good, big, old, large, young, important, real* etc are represented twice as much as in the corpus. However, the adjectives *economic, federal, military, recent, and clear*, which are fairly common in the English language, are not represented in the textbook at all. On the other side, students at this level might not need to be taught such domain-specific adjectives as *federal, or military*. The under-represented adjectives have been highlighted in red.

The list of academic words used in the textbook (Appendix 9) is quite interesting as it shows that these words were given high priority by the authors. Most of these words occur more frequently in the textbook than in the corpus. Only 33 of the 143 academic words (23%) in the textbook are under-represented comparing to COCA; the distribution of another 110 academic words is much denser than that in the corpus.

3.2. Multiword Expressions. N-Grams

McNamee and Mayfield (2004: 74) argue that numerous studies proved the efficiency of short character n-grams. They also claim that, according to research, the application of n-grams as an alternative to words could decrease the number of lexical items that learners of English need to memorize ((McNamee & Mayfield, 2004). Indeed, frequent n-grams can be learned as lexical chunks rather than built from the individual items each time the learner needs to use them. This is why I decided to analyze the textbook corpus for n-grams. The search criteria were as follows: the minimum frequency – 3 (so a particular n-gram should appear at least three times throughout the corpus), the minimum range – 2, i.e. at least two texts in the textbook must contain

it, the minimum size – 3 and the maximum size – 6 tokens. Picture 12 depicts the results of the search.

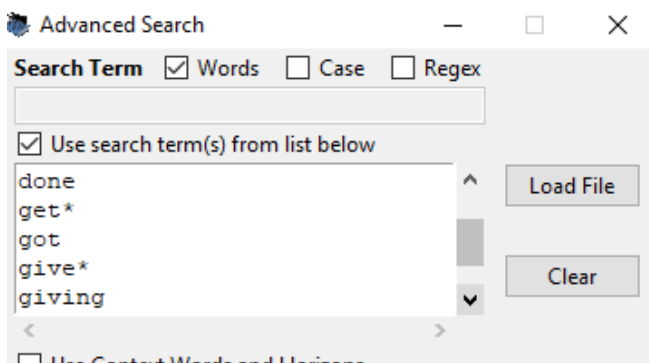
| Rank | Freq | Range | N-gram |
|------|------|-------|--------------------|
| 1 | 24 | 11 | in the world |
| 2 | 16 | 11 | one of the |
| 3 | 13 | 8 | i don t |
| 4 | 9 | 9 | a lot of |
| 5 | 8 | 6 | all over the |
| 6 | 8 | 6 | all over the world |
| 7 | 8 | 6 | over the world |

Picture 12. N-grams

Some of the items inside the n-grams in Picture 12 do not have any relation between them apart from the fact that they appear next to each other. Thus, only meaningful n-grams or *collocations*, i.e. words with a relation between them were chosen to be included in the exercises. As a result, the first table on Appendix 10 contains a list of 40 collocations that are also n-grams as the words they consist of are found immediately next to each other. Some of them are multiword prepositions, e.g. *as well as*, some are sentence frames, e.g. *I think we should*, and some are verb phrases, e.g. *keep going*. The list also contains examples of the usage of the multiword expressions from COCA corpus.

3.3. Multiword Expressions with Delexicalized Verbs

Verbs like *to do*, *to get*, *to give*, *to make*, *to set*, *to take* may produce many collocations due to their nature of carrying little meaning. I analysed the textbook corpus for every possible collocation with all the above-mentioned verbs. I used the advanced search, providing every possible grammar form for each verb, as in picture 13.



Picture 13. Advanced search

The minimum frequency and range were set to 1 as I aimed at finding and analysing all possible combinations. However, it turned out that the textbook only provides a limited choice of collocations with delexicalized verbs (Appendix 10). Nevertheless, compared to the corpus of contemporary American English, the frequency of the occurrence of such multiword expressions in the textbook is much higher than that in the corpus. For example, the collocation *make sure* occurs 2.85 times more often in the textbook compared to COCA, while the occurrence of the multiword expression *get ruined* in the textbook exceeds that in the corpus 1750 times. This short analysis allows for proving the initial hypothesis about the texts in the textbooks having been created without taking into consideration how the English language is used in real life, i.e. the reading texts are far from being authentic.

3.4. Multiword Expressions. Phrasal verbs

Thornbury (2006: 164 – 165) claims that a *phrasal verb* is a *combination* of a *verb* and one or two *particles*. The particle is either an adverb or a preposition, or both, as in (respectively): *look up* (a word in the dictionary), *look after* (the children), *look up to* (someone you respect). Lewis (1993: 92) also claims that phrasal verbs are also known as *polywords*. Shmitt & Siyanova (2007) call such combinations *multi-word verbs*, while Fraser (1976) calls it *verb-particle*

combinations. While the meaning of some phrasal verbs can be sometimes deduced from context, learners often struggle with doing this, even when their individual components are understood.

To search the textbook corpus for phrasal verbs I used advanced search options, using the list of prepositions I created earlier, and adjusting the cluster size from 2 to 4 (Figures 14 and 15).

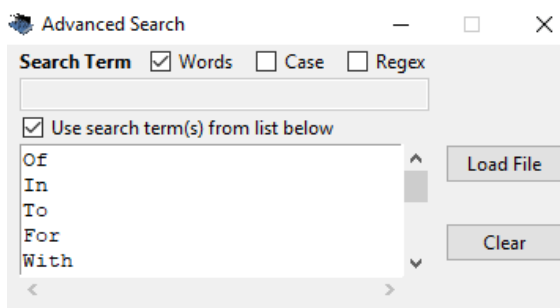


Figure 14. Advanced search. Prepositions

File Global Settings Tool Preferences Help

Corpus Files

| Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List |
|----------------------------|------------------|-----------------------------|--------------------------|------------|-----------|--------------|
| Total No. of Cluster Types | 5066 | Total No. of Cluster Tokens | 5875 | | | |
| Rank | Freq | Range | Cluster | | | |
| 1 | 1 | 1 | briefing. behind | | | |
| 2 | 1 | 1 | s briefing. behind | | | |
| 3 | 1 | 1 | janet's briefing. behind | | | |
| 4 | 1 | 1 | stayed behind | | | |
| 5 | 1 | 1 | had stayed behind | | | |
| 6 | 1 | 1 | dog, had stayed behind | | | |
| 7 | 4 | 4 | from behind | | | |
| 8 | 1 | 1 | head from behind | | | |
| 9 | 1 | 1 | his head from behind | | | |
| 10 | 1 | 1 | came from behind | | | |
| 11 | 1 | 1 | growl came from behind | | | |
| 12 | 1 | 1 | up from behind | | | |
| 13 | 1 | 1 | creeping up from behind | | | |

Search Term Words Case Regex N-Grams **Cluster Size** Min. 2 Max. 4

Start Stop Sort **Min. Freq.** **Min. Range**

Total No. Sort by Invert Order Search Term Position 1 1

Figure 15. Cluster size

As I was aiming at finding as many phrasal verbs as possible, both the frequency and range were set to minimum. Appendix 10 contains the list of phrasal verbs and the frequency of their occurrence in the textbook and in the corpus.

According to Thornbury (2006), phrasal verbs are categorised by their *transitivity* and *separability*. Transitive phrasal verbs require an object, while intransitive do not. If the particle cannot come after the object, a phrasal verb is *inseparable*, while if the object can separate the particle from the main verb, it will be *separable* (Thornbury, 2006: 166). Thus, to search for as many combinations as possible, transitivity and separability had to be taken into consideration (Picture 15). The search parameters will return all forms of the phrasal verb *to send off*, e.g. *was sent off, sent him off, sending the servant off* etc.

Picture 16. Phrasal verbs advanced search

Again, the comparative analysis carried shows that the textbook tends to over-use phrasal verbs, possibly for the sake of learning, as the authors are giving learners an opportunity to face various phrasal verbs in context. However, one might argue that there are too many phrasal verbs which only occur once, so learners will have a very limited exposure to them. Instead, the authors could have chosen 20 – 30 common phrasal verbs, such as *look at, go on, get out* etc. and provide learners with these phrasal verbs in a variety of contexts.

3.5. Different Meanings of Common Verbs

In English, many commonly used verbs have multiple meanings and each meaning has its own patterns and collocations. For example, the verb *to say*, learned at the Beginner (A1) level, is defined by Cambridge Learner's Dictionary as *to speak words*, while the same verb, introduced at the Intermediate (B1) level, means, depending on the context, *to tell someone about a fact, thought, or opinion* or *to give information in writing, numbers, or signs* (Cambridge Learner's Dictionary Online, 2018). In Appendix 11, there is a list of 10 most common English verbs with the frequency of senses they bear and the levels at which they are usually taught.

Conclusion and further implications

The textbook provides students with the number of words that learners of English at B1 level should be familiar with according to the Common European Languages Framework (CEFR). This can be considered as its strongest side. The reading texts in the textbook are also rich in academic words

However, when it comes to the distribution of the most frequently used English words, the results are not satisfying. For example, the nouns that occur more than ten times in the reading texts (Appendix 2) are heavily over-represented in the textbook comparing to COCA. This is also true for verbs like *to go*, *to make*, *to work*, *to like*, *to live*, and *to become*, which are heavily over-represented in the textbook (more than twice compared to the corpus). On the other hand, many common lexical verbs are under-represented, e.g. *to say*, *to know*, *to come*, *to want*, and *to tell*. What is more, some of the most common prepositions (*throughout*, *beyond*, *outside*., and *inside*) as well as common nouns (*study*, *program*, *month*) and adjectives (*economic*, *federal*, *military*, *recent*, *clear*) are not represented in the textbook at all. However, it has been established that the authors of the textbook have given high priority to numerous academic words. There are 143

academic words in the text, whose distribution in the textbook is much denser than that in the corpus.

As for multiword expressions (collocations, phrasal verbs etc.), that the textbook only provides a limited choice of collocations with delexicalized verbs, but still, the frequency of the occurrence of multiword expressions in the textbook is much higher than that in the corpus. Phrasal verbs also seem to be over-used at the first sight, but many phrasal verbs only occur once, so learners will have a very limited exposure to them.

The short post-course survey results (Appendix 12) clearly indicate that the students are satisfied with the choice of activities, with the average rating of satisfaction 7.10 points out of 10. They also claim that they have been offered a good choice of activities (7.8 points) and there were enough activities to keep them interested (8.4 points). I have reversed the wording on the question about the choice of activities to make sure I would get a stronger and more valid measure, and as a result, the students were presented with three questions about the choice of activities with unrelated questions in between. The students enjoyed the activities in all their forms (paper-based, computer-based, SmartBoard activities), but found the computer-based activities most useful for the learning of English. Most of them would like to be given more similar activities in the future. Crossword, word search and spiral grid activities were found the easiest to complete, so it is probably a good idea not to include too many of them in the future exercises as it does not provide enough challenge for the students. Overall, the difficulty of activities was manageable to the class, with the average level of easiness 6.0 points out of 10. Moreover, the students indicated that they would like to learn how to create similar interactive activities for their classmates.

All in all, the initial hypothesis about the texts in the textbooks having been created without taking into consideration how the English language is used in real life has been confirmed

by analyzing the textbook corpus and comparing it to COCA. The research also proved that the students do not find the choice of activities offered by the textbook motivating enough and they would like their opinion to be considered by their teacher and they would like to be presented with a variety of activities to take the most out of their language learning experience. The students have a clear vision of themselves as a proficient user of the English language and can easily imagine being someone who can speak fluent English, thus they are being intrinsically motivated to learn English. They are not heavily influenced by the fear of letting down other people or being punished by their parents, and their extrinsic motivation comes from such external sources as their awareness of the values and usefulness of learning English and their choiceful behaviour assimilated with other values and needs.

It would be difficult to provide a full range of supplementary corpus-based materials within the framework of this Master Thesis. In addition, the textbook corpus could have been analysed to a further extent, e.g. for the concordance plot, N-Grams could have been sorted by probability, or the corpus could have been searched for specific lexical items only etc. It is worth mentioning that the limited number of word tokens in the corpus might not give accurate information about the occurrence of a specific lexical item in the textbook, as some words only occur once in the present textbook, but might have occurred more should the textbook be edited or re-printed. Nevertheless, this Master Thesis provides the teacher with some basic knowledge about using a needs analysis questionnaire to find out their students needs, compiling and analysing a textbook corpus, and creating learning materials based on the findings.

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Appendices

Appendix 1. Motivation and needs analysis questionnaire

1. Criterion measures

- 1.1. I would like to concentrate on studying English more than any other topic
- 1.2. I think that I am doing my best to learn English
- 1.3. I would like to study English even if I were not required
- 1.4. I would like to spend lots of time studying English
- 1.5. I am working hard at learning English
- 1.6. Compared to my classmates, I think I study English relatively hard

2. Ideal L2-self

- 2.1. I imagine myself as someone who is able to speak English
- 2.2. I can imagine myself living abroad and having a discussion in English
- 2.3. I can imagine a situation where I am speaking English with foreigners
- 2.4. I can imagine myself studying in a university where all my courses are taught in English

3. Ought-to L2-self

- 3.1. It will have a negative impact on my life if I don't learn English
- 3.2. I consider learning English important because the people I respect think that I should do it
- 3.3. My parents/family believe that I must study English to be an educated person
- 3.4. My parents encourage me to study English
- 3.5. My family put a lot of pressure on me to study English
- 3.6. If I fail to learn English I'll be letting other people down
- 3.7. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
- 3.8. I must study English to avoid being punished by my parents/relatives

4. Instrumentality – promotion

- 4.1. Studying English can be important to me because I think it will someday be useful in getting a good job
- 4.2. Studying English is important to me because with English I can work globally
- 4.3. Studying English can be important to me because I think I'll need it for further studies
- 4.4. The things I want to do in the future require me to use English
- 4.5. I study English in order to keep updated and informed of recent news of the world

5. Instrumentality – prevention

- 5.1. I have to learn English because without passing the English course I cannot finish school
- 5.2. I have to learn English because I don't want to fail the English course.
- 5.3. I have to study English because I don't want to get bad marks at school
- 5.4. Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weaker student

6. Attitudes toward learning English

- 6.1. I like the atmosphere of my English classes
- 6.2. I find learning English really interesting
- 6.3. I really enjoy learning English
- 6.4. I would like to have more English lessons at school
- 6.5. I always look forward to English classes

7. Interest in the English language

- 7.1. I am interested in the way English is used in conversation
- 7.2. I like the rhythm of English
- 7.3. I feel excited when hearing English spoken

8. English anxiety

- 8.1. I get nervous and confused when I am speaking in my English class

- 8.2. If I met an English native speaker, I would feel nervous
 - 8.3. I am afraid sounding stupid in English because of the mistakes I make
 - 8.4. English is a very difficult language
 - 8.5. I am afraid that other students will laugh at you when I speak English
- 9. Cultural interest**
- 9.1. I like the music of English-speaking countries
 - 9.2. I like English films
 - 9.3. I like English magazines, newspapers, or books
 - 9.4. I like TV programmes made in English-speaking countries
- 10. The interestingness of learning English and English learning activities**
- 10.1. I find group work activities interesting
 - 10.2. I find speaking activities interesting
 - 10.3. I find writing activities interesting
 - 10.4. I find learning vocabulary interesting
 - 10.5. I find listening activities interesting
 - 10.6. I find reading activities interesting
 - 10.7. I find testing interesting
 - 10.8. I find grammar activities interesting
- 11. The helpfulness of English learning activities**
- 11.1. I find free conversation with other learners of English useful for learning English
 - 11.2. I find class discussion and debates useful for learning English
 - 11.3. I find studying English pronunciation useful for learning English
 - 11.4. I find pair/group work practice useful for learning English
 - 11.5. I find grammar practice and learning grammar rules useful for learning English
 - 11.6. I find writing stories or essays useful for learning English
 - 11.7. I find crosswords and word search activities useful for learning English
 - 11.8. I find computer-based/online/interactive activities useful for learning English
 - 11.9. I find online collocation dictionaries and thesaurus activities useful for learning English
 - 11.10. I find games useful for learning English
 - 11.11. I find following a textbook useful for learning English
- 12. The interestingness of the textbook topics and activities**
- 12.1. I find the topics in my textbook interesting
 - 12.2. The textbook provides a great choice of interesting activities
 - 12.3. I find the activities in my textbook interesting
- 13. The use of supplementary activities in the classroom**
- 13.1. I believe that using additional activities will help me to learn English and make English lessons more interesting
 - 13.2. I believe that the teacher should use different types of activities in addition to what the textbook suggests
 - 13.3. I believe that simply following the textbook is boring

1. Criterion measures

Form description

1.1. I would like to concentrate on studying English more than any other topic *

| | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

1.2. I think that I am doing my best to learn English

| | | | | | | | |
|--|---|---|---|---|---|---|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
|--|---|---|---|---|---|---|--|

Picture 17. Online questionnaire

Appendix 2. Nouns that occur more than 10 times throughout the textbook (lemmatized).

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Noun | TB | COCA |
|-------------|-----------|-------------|
| People | 4.47 | 1.75 |
| World | 3.93 | 0.74 |
| Life | 2.47 | 0.82 |
| Day | 1.60 | 1.09 |
| Art | 1.40 | 0.28 |
| Story | 1.27 | 0.43 |
| Bear | 1.27 | 0.05 |
| Book | 1.20 | 0.39 |
| School | 1.13 | 0.80 |
| Hour | 1.13 | 0.35 |
| Animal | 1.13 | 0.13 |
| Part | 1.07 | 0.53 |
| Money | 0.93 | 0.40 |
| Home | 0.87 | 0.42 |
| Kilometre | 0.87 | 0.00 |
| Name | 0.80 | 0.32 |
| Food | 0.80 | 0.27 |
| Sport | 0.80 | 0.14 |
| Television | 0.73 | 0.11 |
| Water | 0.67 | 0.41 |
| Side | 0.67 | 0.38 |
| Health | 0.67 | 0.35 |
| Land | 0.67 | 0.16 |
| Radio | 0.67 | 0.09 |
| Waste | 0.67 | 0.04 |

Appendix 3. Frequency of the 50 Most Common English Lexical Verbs (Lemmatized)

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Verb | TB | COCA | Top Immediate Collocates to the Right (COCA) |
|--------|------|------|---|
| say | 2.14 | 4.87 | anything, something, hello, hey, goodbye, hi, prayer |
| go | 3.87 | 2.93 | back, out, into, ahead, through, home, away, down, far, along |
| know | 2.00 | 2.33 | what, how, why, whether, exactly |
| make | 3.14 | 2.16 | sure, decision, sense, difference, money, mistake, choice, living |
| think | 1.87 | 1.84 | about, twice, differently, critically, creatively |
| see | 2.00 | 1.80 | how, figure, id |
| take | 1.73 | 1.68 | care, look, off, place, away, break, advantage, action, seriously |
| come | 1.00 | 1.57 | back, out, up, here, down, home, together, forward, across |
| want | 0.60 | 1.31 | to go, to see, to talk, to hear, to give, to ask, to thank, to leave |
| look | 1.27 | 1.24 | at, like, forward, closely, mirror, beautiful, alike, carefully, elsewhere, promising |
| use | 1.60 | 1.09 | word, force, term, technology, language, drugs, tools, computer, internet |
| find | 1.07 | 0.99 | out, way, themselves, myself, yourself, difficult, useful, interesting |
| tell | 0.87 | 0.98 | you, me, what, about, how, story, truth, something, difference |
| give | 0.80 | 0.95 | me, up, away, chance, money, credit, example, sense, birth, opportunity, advice |
| work | 2.80 | 0.81 | out, together, hard, closely, effectively, full-time |
| call | 0.87 | 0.76 | police, attention, cop, doctor, help, mother, friend, ambulance |
| try | 0.80 | 0.73 | to get, to make, to do, to find, to be, to keep, out |
| ask | 0.73 | 0.72 | for, question, about, what, if, how, why |
| feel | 0.93 | 0.70 | like, that, about, it, good, as, better, comfortable |
| mean | 0.87 | 0.64 | it, this, that |
| become | 1.00 | 0.63 | more, so, that, part, increasingly, very, less, important, aware |
| leave | 0.93 | 0.59 | alone, for, behind, home |
| put | 0.40 | 0.59 | on, in, to, into, up, out, together, down |
| keep | 0.93 | 0.58 | from, on, up, with, going, in mind, an eye, alive, down |
| let | 0.27 | 0.58 | be, go, get, know, say, ask, see, talk, take |
| talk | 0.20 | 0.58 | about, to, with, of |
| help | 0.40 | 0.55 | you, to get, to make, to understand, to find |
| start | 0.33 | 0.55 | with, to, at, out, over, to talk, to get, from, to look |
| turn | 0.73 | 0.54 | into, on, around, out, off, in, over, back, up, down |
| begin | 0.47 | 0.54 | to, with, in, at, by, as, to work, to see, process |
| show | 0.47 | 0.54 | that, you, up, how, to, in, it, what, sign, support, picture |
| seem | 0.47 | 0.53 | to be, to have, like |
| hear | 0.60 | 0.49 | from, that, it, of, about, what, voice, sound, word, story |
| play | 0.53 | 0.48 | in, role, with, game, for, out, part, football, golf, music |
| happen | 0.93 | 0.47 | to, to be, if, that, again, to have, to do, at, next |
| run | 0.40 | 0.47 | for, by, out, in, to, into, from, away, with, through, over, down |

| | | | |
|---------|------|------|--|
| like | 1.93 | 0.46 | to see, to do, to have, to know, to say |
| live | 1.47 | 0.44 | in, with, on, life, here, up, there, for, as, at |
| move | 0.53 | 0.44 | to, on, in, from, forward, into, out, with, up, around, away, toward, back |
| hold | 0.33 | 0.44 | on, to, in, up, back, hand, out, onto |
| bring | 0.27 | 0.44 | to, in, back, up, into, out, down, about, together, on |
| believe | 0.47 | 0.43 | that, it, can, could, god, people |
| write | 0.47 | 0.42 | about, to, it, that, book, down, for, letter, story |
| provide | 0.06 | 0.39 | information, service, opportunity, support, evidence, care, insight, access |
| sit | 0.40 | 0.36 | down, in, on, with, at, back, up, around |
| stand | 0.40 | 0.35 | up, in, for, to, on, by, out, with, it, at, as, back, against |
| include | 0.20 | 0.35 | following, item, provision, additional, instructions, reference, description, detailed |
| lose | 0.33 | 0.33 | weight, job, money, sight |
| meet | 0.20 | 0.33 | with, in, need, at, for, standard, demand, people, requirement |
| pay | 0.20 | 0.33 | for, attention, off, tax, bill, price, rent, money, tribute, less, debt, fee |

Appendix 3a. Frequency of the verbs “to be”, “to do”, “to get”, “to have”

(Lemmatized)

| Verb | TB | COCA | Top Immediate Collocates to the Right (COCA) |
|------|-------|-------|--|
| be | 30.82 | 38.88 | able, sure, careful, happy, difficult, effective, honest, ready, willing |
| have | 12.68 | 12.34 | access, fun, difficulty, clue, obligation |
| do | 7.54 | 6.51 | homework, harm, chores, bidding, housework |
| get | 2.94 | 2.51 | out, into, back, away, rid of, better, job, together, along, married |

Appendix 4. Frequency of the 50 Most Common English Prepositions

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Preposition | TB | COCA |
|-------------|-------|-------|
| of | 23.67 | 25.65 |
| in | 19.34 | 17.47 |
| to | 6.07 | 9.69 |
| for | 6.93 | 8.33 |
| with | 4.67 | 6.81 |
| on | 6.20 | 6.34 |
| at | 3.40 | 4.50 |
| from | 4.54 | 4.12 |
| by | 4.20 | 3.66 |
| about | 3.27 | 2.25 |
| as | 5.87 | 2.08 |
| into | 1.60 | 1.66 |
| like | 1.47 | 1.47 |
| through | 0.53 | 0.87 |
| after | 1.53 | 0.81 |
| over | 1.60 | 0.76 |
| between | 0.40 | 0.66 |
| out | 1.80 | 0.60 |
| against | 0.40 | 0.51 |
| during | 0.33 | 0.49 |
| before | 0.73 | 0.44 |
| without | 0.33 | 0.43 |
| under | 0.53 | 0.40 |
| around | 0.80 | 0.36 |
| among | 0.13 | 0.35 |
| such | 1.33 | 0.30 |
| within | 0.33 | 0.28 |
| across | 0.20 | 0.28 |
| including | 0.13 | 0.28 |
| off | 1.13 | 0.26 |
| toward | 0.07 | 0.26 |
| behind | 0.53 | 0.24 |
| according | 0.00 | 0.23 |
| up | 3.60 | 0.21 |
| along | 0.13 | 0.21 |
| because | 0.87 | 0.19 |
| per | 0.20 | 0.15 |
| than | 1.73 | 0.14 |
| near | 0.13 | 0.14 |

| | | |
|------------|------|------|
| upon | 0.07 | 0.14 |
| away | 1.00 | 0.13 |
| despite | 0.07 | 0.13 |
| beyond | 0.00 | 0.13 |
| since | 0.60 | 0.12 |
| outside | 0.00 | 0.12 |
| above | 0.13 | 0.11 |
| onto | 0.13 | 0.11 |
| inside | 0.00 | 0.11 |
| rather | 0.27 | 0.10 |
| throughout | 0.00 | 0.09 |

Appendix 5. Frequency of the 50 Most Common English Nouns (Lemmatized)

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Noun | TB | COCA | Top Immediate Adjective Collocates to the Left (COCA) |
|------------|------|------|---|
| time | 2.20 | 1.94 | long, good, hard, short, only, total, whole, right, full, great |
| year | 3.07 | 1.92 | new, past, following, previous, academic, good, full |
| people | 4.47 | 1.75 | other, young, black, old, white, poor, good, different, ordinary |
| way | 1.20 | 1.19 | only, long, best, other, milky, different, easy, right, new, good |
| day | 1.60 | 1.09 | other, single, good, long, following, bad, big, full, great, new |
| thing | 1.87 | 1.03 | only, whole, good, right, important, other, best, bad, big, real |
| man | 0.73 | 1.03 | young, old, black, white, good, big, dead, other, little |
| woman | 0.13 | 0.86 | young, old, black, beautiful, other, white, elderly |
| life | 2.40 | 0.82 | real, new, whole, human, everyday, daily, personal, social, entire |
| child | 0.47 | 0.82 | only, young, small, old, gifted, other, sick, little |
| school | 1.13 | 0.80 | high, elementary, middle, public, medical, private, secondary, new, local, old |
| world | 3.94 | 0.74 | new, real, whole, outside, natural, developing, modern, old, entire |
| student | 0.67 | 0.74 | individual, medical good, black, female, other, diverse, federal |
| word | 0.47 | 0.74 | final, single, right, key, written, good, better, new, spoken, dirty |
| state | 0.13 | 0.72 | islamic, other, golden, current, new, democratic, mental, entire |
| family | 0.60 | 0.61 | whole, royal, extended, other, entire, new, immediate, large, black |
| group | 0.47 | 0.58 | small, large, ethnic, working, other, experimental, non-profit, terrorist, new, diverse |
| hand | 0.60 | 0.56 | other, right, left, free, upper, invisible, big, strong |
| country | 1.87 | 0.55 | other, whole, entire, foreign, old, great, new, high, small, only |
| part | 1.20 | 0.53 | large, important, big, integral, small, hard, only, best, better, other |
| place | 0.47 | 0.51 | good, right, better, only, safe, great, other, wrong, new, special |
| week | 0.33 | 0.51 | past, following, other, previous, whole, coming, final, good, full, entire |
| problem | 0.27 | 0.51 | big, real, serious, major, only, main, huge, common, fundamental, other |
| case | 0.13 | 0.50 | particular, bad, criminal, strong, civil, good, special, cold, single |
| question | 0.27 | 0.49 | big, good, real, important, interesting, open, key, final, simple, great |
| system | 0.27 | 0.48 | solar, immune, political, nervous, legal, new, educational, financial, current |
| company | 0.13 | 0.48 | new, private, holding, good, small, good, public, other |
| study | 0.00 | 0.48 | present, current, recent, new, far, large, previous, scientific, early |
| program | 0.00 | 0.48 | nuclear, new, educational, federal, national, economic, gifted, after-school, special |
| work | 0.87 | 0.47 | social, hard, good, new, early, recent, great, other, important, best |
| number | 0.20 | 0.47 | large, small, growing, total, increasing, high, limited, great, significant, average |
| government | 0.20 | 0.47 | federal, local, new, central |
| night | 0.40 | 0.46 | good, other, late, long, previous, big, dark, single, cold, whole |
| point | 0.20 | 0.46 | good, high, important, turning, whole, certain, low, interesting, other |
| lot | 1.47 | 0.45 | whole, awful, vacant, empty, small, large, entire, big, free, fat |
| story | 1.20 | 0.43 | whole, different, short, big, true, good, great, real, long, top |
| home | 0.87 | 0.42 | new, mobile, old, foster, sweet, permanent, private |
| eye | 0.60 | 0.42 | left, right, naked, black, blind, close, good, human, private |
| mother | 0.27 | 0.42 | single, young, good, biological, new, working, foster, late, adoptive, divorced |

| | | | |
|-----------|------|------|--|
| room | 0.20 | 0.42 | small, other, front, little, dark, green, main, large, empty, private |
| month | 0.00 | 0.42 | past, following, previous, whole, other, holy, entire, full, final |
| water | 0.67 | 0.41 | hot, cold, boiling, clean, warm, running, fresh, bottled, deep, shallow |
| job | 1.13 | 0.40 | good, great, better, new, full-time, best, tough, real, part-time, big |
| money | 0.93 | 0.40 | big, extra, federal, good, soft, little, real, public, new, easy |
| area | 0.60 | 0.40 | metropolitan, content, bay, particular, small, rural, large, downtown, surrounding |
| book | 1.20 | 0.39 | new, recent, coming, late, good, national, best-selling, favourite, forthcoming, great |
| fact | 0.80 | 0.39 | simple, very, mere, historical, important, sad, key, fun, fast |
| issue | 0.07 | 0.39 | big, important, real, special, political, whole, major, key, central, other |
| business | 0.20 | 0.38 | small, big, new, good, other, international, serious, whole, unfinished |
| right | 0.33 | 0.37 | religious, far, constitutional, top, low, legal, christian, bottom, fundamental, upper |
| programme | 0.53 | 0.02 | educational, nuclear, national, special, gifted, environmental, global, international |

Appendix 6. Frequency of the 50 Most Common English Adjectives

(Lemmatized)

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Adjective | TB | COCA | Top Immediate Noun Collocates to the Right (COCA) |
|-----------|------|------|---|
| other | 2.93 | 1.34 | hand, people, thing, side, word, way, country, day, state, part |
| new | 0.20 | 1.10 | year, book, world, way, technology, life, job, home, generation, idea |
| good | 1.73 | 0.89 | morning, thing, news, idea, night, time, job, evening, luck, reason |
| high | 0.67 | 0.65 | school, level, blood pressure, risk, rate, quality, court, heat, price, degree |
| big | 1.07 | 0.59 | deal, question, difference, problem, thing, man, city, part, business, city |
| old | 1.67 | 0.57 | man, woman, friend, day, age, lady, house, people, world, testament |
| great | 0.87 | 0.56 | deal, thing, job, lake, depression, time, idea, way, power, place |
| American | 0.40 | 0.51 | people, history, public, society, woman, culture, troop, life, dream, citizen |
| small | 0.60 | 0.45 | business, town, group, number, amount, child, bowl, part, piece, percentage |
| large | 1.07 | 0.43 | number, part, bowl, amount, egg, group, skillet, scale, quantity, plot |
| different | 0.47 | 0.42 | way, kind, type, thing, time, people, story, level, place, direction |
| young | 0.87 | 0.41 | man, people, woman, child, girl, adult, lady, boy, age, person |
| national | 0.33 | 0.41 | security, park, institute, association, guard, forest, centre, committee, interest, league |
| little | 1.67 | 0.37 | bit, girl, boy, thing, while, kid, brother, guy, man, sister |
| long | 1.60 | 0.37 | time, way, run, island, term, period, history, line, beach, day |
| black | 0.27 | 0.36 | man, woman, people, hole, hair, pepper, community, student, eye, market |
| important | 0.80 | 0.35 | thing, role, part, issue, factor, question, point, aspect, step, element |
| bad | 0.40 | 0.34 | news, thing, guy, idea, luck, day, weather, time, boy, habit |
| political | 0.00 | 0.34 | party, science, system, leader, power, process, scientist, analyst, issue, life |
| best | 0.53 | 0.32 | friend, way, thing, interest, time, player, world, practice, part, year, team, chance, life |
| right | 0.40 | 0.32 | back, thing, hand, side, way, direction, time, arm, place, leg |
| real | 1.07 | 0.31 | estate, life, world, problem, thing, name, time, issue, people, question |
| white | 0.27 | 0.31 | man, people, woman, wine, shirt, hair, male, student, paper, light |
| sure | 0.60 | 0.30 | thing, sign, people, way, bet, hope, hand, winner, look, shot |
| public | 0.00 | 0.30 | school, health, policy, relation, service, radio, education, library, interest, safety |
| only | 0.20 | 0.29 | thing, way, time, person, reason, child, place, part, people, problem |
| early | 0.53 | 0.27 | day, morning, childhood, year, stage, age, show, spring, interview, summer |
| low | 0.13 | 0.27 | level, vision, price, heat, cost, income, voice, profile, point, rate |
| able | 0.33 | 0.26 | to get, to make, to see, to find, to take, to use, to keep, to take, to help |
| human | 0.33 | 0.25 | right, being, service, life, nature, resource, body, health, development, activity |
| local | 1.07 | 0.24 | government, community, news, school, level, official, police, authority, people |
| hard | 0.67 | 0.22 | time, work, drive, way, part, look, thing, disk, question, rock |
| late | 0.40 | 0.22 | afternoon, night, summer, spring, husband, show, father, teen, winter, fall |
| free | 0.27 | 0.22 | trade, agent, speech, market, press, time, throw, agency, trial, hand |
| major | 0.20 | 0.21 | league, problem, role, city, change, issue, factor, source, concern, player |
| possible | 0.20 | 0.21 | explanation, way, solution, reason, world, exception, case, outcome, source, answer |

| | | | |
|---------------|------|------|--|
| strong | 0.13 | 0.21 | sense, support, feeling, evidence, wind, case, relationship, woman, man, hand |
| whole | 0.13 | 0.21 | thing, lot, life, world, time, family, story, idea, body, bunch |
| better | 0.07 | 0.21 | way, job, life, understanding, place, chance, part, time, idea, people, thing, health |
| economic | 0.00 | 0.21 | growth, development, policy, crisis, reform, activity, sanction, problem, recovery, |
| federal | 0.00 | 0.21 | government, court, law, judge, agency, reserve, prosecutor, official, budget, fund |
| true | 0.47 | 0.20 | story, love, believer, nature, self, meaning, value, colour, identity, cost |
| full | 0.20 | 0.20 | time, moon, day, year, range, name, life, circle, potential, swing |
| international | 0.20 | 0.20 | community, law, airport, trade, relation, organization, conference, study, journal |
| military | 0.00 | 0.20 | force, action, service, base, personnel, operation, officer, leader, official, power |
| special | 0.33 | 0.19 | education, interest, force, report, need, program, prosecutor, service, teacher, team |
| easy | 0.40 | 0.18 | way, access, thing, people, time, task, target, answer, chair, part, money, solution, job |
| recent | 0.00 | 0.18 | year, study, month, week, report, research, history, survey, book, day, poll, interview |
| open | 0.20 | 0.17 | door, space, window, question, house, market, mind, water, field, public, air, forum |
| red | 0.07 | 0.17 | pepper, cross, wine, light, hair, flag, carpet, onion, line, tape, blood, bell, wing, meat |
| clear | 0.00 | 0.17 | sky, evidence, water, message, day, picture, view, understanding, plastic, lake, idea |

Appendix 7. Commonly confused words (CCW)

| CCW | Meaning | Top Immediate Collocates to the Right and Left (COCA) |
|--------------------------|--|--|
| accept except | to agree to receive or do not including | responsibility, fact, offer, idea for |
| advice advise | recommendations about what to do to recommend something | bad, provide, piece, helpful, offer strongly, properly, differently |
| affect effect | to change or make a difference to a result; to bring about a result | negatively, adversely, drastically lasting, placebo, greatest |
| aisle isle | a passage between rows of seats an island | across, down, narrow, seat Royale, Wight, emerald |
| bare bear | naked; to uncover to carry; to put up with | floor, bulb, finger, foot teddy, polar, grizzly, cub |
| born borne | having started life carried | raise, breed, die, ago burden, witness, expense |
| brake break | a device for stopping a vehicle; to separate into pieces; a pause | lever, disk, caliper, pad commercial, lunch, apart |
| coarse course | rough a direction; a school subject; part of a meal | teaspoon, crumb, tablespoon golf, during, student, teach |
| cue queue | a signal for action; a wooden rod a line of people or vehicles | take, ball, visual, card print, join, store, long, jump |
| desert dessert | a waterless, empty area; the sweet course of a meal | operation, high, shield, storm plate, dinner, skip, strawberry |
| ensure insure | to make certain that something will happen to provide compensation if a person dies or property is damaged | smooth, procedure, community mortgage, deposit, against |
| loose lose | to unfasten; to set free to be deprived of; to be unable to find | cannon, powder, killer, trousers insurance, win, gain, job, sight |
| meter metre | a measuring device a metric unit; rhythm in verse | subic, parking in, of |
| practice practise | the use of an idea or method; the business of a doctor, dentist, etc. to do something repeatedly to gain skill; to do something regularly | into, research, theory, medical can, to |
| sight site | the ability to see a location | catch, sink, vanish, behold web, http, browse, internet |
| stationary stationery | not moving writing materials | ride, bicycle, treadmill, remain card, letterhead, fine, box |

(Commonly confused words, 2018)

Appendix 8. Top 15 verb-object collocates with the verbs “to make”, “to do”, “to say”, “to tell” (lemmatized)

| Verb | Verb-object collocates |
|-------------|--|
| make | decision, sense, difference, money, mistake, change, choice, way, thing, point, case, call, use, living, statement |
| do | thing, job, work, business, research, homework, harm, trick, time, justice, damage, math, stuff, interview, drug |
| say | anything, hey, hello, goodbye, hi, prayer, wow, goodnight, amen, bye, nothing, word, welcome, nonsense, thing |
| tell | story, truth, people, difference, tale, name, time, joke, lie, way, news, secret, details, answer, fact |

Appendix 9. List of academic words (lemmatized) presented in the textbook

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Academic word | TB | COCA |
|-------------------|------|------|
| job (n) | 1.13 | 0.40 |
| area (n) | 0.60 | 0.40 |
| issue (n) | 0.07 | 0.39 |
| team (n) | 0.53 | 0.35 |
| community (n) | 0.07 | 0.35 |
| create (v) | 0.60 | 0.31 |
| aspect (n) | 0.07 | 0.29 |
| process (n) | 0.13 | 0.27 |
| policy (n) | 0.07 | 0.27 |
| security (n) | 0.60 | 0.22 |
| role (n) | 0.07 | 0.22 |
| major (adj) | 0.20 | 0.21 |
| finally (adv) | 0.07 | 0.20 |
| couple (n) | 0.13 | 0.19 |
| image (n) | 0.20 | 0.18 |
| technology (n) | 0.20 | 0.18 |
| source (n) | 0.07 | 0.17 |
| energy (n) | 0.73 | 0.16 |
| culture (n) | 0.53 | 0.16 |
| focus (v) | 0.13 | 0.16 |
| period (n) | 0.07 | 0.16 |
| computer (n) | 0.60 | 0.15 |
| series (n) | 0.33 | 0.15 |
| involve (v) | 0.13 | 0.15 |
| media (n) | 0.13 | 0.15 |
| goal (n) | 0.07 | 0.15 |
| seek (v) | 0.07 | 0.15 |
| significant (adj) | 0.07 | 0.15 |
| protect (v) | 0.27 | 0.13 |
| occur (v) | 0.13 | 0.13 |
| region (n) | 0.13 | 0.13 |
| resource (n) | 0.13 | 0.13 |
| despite (prep) | 0.07 | 0.13 |
| physical (adj) | 0.07 | 0.13 |
| environment (n) | 0.40 | 0.12 |
| design (n) | 0.27 | 0.12 |
| section (n) | 0.13 | 0.12 |
| fund (n) | 0.07 | 0.12 |
| network (n) | 0.07 | 0.12 |

| | | |
|--------------------|------|------|
| affect (v) | 0.27 | 0.11 |
| design (v) | 0.20 | 0.11 |
| challenge (n) | 0.13 | 0.11 |
| respond (v) | 0.13 | 0.11 |
| expert (n) | 0.07 | 0.11 |
| range (n) | 0.07 | 0.11 |
| global (adj) | 0.40 | 0.10 |
| traditional (adj) | 0.40 | 0.10 |
| style (n) | 0.27 | 0.10 |
| release (v) | 0.13 | 0.10 |
| item (n) | 0.07 | 0.10 |
| task (n) | 0.07 | 0.10 |
| eventually (adv) | 0.27 | 0.09 |
| feature (n) | 0.13 | 0.09 |
| nuclear (adj) | 0.13 | 0.09 |
| text (n) | 0.13 | 0.09 |
| version (n) | 0.13 | 0.09 |
| achieve (v) | 0.07 | 0.09 |
| consumer (n) | 0.07 | 0.09 |
| professional (adj) | 0.07 | 0.09 |
| vehicle (n) | 0.27 | 0.08 |
| attitude (n) | 0.07 | 0.08 |
| normal (adj) | 0.07 | 0.08 |
| obviously (adv) | 0.07 | 0.08 |
| promote (v) | 0.07 | 0.08 |
| vision (n) | 0.07 | 0.08 |
| tradition (n) | 0.20 | 0.07 |
| survive (v) | 0.13 | 0.07 |
| assist (v) | 0.07 | 0.07 |
| commit (v) | 0.07 | 0.07 |
| injury (n) | 0.07 | 0.07 |
| location (n) | 0.07 | 0.07 |
| participate (v) | 0.07 | 0.07 |
| equipment (n) | 0.20 | 0.06 |
| feature (v) | 0.13 | 0.06 |
| unique (adj) | 0.13 | 0.06 |
| aware (adj) | 0.07 | 0.06 |
| investigate (v) | 0.07 | 0.06 |
| panel (n) | 0.07 | 0.06 |
| select (v) | 0.07 | 0.06 |
| stress (n) | 0.07 | 0.06 |
| channel (n) | 0.27 | 0.05 |
| visual (adj) | 0.27 | 0.05 |
| incident (n) | 0.20 | 0.05 |
| aid (n) | 0.13 | 0.05 |
| appreciate (v) | 0.13 | 0.05 |
| estimate (v) | 0.07 | 0.05 |

| | | |
|---------------------|------|------|
| ethnic (adj) | 0.07 | 0.05 |
| link (v) | 0.07 | 0.05 |
| rely (v) | 0.07 | 0.05 |
| route (n) | 0.07 | 0.05 |
| immigrant (n) | 0.20 | 0.04 |
| acquire (v) | 0.07 | 0.04 |
| brief (adj) | 0.07 | 0.04 |
| consist (v) | 0.07 | 0.04 |
| dramatic (adj) | 0.07 | 0.04 |
| link (n) | 0.07 | 0.04 |
| priority (n) | 0.07 | 0.04 |
| publication (n) | 0.07 | 0.04 |
| vary (v) | 0.07 | 0.04 |
| welfare (n) | 0.07 | 0.04 |
| designer (n) | 0.47 | 0.03 |
| assistant (n) | 0.33 | 0.03 |
| consultant (n) | 0.20 | 0.03 |
| drama (n) | 0.20 | 0.03 |
| instance (n) | 0.20 | 0.03 |
| survival (n) | 0.20 | 0.03 |
| crucial (adj) | 0.13 | 0.03 |
| detective (n) | 0.13 | 0.03 |
| relax (v) | 0.13 | 0.03 |
| uniform (n) | 0.13 | 0.03 |
| accurate (adj) | 0.07 | 0.03 |
| alternative (adj) | 0.07 | 0.03 |
| communicate (n) | 0.07 | 0.03 |
| convert (v) | 0.07 | 0.03 |
| exhibition (n) | 0.07 | 0.03 |
| interpret (v) | 0.07 | 0.03 |
| nevertheless (adv) | 0.07 | 0.03 |
| scheme (n) | 0.07 | 0.03 |
| sequence (n) | 0.07 | 0.03 |
| so-called (adj) | 0.07 | 0.03 |
| symbol (n) | 0.07 | 0.03 |
| orientation (n) | 0.27 | 0.02 |
| classical (adj) | 0.20 | 0.02 |
| injure (v) | 0.20 | 0.02 |
| annually (adv) | 0.13 | 0.02 |
| technological (adj) | 0.13 | 0.02 |
| abstract (adj) | 0.07 | 0.02 |
| debate (v) | 0.07 | 0.02 |
| devote (v) | 0.07 | 0.02 |
| edit (v) | 0.07 | 0.02 |
| exclusive (adj) | 0.07 | 0.02 |
| function (v) | 0.07 | 0.02 |
| globe (n) | 0.07 | 0.02 |

| | | |
|---------------------|------|------|
| illustration (n) | 0.07 | 0.02 |
| publisher (n) | 0.07 | 0.02 |
| traditionally (adv) | 0.07 | 0.02 |
| challenging | 0.13 | 0.01 |
| briefing (n) | 0.07 | 0.01 |
| contrast (v) | 0.07 | 0.01 |
| energetic (adj) | 0.07 | 0.01 |
| explicit (adj) | 0.07 | 0.01 |
| export (v) | 0.07 | 0.01 |
| minimum (n) | 0.07 | 0.01 |
| restoration (n) | 0.07 | 0.01 |
| trigger (n) | 0.07 | 0.01 |
| seeker (n) | 0.07 | 0.00 |
| visualize (v) | 0.07 | 0.00 |

<http://keyword-checker.oxfordlearnersdictionaries.com/>

Appendix 10. Multiword Expressions (MWE)

N-Grams.

Sorted by: minimum frequency – 3, minimum range – 2, minimum size – 2,
maximum size – 6

| | |
|----------------------|---|
| a lot | He's been doing a lot of work around the house, finishing the kitchen project his dad started. |
| accept the fact | I have to accept the fact that I pushed the envelope too far. |
| across the country | The cars are parked at parking lots across the country, while the company figures out what to do with them. |
| all over the world | Daily images of violence and unrest from all over the world are shared directly on our televisions and smart phones. |
| as well as | The entire case was a great tragedy, both for Brenton and his family as well as for Monforte and his family. |
| be able to | In a small scenario like this example, we may be able to explore everything, but in general this will not be the case. |
| country in the world | In 2000, Estonia became the first country in the world to declare internet access a basic human right. |
| don't worry | Don't worry. I'm not one of them. |
| feel like | I feel like if I want to play next year, I can play next year. |
| going to be | A category 4 or 5 hurricane is going to be almost complete destruction. |
| have to say | So they're waiting to hear what God has to say about their lives. |
| health care system | I agree with you that our health care system needs to continue to be improved and changed. |
| I think we should | I think we should go now, before the roads get really bad. |
| in the future | We found this process to be helpful and plan to use it in the future. |
| in the middle of | It's on an island in the middle of the ocean. |
| in the south | More than 5,000 schools were built in the South. |
| in the world | An increase in cattle made brazil the largest meat exporter in the world. |
| keep going | It was like driving in a nightmare - you kept going and going, never getting anywhere, never seeing anything but the same unbroken scenery, mile after mile |
| emergency services | A member of the public is treated by emergency services. |
| many of them | My passwords have already been changed by it, so I can't even get into my files or e-mail my students. But you're friends with many of them on Facebook, right? |
| most of the | Most of the recent terrorist strikes on American have been by home-grown radicals, not immigrants or refugees. |
| one of the best | McCullers was one of the best pitchers in the league through the season's first three months. |
| one of them | "I write about brave explorers but I'm not one of them," he says. |
| over and over again | And how many times did she say this? Was this repeated over and over again? |
| part of | What part of his nervous system is most likely affected? |
| some of | What are some of your favourite domino art videos? |

| | |
|------------------------|--|
| take a bus | In May I took a bus to Chicago and a train east from there and did not go west again for a long time. |
| take care | With both my parents working, Magda not only took care of the house, she took care of Milosz and me. |
| take part | I rather think she did not take part in any of the sports and games of the members of the Company. |
| than any other | In that respect, Posadas was no different than any other village. |
| that's why | He can't stand us, and you know it. That's why he's always leaving. |
| the most famous | You may know the Rothschilds as the most famous Jewish family that ever lived. |
| the only way | The only way to stop it now was for them to make the right decision. |
| the second largest | After carbon dioxide, methane is the second largest source of greenhouse gas emissions in the United States. |
| the world of | Here's what's up in the world of TV for Wednesday, April 19. |
| to and from | Anyway, because of Milosz's disability, someone had to take him to and from school every day. |
| to pay for | I had to sell my condo to pay for the lawyer - thirty thousand dollars. |
| way of life | Everything changes. That's the way of life. |
| would like to know why | So you would like to know why I hate you today. |
| you have to | You have to know what you are looking for beforehand. |

Collocations with delexicalized verbs

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Collocation | TB | COCA |
|-------------------|------|---------|
| make sure | 0.20 | 0.08 |
| make sb feel | 0.07 | 0.02 |
| get caught | 0.07 | 0.009 |
| get started | 0.07 | 0.008 |
| get used to | 0.07 | 0.008 |
| get enough | 0.07 | 0.007 |
| make sth possible | 0.07 | 0.006 |
| get hurt | 0.07 | 0.005 |
| have a good time | 0.07 | 0.005 |
| get stuck | 0.07 | 0.004 |
| get killed | 0.07 | 0.002 |
| get scared | 0.07 | 0.001 |
| get dark | 0.07 | 0.001 |
| have a headache | 0.07 | 0.0008 |
| get ruined | 0.07 | 0.00007 |

Phrasal verbs

TB - Occurrences in the text book (per thousand)

COCA - Occurrences in COCA (per thousand)

| Phrasal verb | TB | COCA |
|--------------|------|------|
| look at | 0.40 | 0.33 |
| go on | 0.47 | 0.20 |
| put on | 0.07 | 0.14 |
| come from | 0.27 | 0.13 |
| get out | 0.07 | 0.13 |
| pick up | 0.07 | 0.12 |
| come out | 0.07 | 0.11 |
| do with | 0.07 | 0.10 |
| find out | 0.40 | 0.08 |
| go into | 0.27 | 0.07 |
| set up | 0.20 | 0.07 |
| turn out | 0.13 | 0.07 |
| grow up | 0.07 | 0.07 |
| get back | 0.07 | 0.07 |
| turn into | 0.27 | 0.06 |
| make up | 0.27 | 0.06 |
| give up | 0.20 | 0.06 |
| end up | 0.07 | 0.06 |
| take off | 0.07 | 0.06 |
| ask for | 0.13 | 0.05 |
| sit down | 0.13 | 0.05 |
| get in | 0.07 | 0.05 |
| wake up | 0.33 | 0.04 |
| go up | 0.27 | 0.04 |
| take over | 0.07 | 0.04 |
| work out | 0.07 | 0.04 |
| give in | 0.07 | 0.04 |
| add to | 0.13 | 0.03 |
| go ahead | 0.13 | 0.03 |
| take up | 0.07 | 0.03 |
| turn around | 0.07 | 0.03 |
| get by | 0.07 | 0.03 |
| get away | 0.40 | 0.02 |
| clean up | 0.33 | 0.02 |
| break down | 0.20 | 0.02 |

| | | |
|--------------|------|-------|
| get down | 0.13 | 0.02 |
| turn off | 0.13 | 0.02 |
| turn up | 0.13 | 0.02 |
| get rid of | 0.07 | 0.02 |
| pull off | 0.07 | 0.02 |
| stand out | 0.13 | 0.01 |
| cope with | 0.07 | 0.01 |
| make into | 0.07 | 0.01 |
| switch off | 0.20 | 0.002 |
| throw away | 0.13 | 0.007 |
| put through | 0.13 | 0.006 |
| trip over | 0.13 | 0.002 |
| be away | 0.07 | 0.008 |
| move around | 0.07 | 0.009 |
| use up | 0.07 | 0.006 |
| beat up | 0.07 | 0.007 |
| tune in | 0.07 | 0.005 |
| bump into | 0.07 | 0.003 |
| peel off | 0.07 | 0.003 |
| write out | 0.07 | 0.003 |
| cut down on | 0.07 | 0.002 |
| run after | 0.07 | 0.002 |
| stay behind | 0.07 | 0.002 |
| send off | 0.07 | 0.003 |
| swing around | 0.07 | 0.001 |

Appendix 11. Different Meanings of Common Verbs

| Verb | CEFR Level | Meaning |
|-------|------------|--|
| say | A1 | to speak words |
| say | B1 | to give information in writing, numbers, or signs |
| say | B1 | to tell someone about a fact, thought, or opinion |
| say | B1 | to show what you think without using words |
| go | A1 | to move or travel somewhere |
| go | A1 | to move or travel somewhere in order to do something |
| go | B1 | to disappear or no longer exist |
| go | B1 | to continue to be in a particular state |
| know | A1 | to have knowledge or information about something in your mind |
| know | A2 | to be able to do something |
| know | B1 | to be familiar with a person, place, or thing because you have met them, been there, used it, etc before |
| know | B1 | to be called something |
| make | A1 | to produce or create something |
| make | A1 | to promise something, to say something, to do something wrong, etc |
| make | B1 | to force someone to do something |
| make | B1 | to cause someone or something to become happy, sad, difficult, etc |
| think | A1 | to have an opinion about something or someone |
| think | A1 | to believe that something is true, or to expect that something will happen, although you are not sure |
| think | A2 | to consider doing something |
| think | B1 | to consider an idea or a problem |
| see | A1 | to notice people and things with your eyes |
| see | A1 | to meet or visit someone |
| see | A2 | to watch a film, television programme, etc |
| see | B1 | to understand something |
| take | A1 | to get and carry something with you when you go somewhere |
| take | A1 | to go somewhere with someone, often paying for them or being responsible for them |
| take | A2 | to measure something |
| take | B1 | to remove something without permission |
| come | A1 | to move or travel towards a person who is speaking or towards the place that they are speaking about |
| come | A1 | to arrive somewhere or go to a place |
| come | A1 | to go somewhere with the person who is speaking |
| come | B1 | to have or achieve a particular position in a race, competition, list, etc |
| want | A1 | to hope to have or do something, or to wish for something |
| want | A1 | to need something |
| look | A1 | to turn your eyes in the direction of something or someone so that you can see them |
| look | A1 | to try to find someone or something |
| look | A2 | used to describe the appearance of a person or thing |
| look | B1 | used to say that something is likely to happen |

Appendix 12. Results of Post-Course Survey

1. How satisfied were you with the choice of activities?

[More Details](#)

10

Responses

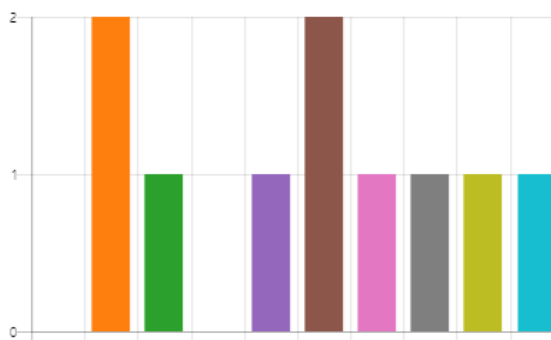


7.10 Average Rating

2. What type of activities did you like most?

[More Details](#)

| | |
|-------------------------------------|---|
| ● Word matching activities | 0 |
| ● Gap filling activities | 2 |
| ● "One word fits all" activities | 1 |
| ● Crossword activities | 0 |
| ● Spiral grid activities | 1 |
| ● Word search activities | 2 |
| ● "Write your own definition" ac... | 1 |
| ● Multiple choice activities | 1 |
| ● Word formation activities | 1 |
| ● Phrasal verbs activities | 1 |



3. I have been offered a good choice of activities.

[More Details](#)

10

Responses

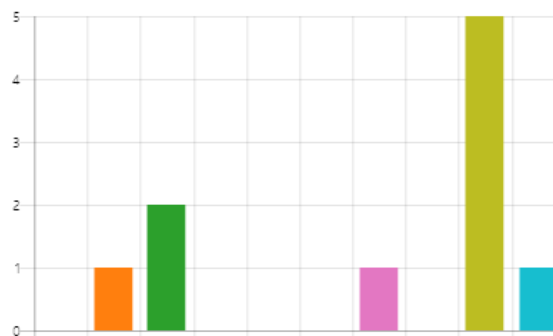


7.80 Average Rating

4. What type of activities did you find most useful for the learning of English?

[More Details](#)

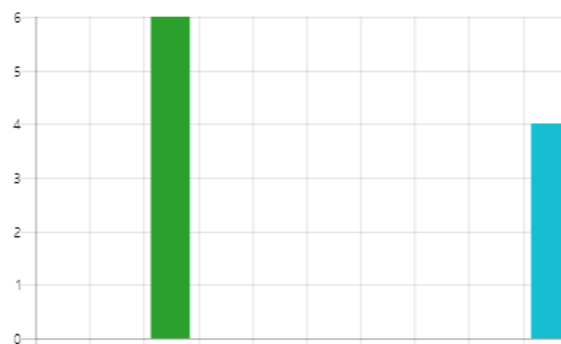
| | |
|-----------------------------------|---|
| Word matching activities | 0 |
| Gap filling activities | 1 |
| "One word fits all" activities | 2 |
| Crossword activities | 0 |
| Spiral grid activities | 0 |
| Word search activities | 0 |
| "Write your own definition" ac... | 1 |
| Multiple choice activities | 0 |
| Word formation activities | 5 |
| Phrasal verbs activities | 1 |



5. What type of activities did you find the most difficult to complete?

[More Details](#)

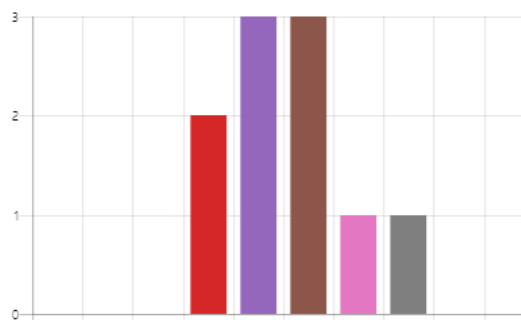
| | |
|-----------------------------------|---|
| Word matching activities | 0 |
| Gap filling activities | 0 |
| "One word fits all" activities | 6 |
| Crossword activities | 0 |
| Spiral grid activities | 0 |
| Word search activities | 0 |
| "Write your own definition" ac... | 0 |
| Multiple choice activities | 0 |
| Word formation activities | 0 |
| Phrasal verbs activities | 4 |



6. What type of activities did you find the easiest to complete?

[More Details](#)

| | |
|-------------------------------------|---|
| ● Word matching activities | 0 |
| ● Gap filling activities | 0 |
| ● "One word fits all" activities | 0 |
| ● Crossword activities | 2 |
| ● Spiral grid activities | 3 |
| ● Word search activities | 3 |
| ● "Write your own definition" ac... | 1 |
| ● Multiple choice activities | 1 |
| ● Word formation activities | 0 |
| ● Phrasal verbs activities | 0 |



7. Overall, how difficult/easy were the activities for you to complete?

[More Details](#)

10

Responses



6.00 Average Rating

8. I enjoyed paper-based activities

[More Details](#)

10

Responses



7.70 Average Rating

9. I enjoyed computer-based activities

[More Details](#)

10

Responses



9.60 Average Rating

10. I enjoyed Interactive Whiteboard activities

[More Details](#)

10

Responses



9.40 Average Rating

11. Would you like to be given more similar activities in the future?

[More Details](#)

| | |
|---|---|
| ● No, thanks | 0 |
| ● I am not sure | 3 |
| ● Yes, please | 7 |



12. I found paper-based activities useful

[More Details](#)

10

Responses



8.70 Average Rating

13. I found computer-based activities useful

[More Details](#)

10

Responses



9.70 Average Rating

14. I found Interactive Whiteboard activities useful

[More Details](#)

10

Responses



7.90 Average Rating

15. There was enough activities to keep me interested.

[More Details](#)

10

Responses



8.40 Average Rating

16. Would you like to learn how to create similar interactive activities for your classmates?

[More Details](#)

10

Responses



8.20 Average Rating

Worksheet 1

Worksheet 1. Adjective-noun collocations

A. Match the two parts of the phrases to make collocations

- | | |
|-----------------|---------------|
| 1. ___ young | A night |
| 2. ___ ordinary | B man |
| 3. ___ red | C cross |
| 4. ___ economic | D place |
| 5. ___ great | E time |
| 6. ___ better | F case |
| 7. ___ personal | G explanation |
| 8. ___ possible | H people |
| 9. ___ civil | I growth |
| 10. ___ dark | J life |

B. Find the matching part for each incomplete sentence.

- | | |
|-------------------|-----------------|
| 1. ___ growing | A to help |
| 2. ___ military | B job |
| 3. ___ able | C problem |
| 4. ___ better | D lot |
| 5. ___ entire | E woman |
| 6. ___ tough | F number |
| 7. ___ major | G understanding |
| 8. ___ final | H service |
| 9. ___ solar | I system |
| 10. ___ beautiful | J question |

C. Find the matching part for each incomplete sentence.

- | | |
|-----------------|------------|
| 1. ___ military | A evidence |
| 2. ___ public | B health |
| 3. ___ ethnic | C force |
| 4. ___ other | D reason |
| 5. ___ clear | E state |
| 6. ___ Islamic | F group |
-

Worksheet 1. Adjective-noun collocations

- | | |
|-------------------|-----------------|
| 7. ___ elementary | G hand |
| 8. ___ red | H cross |
| 9. ___ only | I understanding |
| 10. ___ better | J school |

D. Find the matching part for each incomplete sentence.

- | | |
|----------------|-----------|
| 1. ___ major | A thing |
| 2. ___ young | B problem |
| 3. ___ Islamic | C man |
| 4. ___ major | D time |
| 5. ___ diverse | E student |
| 6. ___ legal | F state |
| 7. ___ civil | G year |
| 8. ___ recent | H case |
| 9. ___ great | I right |
| 10. ___ sure | J issue |
-

Worksheet 2

Worksheet 2. Gap filling exercises

A. Use the words from the word bank to fill in the blanks in the text.

1. She has a [1] _____ with Dewey in the building because Dewey is such a mess.
2. Behind him, their kitchen window showed a [2] _____.
3. When posing on the [3] _____, Rihanna and Delevingne looked like they were Photoshopped next to each other.
4. Often science is portrayed as if the most [4] _____ or the biggest headline is the correct one.
5. Shimon had impressed upon us that this was a [5] _____ and discipline was necessary.
6. Publishers were taxed into bankruptcy. Amazon was taken over by the [6] _____.
7. My latest book began as an analysis of China's rapid [7] _____ in the new century.
8. Let's wait before bringing charges. Maybe sleep will give us a [8] _____ of the problem.
9. It needs repainting and a [9] _____ of other stuff.
10. They also have pretty [10] _____ tying Jason to the bank fraud.

- | | | |
|-------------------------|--------------------|-----------------------|
| A. military operation | B. whole bunch | C. strong evidence |
| D. recent study | E. hard time | F. clear sky |
| G. better understanding | H. economic growth | I. federal government |
| J. red carpet | | |

B. Use the words from the word bank to fill in the blanks in the text.

1. The use of this drug was a [1] _____ in the Zion story.
2. What other [2] _____ can you come up with?
3. Some of them were [3] _____ properties at relatively [4] _____.
4. There was no [5] _____ who looked like a [6] _____.
5. The Estonian public education system as a whole is very good.
6. We have received lists of candidates from the three [7] _____.
7. The storm is still the deadliest natural disaster in [8] _____.
8. He felt very strongly that the [9] _____ was the best.
9. A [10] _____ of machines hit the market several months ago.
10. There is a strong association between [11] _____ and high population growth.

- | | | |
|-----------------|-------------------|---------------------|
| A. low cost | B. human being | C. American history |
| D. major factor | E. new generation | F. able to buy |

 Worksheet 2. Gap filling exercises

- | | | |
|----------------------|-------------------------|--------------------|
| G. political parties | H. possible explanation | I. National League |
| J. human being | K. low income | |

C. Use the verbs from the word bank to fill in the blanks in the text.

1. He never [1]___ anything negative about his opponents in the ring.
2. All I [2]___ is that I was out of an inheritance.
3. It [3]___ sense to try and save a little money now.
4. So [4]___ twice about whether you want to go through with it.
5. We never even thought we would [5]___ down to the cities.
6. We sometimes [6]___ to think that soccer is just a game.
7. The easiest thing to do is always to [7]___ the truth.
8. What in the world could be easier than [8]___ away money?
9. Strong winds have made it difficult to [9]___ out the fires.
10. He told he could do his job and [10]___ for president.

- | | | | | | |
|----------|-----------|---------|----------|---------|--------|
| A. know | B. giving | C. says | D. think | E. tell | F. run |
| G. makes | H. put | I. want | J. come | | |

D. Use the prepositions from the word bank to fill in the blanks in the text.

1. Torres'problem, again, was a lack [1]__ control.
2. If you have dry skin, look [2]__ things with moisturizers.
3. I suspect that same kind of thing is happening [3]___ Gus.
4. Nigeria appears to have advanced further than Cameroon [4]__ this stage.
5. Ten days later, some villain pumped bullets [5]___ that body.
6. We walk, run, fly and float [6]___ strange landscapes.
7. This is the third round of talks [7]_____ Gallucci and Kang.
8. A human player can play [8]_____ a friend or the computer.
9. [9]_____ World War I, the Royal Flying Corps trained here.
10. [10]_____ to Rico, that is his father's fault.

- | | | | | |
|------------|------------|--------------|--------|------------|
| A. During | B. between | C. According | D. of | E. against |
| F. through | G. at | H. into | I. for | J. with |
-

Worksheet 3

Worksheet 3.

Think of one word only which can be used appropriately in all three sentences.

Choose from the words below.

| | | | | |
|-------|----------|--------|---------|---------|
| group | knows | seem | through | despite |
| other | possible | system | recent | across |

Example:

If you have dry skin, look for **things** with moisturizers.

Things like this (the World Cup) bring it back.

A lot of **things** have failed out here in Indian Country.

1. Haley forced herself to wait until the woman was nearly there, then tore away the cover.

But now you have this case involving Republican Congressman Joe Barton of Texas.

They aren't actually saying anything specific about police brutality or any issue.

2. At this stage, the public barely who is running.

But it will never be the same now, Meola

But the way things are going this year, who ?

3. A police officer quickly directed the out of the street.

Other companies in that include Rust International and Ohm Corp.

The dropout rate has also gone down for each ethnic

4. I didn't expect the to change for me.
 She won't tell me the cost of the sound
 The health-care does need reforming in this country.
5. Do there exist problems that are just not to solve?
 Hight said he knew the medical team was doing everything
 Clearly, this is not the best of all worlds.
6. Something unlucky has always happened to Brazil in World Cups.
 surveys in Blockbuster stores indicate that customers are often unhappy.
 A documentary showed a live execution by machete in Burma.
7. Why New York might more attractive is not entirely clear.
 Japan, Britain and France also unlikely to go along.
 The players, at least the wealthiest ones, ready.
8. We walk, run, fly and float strange landscapes.
 The exhibition, which opened on Tuesday, will last Friday.
 So why can't we break against other guys?
9. It happens daily in day-care centres the country.
 A few weeks ago, he was driving the state.
 A black cat run the apartment's living room.
10. There was a big celebration in the street the rain.
 the road works, Penaloza's future looks bright.
 The Liberal Democratic Party, its name, is totalitarian.

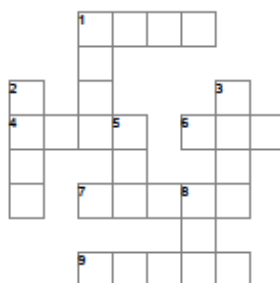
Worksheet 4

Worksheet 4. Study sheet and crossword (easy)

A. Use this study sheet to learn some of the most common English verbs.

1. HOLD to carry something using your hands or arms
2. RUN to move quickly to a place using your legs and feet
3. START to begin to happen or take place
4. KNOW to have learned or found out about something
5. BRING to take someone or something from one place and have them with you when you arrive somewhere else
6. SAY to express something using words
7. SHOW to let someone see something
8. TALK to use words to communicate
9. LET to allow something to happen
10. COME to move or travel to the place where you are
11. HELP to give someone support or information so that they can do something more easily
12. TELL to give information to someone
13. PUT to move something to a particular position, especially using your hands
14. GIVE to put something in someone's hand, or to pass something
15. WANT to feel that you would like to have, keep, or do something

B. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

1. to use words to communicate
4. to give someone support or information so that they can do something more easily
6. to express something using words
7. to begin to happen or take place

DOWN

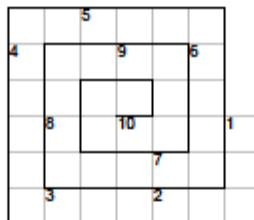
1. to give information to someone
2. to let someone see something
3. to feel that you would like to have, keep, or do something
5. to move something to a particular position, especially using your hands

Worksheet 4. Study sheet and crossword (easy)

9. to take someone or something from one place and have them with you when you arrive somewhere else
8. to move quickly to a place using your legs and feet

A. tell B. want C. help D. bring E. put F. start G. run
H. say I. show J. talk

- C. *Numbered clues appear below the spiral grid. Determine the word that matches the clue, write that word in the spiral puzzle. The word does not overlap with the next word (marked by the next number) and it must be written in the correct direction (from a lower numbered space to a higher numbered space).*



1. to feel that you would like to have, keep, or do something
2. to express something using words
3. to take someone or something from one place and have them with you when you arrive somewhere else
4. to move quickly to a place using your legs and feet
5. to let someone see something
6. to give information to someone
7. to use words to communicate
8. to move or travel to the place where you are
9. to put something in someone's hand, or to pass something
10. to have learned or found out about something

A. run B. talk C. know D. want E. show F. come G. say
H. give I. bring J. tell

- D. *For each word listed, write your own definition.*

1. SAY _____
2. KNOW _____
3. COME _____
4. WANT _____
5. TELL _____
6. GIVE _____
7. PUT _____

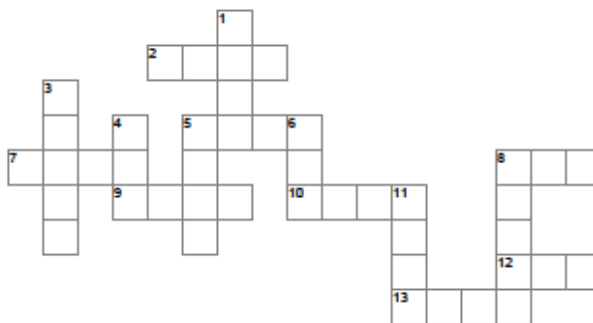
Worksheet 5

Worksheet 5. Study sheet and crossword (difficult, no word bank)

A. Use this study sheet to learn some of the most common English verbs.

1. HOLD to carry something using your hands or arms
2. RUN to move quickly to a place using your legs and feet
3. START to begin to happen or take place
4. KNOW to have learned or found out about something
5. BRING to take someone or something from one place and have them with you when you arrive somewhere else
6. SAY to express something using words
7. SHOW to let someone see something
8. TALK to use words to communicate
9. LET to allow something to happen
10. COME to move or travel to the place where you are
11. HELP to give someone support or information so that they can do something more easily
12. TELL to give information to someone
13. PUT to move something to a particular position, especially using your hands
14. GIVE to put something in someone's hand, or to pass something
15. WANT to feel that you would like to have, keep, or do something

B. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

2. to let someone see something
5. to give someone support or information so that they can do something more easily
7. to put something in someone's hand, or to pass something

DOWN

1. to move or travel to the place where you are
3. to take someone or something from one place and have them with you when you arrive somewhere else
4. to allow something to happen

 Worksheet 5. Study sheet and crossword (difficult, no word bank)

- | | |
|--|--|
| 8. to express something using words | 5. to carry something using your hands or arms |
| 9. to give information to someone | 6. to move something to a particular position, especially using your hands |
| 10. to use words to communicate | 8. to begin to happen or take place |
| 12. to move quickly to a place using your legs and feet | 11. to have learned or found out about something |
| 13. to feel that you would like to have, keep, or do something | |

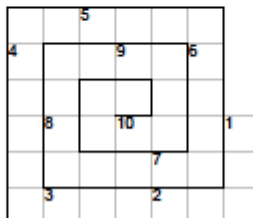
C. Find the hidden words. The words have been placed horizontally, vertically, or diagonally. When you locate a word, draw a circle around it.

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

- | | |
|--|---|
| 1. to carry something using your hands or arms | 6. to use words to communicate |
| 2. to allow something to happen | 7. to put something in someone's hand, or to pass something |
| 3. to give information to someone | 8. to give someone support or information so that they can do something more easily |
| 4. to move something to a particular position, especially using your hands | 9. to begin to happen or take place |
| 5. to have learned or found out about something | 10. to let someone see something |
-

 Worksheet 5. Study sheet and crossword (difficult, no word bank)

- D. Numbered clues appear below the spiral grid. Determine the word that matches the **one**, write that word in the spiral puzzle. The word does not overlap with the next word (marked by the next number) and it must be written in the correct direction (from a lower numbered space to a higher numbered space).



- | | |
|--|---|
| 1. to feel that you would like to have, keep, or do something | 6. to give information to someone |
| 2. to express something using words | 7. to use words to communicate |
| 3. to take someone or something from one place and have them with you when you arrive somewhere else | 8. to move or travel to the place where you are |
| 4. to move quickly to a place using your legs and feet | 9. to put something in someone's hand, or to pass something |
| 5. to let someone see something | 10. to have learned or found out about something |

- E. For each word listed, write your own definition.

1. SAY _____
 2. KNOW _____
 3. COME _____
 4. WANT _____
 5. TELL _____
 6. GIVE _____
 7. PUT _____
 8. LET _____
 9. TALK _____
 10. HELP _____
-

Worksheet 6

Worksheet 6. Commonly confused words

Choose the word that best suits each sentence.

1. Washington has chosen to _____ the penalty in the 1995 season.
 - a) accept
 - b) except
2. But she never wished to work in any area _____ dance.
 - a) except
 - b) accept
3. Everybody seems to know Willie, and some ask for _____.
 - a) advice
 - b) advise
4. Don't worry, be happy, some critics _____.
 - a) advice
 - b) advise
5. A lot of things can _____ the way you do things.
 - a) affect
 - b) effect
6. Prozac, he added, has a similar _____ on monkeys.
 - a) effect
 - b) affect
7. In the theater seat, the guy across the _____ snored.
 - a) aisle
 - b) isle
8. Corsica, called the _____ of Beauty, is surprisingly uncrowded.
 - a) Isle
 - b) aisle
9. The _____ presents different problems for alien crossings, Summers explained.
 - a) desert
 - b) dessert
10. America is the home of a _____ called Death by Chocolate.
 - a) dessert
 - b) desert

Worksheet 7

Worksheet 7. Sorting exercise

Write the adjectives from the word bank below into their correct (collocational) position to make complete phrases.

- Main, common, financial, gifted, big, educational, special, medical, political, central, nervous, sick, important, only, other, whole, immune, little, small, real, key, huge, major, solar, serious, young*

| Child | Problem | System | Issue |
|-------|---------|--------|-------|
| Only | | Immune | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- Security, thing, issue, institute, party, level, power, time, child, part, forest, centre, process, point, guard, rate, leader, system, way, association, heat, life, voice, problem, income, park, science, point, profile, rate, person*

| National | Political | Only | Low |
|----------|-----------|-------|-----|
| Security | | Thing | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Choose three collocations from each table and use them in sentences

.....

.....

.....

.....

.....

.....

Worksheet 8

Worksheet 8. Word formation

A. Fill the space in the sentence using the base word given at the end. You might need to change the base word. An example has been done for you.

1. The Sultan spent over fifty million dollars making the capital city's main hotel the most luxurious in the country. (luxury)
 2. His Communist party was tiny, outnumbered by other [1] _____ groups. (national)
 3. Most British [2] _____ are now trying to crowd into the center. (politic)
 4. There is no longer the [3] _____ of recognizing a human face. (possible)
 5. The grownups would act [4] _____, and really hurt their kids. (childish)
 6. His wife was a 21-year-old college [5] _____. (study)
 7. We all know the real story is a little bit [6] _____. (difference)
 8. Some companies have been [7] _____ to meet demand for their products. (ability)
 9. Only [8] _____ could he imagine himself as a high school graduate. (recent)
 10. The [9] _____ of the people don't care. (major)
 11. By most standards, Japan's [10] _____ rate is low. (job)
 12. They [11] _____ on Steve's service in the Middle East. (focus)
 13. There was no special [12] _____ about Saint Patrick's Day. (significant)
-

Worksheet 9

Worksheet 9. Academic words

A. Use this study sheet to learn some of the most common academic English words.

1. **ACHIEVE** to succeed in doing or having what you planned or intended, usually after a lot of effort
2. **ASPECT** a particular part, feature, or quality of something
3. **ATTITUDE** someone's opinions or feelings about something, especially as shown by their behaviour
4. **COMMUNITY** the people who live in an area: can be followed by a singular or plural verb
5. **CONSUMER** someone who buys and uses goods and services
6. **COUPLE** two things or people of the same type
7. **DESPITE** used for saying that something happens even though something else might have prevented it
8. **EXPERT** someone who has a particular skill or who knows a lot about a particular subject
9. **FINALLY** after a long time, process, or series of events
10. **FOCUS** to concentrate on something and pay particular attention to it
11. **FUND** a financial organization that manages an amount of money by investing it
12. **GOAL** something that you hope to achieve
13. **INVOLVE** to include something as a necessary part of an activity, event, or situation
14. **ISSUE** a subject that people discuss or argue about, especially relating to society, politics etc
15. **ITEM** an individual thing, usually one of several things in a group or on a list

B. From the words provided, choose a word which best matches the clue.

1. ___ a series of actions that have a particular result
A.PROCESS B.ITEM C.CONSUMER D.COUPLE
 2. ___ something that you have to do, often something that is difficult or unpleasant
A.CONSUMER B.TASK C.SEEK D.GOAL
 3. ___ a financial organization that manages an amount of money by investing it
A.POLICY B.PERIOD C.COUPLE D.FUND
 4. ___ to succeed in doing or having what you planned or intended, usually after a lot of effort
A.TASK B.ACHIEVE C.SEEK D.COUPLE
 5. ___ two things or people of the same type
A.COUPLE B.ASPECT C.ACHIEVE D.TASK
 6. ___ something that you hope to achieve
A.ASPECT B.GOAL C.CONSUMER D.COUPLE
-

 Worksheet 9. Academic words

7. ___ a set of plans or actions agreed on by a government, political party, business, or other group
A.PERIOD B.TASK C.POLICY D.COUPLE
8. ___ an individual thing, usually one of several things in a group or on a list
A.POLICY B.GOAL C.ITEM D.PERIOD
9. ___ someone who buys and uses goods and services
A.SEEK B.POLICY C.ITEM D.CONSUMER
10. ___ relating to work that needs special skills and qualifications
A.PROFESSIONAL B.ATTITUDE C.ASPECT D.FUND
11. ___ to ask for something, or to try to get something
A.PROCESS B.ASPECT C.PERIOD D.SEEK
12. ___ a particular part, feature, or quality of something
A.COUPLE B.FUND C.ASPECT D.ACHIEVE
13. ___ an amount of time during which something happens
A.ASPECT B.ATTITUDE C.CONSUMER D.PERIOD
14. ___ to concentrate on something and pay particular attention to it
A.POLICY B.PROCESS C.FOCUS D.ITEM
15. ___ someone's opinions or feelings about something, especially as shown by their behaviour
A.ASPECT B.ATTITUDE C.PROCESS D.POLICY

C. Provide the word that best matches each clue.

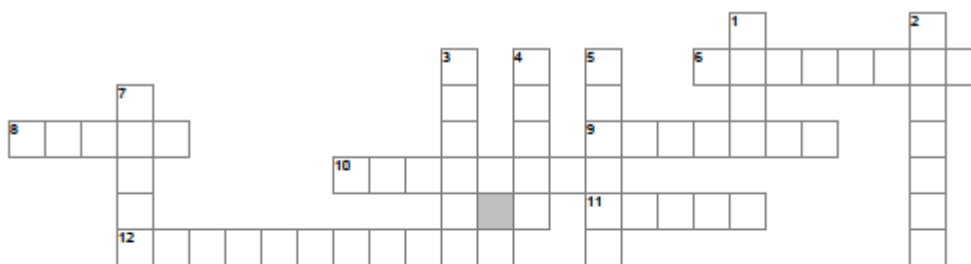
1. _____ to succeed in doing or having what you planned or intended, usually after a lot of effort
 2. _____ a particular part, feature, or quality of something
 3. _____ someone's opinions or feelings about something, especially as shown by their behaviour
 4. _____ the people who live in an area: can be followed by a singular or plural verb
 5. _____ someone who buys and uses goods and services
 6. _____ two things or people of the same type
 7. _____ used for saying that something happens even though something else might have prevented it
 8. _____ someone who has a particular skill or who knows a lot about a particular subject
 9. _____ after a long time, process, or series of events
 10. _____ to concentrate on something and pay particular attention to it
 11. _____ a financial organization that manages an amount of money by investing it
-

Worksheet 9. Academic words

12. _____ something that you hope to achieve
 13. _____ to include something as a necessary part of an activity, event, or situation
 14. _____ a subject that people discuss or argue about, especially relating to society, politics etc
 15. _____ an individual thing, usually one of several things in a group or on a list

- A. achieve B. fund C. expert D. despite E. item
 F. consumer G. attitude H. couple I. aspect J. goal
 K. involve L. focus M. issue N. finally O. community

D. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

6. someone who buys and uses goods and services
 8. important, serious, large, or great
 9. a series of actions that have a particular result
 10. someone's opinions or feelings about something, especially as shown by their behaviour
 11. a number of different things that are of the same general type
 12. very large or noticeable

DOWN

1. the purpose or influence of someone or something in a particular situation
 2. used for saying that something happens even though something else might have prevented it
 3. the ability to think about and plan for the future, using intelligence and imagination, especially in politics and business
 4. a subject that people discuss or argue about, especially relating to society, politics etc
 5. someone who has a particular skill or who knows a lot about a particular subject
 7. to concentrate on something and pay particular attention to it

Worksheet 9. Academic words

E. Find the hidden words. The words have been placed horizontally, vertically, or diagonally. When you locate a word, draw a circle around it.

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

1. to support or encourage something
 2. in a way that is clear for almost anyone to see or understand
 3. the people who live in an area: can be followed by a singular or plural verb
 4. something that you hope to achieve
 5. the ability to think about and plan for the future, using intelligence and imagination, especially in politics and business
 6. relating to work that needs special skills and qualifications
 7. someone who has a particular skill or who knows a lot about a particular subject
 8. someone who buys and uses goods and services
 9. a person, place, or thing that provides something that you need or want
 10. someone's opinions or feelings about something, especially as shown by their behaviour
- A. vision B. expert C. source D. obviously
 E. professional F. consumer G. community H. goal
 I. attitude J. promote

Worksheet 10

Worksheet 10. Phrasal verbs

A. Use this study sheet to learn some of the most common English phrasal verbs.

- | | |
|----------------------|--|
| 1. GROW UP | to become older or an adult |
| 2. GET OUT | to move out of a car |
| 3. TAKE OFF | to remove something, especially a piece of clothing |
| 4. GO ON | to last for a particular period of time: |
| 5. TURN INTO | to change and become someone or something different, or to make someone or something do this |
| 6. ASK FOR | to speak or write to someone because you want them to give you something |
| 7. GO INTO SOMETHING | to describe, discuss, or examine something in a detailed way |
| 8. FIND OUT | to get information about something |
| 9. MAKE UP | to invent a story, poem etc |
| 10. GET BACK | to return to a place after you have been somewhere else |

B. From the words provided for each clue, provide the letter of the word which best *matches*

1. ___ to happen in a particular way or to have a particular result, especially an unexpected one
A.FIND OUT B.SET UP C.TURN OUT D.GET OUT
 2. ___ to get information about something
A.FIND OUT B.COME FROM C.GET OUT D.SET UP
 3. ___ to be born, got from, or made somewhere
A.TURN OUT B.COME FROM C.GET OUT D.FIND OUT
 4. ___ to learn a new skill or language by practising it, not by studying it
A.COME FROM B.TURN OUT C.PICK UP D.GET OUT
 5. ___ to describe, discuss, or examine something in a detailed way
A.GO INTO SOMETHING B.COME FROM C.GET OUT D.TURN OUT
 6. ___ to move out of a car
A.PICK UP B.COME FROM C.TURN OUT D.GET OUT
 7. ___ to start a company or organization
A.PICK UP B.SET UP C.TURN OUT D.FIND OUT
 8. ___ to happen in a particular way or to have a particular result, especially an unexpected one
A.GET OUT B.COME FROM C.SET UP D.TURN OUT
 9. ___ to get information about something
A.TURN OUT B.GET OUT C.SET UP D.FIND OUT
-

Worksheet 10. Phrasal verbs

10. ___ to be born, got from, or made somewhere
A.PICK UP B.FIND OUT C.COME FROM D.TURN OUT

C. Provide the word that best matches each clue.

1. _____ to last for a particular period of time:
2. _____ to think about a subject carefully so that you can make a decision about it
3. _____ to describe, discuss, or examine something in a detailed way
4. _____ to happen in a particular way or to have a particular result, especially an unexpected one
5. _____ to learn a new skill or language by practising it, not by studying it
6. _____ to be born, got from, or made somewhere
7. _____ to start a company or organization
8. _____ to get information about something
9. _____ to move out of a car
10. _____ to put clothes or shoes onto your body

A. get out
D. set up
G. pick up
J. turn out

B. find out
E. go on
H. come from

C. put on
F. go into something
I. look at

Worksheet 10. Phrasal verbs

D. Find the hidden words. The words have been placed horizontally and vertically.

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

- to happen in a particular way or to have a particular result, especially an unexpected one
- to think about a subject carefully so that you can make a decision about it
- to happen in a particular way or to have a particular result, especially an unexpected one
- to learn a new skill or language by practising it, not by studying it
- to learn a new skill or language by practising it, not by studying it
- to describe, discuss, or examine something in a detailed way
- to describe, discuss, or examine something in a detailed way
- to be born, got from, or made somewhere
- to get information about something
- to move out of a car

E. The letters of the words below are jumbled. Figure out what the word is and write it on the blank line provided.

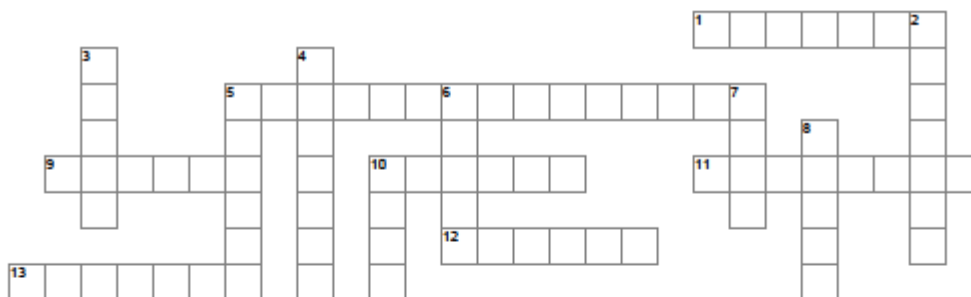
- PUKCIP _____
- MORFEMOC _____
- TUONRUT _____
- TAKOOL _____
- TUODNIF _____
- TUODNIF _____
- PUKCIP _____
- TUONRUT _____
- TUOTEG _____
- NOOG _____
- to learn a new skill or language by practising it, not by studying it
- to get information about something
- to be born, got from, or made somewhere
- to learn a new skill or language by practising it, not by studying it

Worksheet 10. Phrasal verbs

5. to happen in a particular way or to have a particular result, especially an unexpected one
6. to happen in a particular way or to have a particular result, especially an unexpected one
7. to think about a subject carefully so that you can make a decision about it
8. to move out of a car
9. to get information about something
10. to last for a particular period of time:

- A. come from B. find out C. look at D. turn out E. go on
 F. find out G. pick up H. pick up I. get out J. turn out

F. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

1. to happen in a particular way or to have a particular result, especially an unexpected one
5. to describe, discuss, or examine something in a detailed way
9. to think about a subject carefully so that you can make a decision about it
10. to move out of a car
11. to be born, got from, or made somewhere
12. to learn a new skill or language by practising it, not by studying it
13. to get information about something

DOWN

2. to happen in a particular way or to have a particular result, especially an unexpected one
3. to put clothes or shoes onto your body
4. to get information about something
5. to move out of a car
6. to start a company or organization
7. to last for a particular period of time:
8. to start a company or organization
10. to last for a particular period of time:

Worksheet 10. Phrasal verbs

A. Fill in the gaps with one of the particles given at the end.

1. He had told her to grow [1] _____, to get over her depression and her terror.
2. A wet and miserable late-autumn day had turned [2] _____ a bitterly cold winter night.
3. It took me a while to find [3] _____ who I was.
4. She got [4] _____ into the car and sat for a few minutes thinking about what her next move should be.
5. Leslie and I, at nine and going on seven, made [5] _____ stories about Wavy that were pure Grimm's Fairy Tales.
6. He took [6] _____ his jacket and put it on her.
7. Even if their parents tried to shelter them, they knew what was going [7] _____ in their family.
8. Maddy got [8] _____ of the car and walked [9] _____ it, looking [10] _____ any damage that might have resulted from the accident.
9. Late last night, as I was heading home - a man came and asked [11] _____ a place to stay.
10. He always wanted to go [12] _____ the business.

A. into B. off C. out D. up E. up F. out G. on
 H. back I. around J. for K. into L. for

B. Fill in the gaps in the sentences using one of the phrasal verbs given at the end.

1. He had told her to [1] _____, to get over her depression and her terror.
2. A wet and miserable late-autumn day had [2] _____ a bitterly cold winter night.
3. It took me a while to [3] _____ who I was.
4. She [4] _____ into the car and sat for a few minutes thinking about what her next move should be.
5. Leslie and I, at nine and going on seven, [5] _____ stories about Wavy that were pure Grimm's Fairy Tales.
6. He [6] _____ his jacket and put it on her.
7. Even if their parents tried to shelter them, they knew what was [7] _____ in their family.
8. Maddy [8] _____ of the car and walked around it, [9] _____ any damage that might have resulted from the accident.

Worksheet 10. Phrasal verbs

9. Late last night, as I was heading home - a man came and [10]_____ a place to stay.

10. He always wanted to [11]_____ the business.

A. grow up

B. looking for

C. asked for

D. took off

E. turned into

F. got out

G. got back

H. go into

I. going on

J. find out

K. made up

Worksheet 11

A. Fill the space in the sentences using one of the phrases given at the end.

1. In 2000, Estonia became the first [1]_____ to declare internet access a basic human right.
2. I [2]_____ if I want to play next year, I can play next year.
3. [3]_____ go now, before the roads get really bad.
4. It's on an island [4]_____ the ocean.
5. McCullers was [5]_____ pitchers in the league through the season's first three months.
6. I have to [6]_____ that I pushed the envelope too far.
7. [7]_____. I'm not one of them.
8. With both my parents working, Magda not only [8]_____ of the house, she took care of Milosz and me.
9. Anyway, because of Milosz's disability, someone had to take him [9]_____ school every day.
10. You may know the Rothschilds as [10]_____ Jewish family that ever lived.

A. one of the best
D. to and from
G. accept the fact
J. country in the world

B. in the middle of
E. feel like
H. Don't worry

C. the most famous
F. I think we should
I. took care

Worksheet 12

Name: _____

Worksheet 12. Choose the best definition**Which word definition best matches the underlined word?**

1. My watch says one o'clock.
 - a. to speak words:
 - b. tell someone about a fact or opinion
 - c. to give information in writing, numbers, or signs

2. I'd love to go to Florida.
 - a. to move or travel somewhere
 - b. to move or travel somewhere in order to do something
 - c. to go somewhere to do a particular activity

3. Do you know where the post office is?
 - a. to have information about something in your mind
 - b. to ask someone to tell you a piece of information
 - c. to be certain

4. I must make a telephone call.
 - a. to perform an action
 - b. to consist of a particular material
 - c. to create something

5. I'm seeing Peter tonight.
 - a. to notice people and things with your eyes
 - b. to meet or visit someone
 - c. to understand something

6. I don't see why I have to go.
 - a. to understand something
 - b. to notice people and things with your eyes
 - c. to meet or visit someone

Name: _____

Worksheet 12. Choose the best def

7. I always take my umbrella with me.
- to get and carry something with you when you go somewhere
 - to go somewhere with someone, often paying for them
 - to travel somewhere using a bus, train, car, etc.
8. Are you taking the train to Paris?
- to travel somewhere using a bus, train, car, etc.
 - to go somewhere with someone, often paying for them
 - to get and carry something with you when you go somewhere
9. Come with us later.
- to go somewhere with the person who is speaking
 - to arrive somewhere
 - to move or travel toward a person who is speaking
10. I've come to see Mr Curtis.
- to be available to buy in a particular colour, size, etc.
 - to go somewhere with the person who is speaking
 - to arrive somewhere

Worksheet 13.

Worksheet 13. Make vs do

Put in the correct form of "make" or "do"

0. She spent the evening watching black and white films and *doing* her nails.
00. Did their new business *made* a profit last year?
1. Butter is from milk.
2. Do you want me to some coffee?
3. He shouldn't have thrown the bottle – it was a stupid thing to
4. He works for a company that furniture.
5. Her new trainer has promised to an Olympic athlete of her.
6. John Huston some great movies.
7. She all her own clothes.
8. So why didn't Garbo any films after 1941?
9. That was a really stupid thing to
10. The label on the box said "....." in China".
11. The movie was by Goldcrest Productions.
12. The only thing we can now is wait and see what happens.
13. What you over the weekend?
14. Why were you sent to see the headmaster? What you
..... now?
15. You should be able to it on your own.

Downloadable Worksheets



<http://lingid.ee/OiB2I>

Online Exercises

For PC/Laptops (Various Exercises)



<http://lingid.ee/corpusbased>

For Smart Phones/Tablet PCs/Interactive Whiteboards Flashcards (Most Common Verbs)



<http://lingid.ee/CPI8O>

For Smart Phones/Tablet PCs/Interactive Whiteboards Memory Game (Most Common Verbs)



<http://lingid.ee/Bme9A>

For Smart Phones/Tablet PCs/Interactive Whiteboards Matching Game (Most Common Verbs)



<http://lingid.ee/MMMMF>

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<http://lingid.ee/dJgDJ>

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<http://lingid.ee/J03yv>

Quizlet set for learning phrasal verbs (Smart Phones/Tablet PCs/Interactive Whiteboards)



<http://lingid.ee/L1txt>

Resümee

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Pavel Krõlatov

Designing corpus-based supplementary activities to promote motivation in the English classroom among 9th grade learners in Ruila Basic School.

Korpusepõhiste lisamaterjalide koostamine motivatsiooni edendamiseks inglise keele klassis Ruila Põhikooli 9.klassi õpilaste seas.

Magistritöö

2018

Lehekülgede arv: 103

Annotatsioon:

Keeleõpe ei tähenda lihtsalt õpikust juhendumist. Selle uurimistöö eesmärgid on uurida sellist võtmetegurit nagu noorte õppijate motivatsioon inglise keele õppimiseks, välja selgitada nende vajadused, samuti koostada hetkel kasutusel oleva õpiku korpus ja luua korpusel põhinevad materjalid klassiruumis kasutamiseks. Küsimustikku, mida mõõdab ka motivatsiooni, kasutatakse selleks, et selgitada välja, mis motiveerib õppijaid, millised harjutused on nende meelest huvitavad ja kasulikud inglise keele õppimisel ning kas nad leiavad, et kasutatava õpiku tegevused on huvitavad ja motiveerivad neid piisavalt. Materjalide kavandamiseks luuakse, analüüsitakse ja kasutatakse õpiku tekstide korpust. Teine lühike küsimustik aitab tuvastada, mida õppijad arvavad äsja loodud materjalide kohta.

Õpik pakub õppijatele sõnu, millega B1 tasemel inglise keele õppijad peaksid olema tuttavad vastavalt CEFR-le (*Common European Framework of Reference for Languages* –

Euroopa keeleõppe raamdokument) Seda võib pidada selle tugevaimaks küljeks. Õpiku lugemistekstid on rikkad ka akadeemilise sõnavara poolest.

Aga kui asi puudutab kõige sagedamini kasutatavate ingliskeelsete sõnade levimist, pole tulemused rahuldavad. Näiteks nimisõnu, mida esineb lugemistekstides rohkem kui kümme korda, on õpikus tugevalt ülekasutatud, kui võrrelda COCA-ga (the Corpus of Contemporary American English – tänapäevase ameerika inglise keele korpus). Teiselt poolt on paljud tavalised leksikaalsed verbid alaesindatud, näiteks *to say* (ütleva), *to know* (teadma), *to come* (tulema), *to want* (tahtma) ja *to tell* (rääkima, ütleva). Samas on tuvastatud, et õpiku autorid on väga tähtsaks hinnanud arvukaid akadeemilisi sõnu. Tekstides on 143 akadeemilist sõna, mille levimine õpikus on palju tihedam kui korpuses. Mis puudutab mitmesõnalisi väljendeid (kollokatsioonid, ühendtegusõnad jne), siis annab õpik ainult piiratud valiku kollokatsioone leksikaliseerimata verbidega, kuid siiski on mitmesõnaliste väljendite esinemise sagedus õpikus palju suurem kui korpuses. Esmapilgul näib, et ka ühendtegusõnu on kasutatud üleliia, kuid paljud neist esinevad vaid korra, seega puutuvad õppijad nendega väga piiratult kokku.

Lühikese kursusejärgse küsitluse tulemused näitavad selgelt, et õppijad on rahul tegevuste valikuga. Nad väidavad ka, et neile on pakutud hea valik tegevusi (7,8 punkti) ja oli piisavalt neid tegevusi, mis pakkusid neile huvi. Õppijatele meeldisid tegevused igas vormis (paberil, arvutis, valgelt tahvlil), kuid nad leidsid, et arvutil põhinevad on inglise keele õppimiseks kõige kasulikumad. Paljud neist soovivad, et neile antaks tulevikus rohkem selliseid tegevusi. Üldiselt oli tegevuste raskusaste klassile piisav, keskmine lihtsustase oli 6,0 punkti 10-st. Lisaks väitsid õppijad, et nad sooviksid teada saada, kuidas luua sarnaseid interaktiivseid ülesandeid klassikaaslaste jaoks.

Esialgne hüpotees selle kohta, et õpikute tekstid on loodud, arvestamata seda, kuidas inglise keelt tegelikult elus kasutatakse, sai kinnituse, kui analüüsiti õpiku korpust ja võrreldi seda

COCA-ga. Uurimus tõestas, et õppijad ei leia, et tegevuste valik õpikus oleks piisavalt motiveeriv ja nad sooviksid, et neile pakutaks mitmekülgsemaid ülesandeid, et nad saaksid maksimaalselt kasu oma keeleõppe kogemusest.

Märksõnad: Inglise keel ja sõnavara, õppematerjalide koostamine, inglise keele didaktika, vajaduste analüüs.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks.

Mina, Pavel Krõlatov

- 1.1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose „Designing example supplementary activities to promote motivation in the English classroom among 9th-grade learners in Ruila Elementary School“, mille juhendaja on Dr Enn Veldi
- 1.2. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;
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Tallinnas 13.mai.2018