

# 行政院國家科學委員會補助專題研究計畫成果報告

\*\*\*\*\*

\* 語料庫與第二語言教學 \*

\* Corpora and Second Language Teaching and Learning \*

\*\*\*\*\*

計畫類別： V 個別型計畫      • 整合型計畫

計畫編號： NSC89-2411-H-004-005

執行期間： 88 年 08 月 01 日至 89 年 07 月 31 日

計畫主持人： 黃麗儀副教授

共同主持人：

本成果報告包括以下應繳之附件：

赴國外出差或研習心得報告一份

赴大陸地區出差或研習心得報告一份

出席國際學術會議心得報告及發表之論文各一份

國際合作研究計畫國外研究報告書一份

執行單位： 國立政治大學英國語文系

中華民國 89 年 10 月 28 日

# 行政院國家科學委員會補助專題研究計畫成果報告

## 語料庫與第二語言教學

Corpora and Second Language Teaching and Learning

計畫編號：NSC89-2411-H-004-005

執行期間：88年08月01日至89年07月31日

主持人：黃麗儀副教授 國立政治大學英國語文系

### 一、中文摘要

最近在外語教學方面有一新趨勢，那就是將語料庫運用到外語教學上。為什麼語言學家與外語教師都提倡這樣的教學方法呢理由有以下幾點：

1. 因為現在電腦技術進步很快而且價錢又大眾化不但是老師甚至連學生都買得起；
2. 電腦可以儲存大量的口語及書面語資料，老師與學生都可以在線上使用；
3. 這些語料都是母語使用者的真實語料及他們實際使用的情形；
4. 不論是老師還是學生都可以依照自己的需求及合適的時間去搜尋特定的語料；
5. 最重要的是使用語料庫可以激發老師與學生的興趣及主動研究學習的能力。

在這個研究中本人針對語料庫語言學的文獻作一簡單的介紹並加以評估。接著介紹兩個大型的英語語料庫：英語語料庫(BOE)與英國國家語料庫(BNC)。然後本人針對教材，將其中第一課作為分析的對象，並建立一小型書面語料。重點分為三部分：第一部分包括有語言與文化的關係，美國人不拘泥生硬禮儀之處，如何稱呼對方，哪些問題屬私人問題，如何合適地應對，一般閱讀及寫作技巧。第二部分則為同義詞，反義詞，形容詞性或副詞性修飾語，動詞/名詞/形容詞與介系詞的搭配，動詞/介系詞與補語，準分裂句，非人稱主語句。第三部分為更進一步的語法點，其中包括語氣的變化，複雜句子分析。

接下去則將語料庫搜尋出來的相關語料提供學生觀察，並找出實際如何使用之語法規則。最後再針對本課重點，設計不同的練習，讓學生強化學習的語言知識。

由此觀之，本研究不只著重一般的語法知識學習，更強調的是借助語料庫協助學生養成自我觀察以及主動學習的習慣。

關鍵詞：語料庫，語料庫語言學，英語語料庫，英語國家語料庫，語料驅動式學習，第二語言習得，英語教學，描寫語法

## Abstract

The use of corpora in language teaching and learning has become very important in recent years. Why do linguists and language teachers advocate this? First, computers have become more advanced and affordable to teachers and learners. Second, they can store very large amount of linguistic data, both spoken and written, that is available to teachers and learners. Third, the data is authentic and represents the real usage of the language by native speakers. Fourth, teachers and learners can get access to corpora based on their own need and their own time schedule. Finally and most importantly, the use of corpora can motivate the interest and the autonomy of language teachers and learners.

In this project, I have reviewed some literatures on corpus linguistics. I introduced two major corpora—the Bank of English (BOE) and the British National Corpus (BNC). And I have shown how corpora has been used to help students find descriptive rules and real usages of some of the grammar points in Chapter 1 of *Mosaic I: a Reading Skills Book*, such as synonyms, antonyms, adjectival/adverbial modifiers, collocation of verbs/nouns/adjectives and prepositions, verbs/prepositions and complements, pseudo cleft sentences, impersonal subject sentences, change of voice, active voice vs. passive voice, discourse analysis of some complex sentences. Besides these grammar points, the relationship of language and culture, the informality of the Americans, occupational titles, personal questions, basic communicative, reading, and writing skills, and body language are also discussed. Furthermore, a sample of teaching English as a second language is introduced.

In sum, this research emphasizes on helping language teachers and learners to become aware of the descriptive rules of the target language by using corpora and data driven approach. It is hoped that language teachers and learners will acquire this new way of teaching and learning a foreign language eventually and that our foreign language education will move towards a new era in teaching English as a second language.

Keywords: corpora, corpus linguistics, BOE, BNE, Data Driven Learning, DDL, second language acquisition, SLA, EFL, descriptive grammar

## 二. 緣由與目的

本人多年來一直致力於研究如何提昇英語教學品質。一九九七年有幸在國科會支持下,前往英國愛丁堡大學應用語言學系擔任博士後研究工作。在此期間曾藉聽課,參加學術研討會,參觀訪問,得以了解在國際上語言教學的新趨勢。本人回國

後非常希望能對此方面繼續研究,並能努力推動國內英語教學的未來走向,以便迎接二十一世紀的到來。同時有鑒於以下幾點原因,希望能結合語料庫語言學與英語教學:

1. 以往國內的語言教學是以規範性語法教學,以致學習的語言不夠實用及生活化;
2. 坊間的詞典及書籍所舉之例子太少,且不都是母語使用者的自然真實語言,以致學生無法確實學好目的語;
3. 學生學習太過被動,並養成以考試主導學習的習慣;
4. 大部分語言教師都不是以目的語為母語的教師,因此教學內容侷限於課本及語法書;
5. 教學不以學生需求為導向;
6. 老師與學生沒機會認識語料庫的優點及如何將其運用至語言教學上;
7. 其他有關語言教學之研究較注重教學理論與方法方面,而忽略了配合其他相關領域之研究成果,並加以充分運用。

因此,本人期望能藉由此研究,將充分運用語料庫優點之教學模式,介紹給國內的語言老師及學生。一方面希望能彌補以往教學模式的不足;另一方面則希望能將國內的語言教學帶入一個新世紀。

### 三. 結果與討論

本計畫於報告中,針對國外英語教學界,廣泛運用以英語為母語使用者之語料庫成果卓著,因此期望能將此有效學習模式引進國內英語教學界。除了文獻介紹評估外,還將國外兩個大型語料庫加以介紹及實際運用;並選用一篇短文,針對實際教學作語料分析,語料庫建立,以及課程設計。透過各個過程之一一介紹及設計,可具體地讓國內英語教學界,清楚知道運用語料庫至實際英語教學是非常值得推動的。

### 四. 計畫成果自評

本人已將此一教學模式,實際運用於今年之英語教學課堂上。學生目前反應不錯,並已對詞與詞互相搭配方面比較注意。學期末將再進一步評估其習得情形。本報告之全文(請見附件)將於今年11月25日在本校學術論文發表會上發表。

### 參考文獻

- Aijmer, K. & B. Altenberg (eds.) (1991) English corpus linguistics. Longman.  
Armstrong, S. (ed.) (1994) Using large corpora. MIT Press.

- Aston, G. (1997) 'Enriching the learning environment: corpora in ELT' in Wichmann, et al (1997) Teaching and language corpora.
- Benson, P. & P. Voller (eds.) (1997) Autonomy and independence in language learning. Longman.
- Biber, D., S. Conrad & R. Reppen (1998) Corpus linguistics: investigating language structure and use. CUP.
- Crystal, D. (3<sup>rd</sup> ed.) (1991) A dictionary of linguistics and phonetics. Blackwell.
- Crystal, D. (Reprinted) (1995) The Cambridge encyclopedia of language. CUP.
- Garside, R., G. Leech & T. McEnery (eds.) (1997) Corpus annotation: linguistic information from computer text corpora. Longman.
- Granath, S. (1998) 'Using corpora in teaching English syntax to EFL students at the university level,' in TALC 98 Conference Proceedings.
- Hahn, A. & J. Schmied (1998) 'Grammar at its best: a rule- and corpus-based internet grammar of English tenses,' in TALC 98 Conference Proceedings.
- Huang, L.Y. (1994) A contrastive analysis of the errors made by students of Chinese and English and its significance. National Science Council research paper.
- Huang, L.Y. (1999) 'To trash or to treasure: that is a question.' Paper presented in the Third International Conference on English Language Education in R.O.C.
- Hunston, S. & G. Francis (1998) 'Verbs observed: a corpus-driven pedagogic grammar,' in Applied Linguistics 19/145:72.
- Johns, T. (1991) 'Should you be persuaded: two examples of data-driven learning,' in Johns & King (eds.) Classroom concordancing 4 English Language Research Journal.
- Johns & King (eds.) (1991) Classroom concordancing 4 English Language Research Journal.
- Kennedy, G. (1998) An introduction to corpus linguistics. Longman.
- Leech, G. (1997) 'Teaching and language corpora: a convergence,' in Wichmann, et al (eds.) Teaching and language corpora.
- Mindt, D. (1997) 'Corpora and the teaching of English in Germany,' in Wichmann, et al (eds.) Teaching and language corpora.
- Murison-Bowie, S. (1996) 'Linguistic corpora and language teaching,' in Annual Review of Applied Linguistics 16:182-199.
- Odlin, T. (1994) Perspectives on pedagogical grammar. CUP.
- Osborne, J. (1998) 'What can students learn from a corpus? Building bridges between data and explanation,' in TALC 98 Conference Proceedings.
- Sinclair, J. (1991) Corpus, concordance, collocation. CUP.
- Sinclair, J. (1997) 'Corpus evidence in language description,' in Wichmann, et al (eds.) Teaching and language corpora.

- Thomas., J. & M. Short (1996) Using corpora for language research. Longman.
- Wichmann, A., S. Fligelstone., T. McEnery & G. Knowles (eds.) (1997) Teaching and language corpora. Longman.
- Wilsin, A. & A. McEnery (eds.) (1994) Corpora in language education and research: a selection of papers from TALC94. Lancaster University.

## **Corpora and Second Language Teaching and Learning**

### **0. Introduction**

The use of corpora in language teaching and learning has become very important in recent years. Why do linguists and language teachers advocate this? First, computers have become more advanced and affordable to teachers and learners. Second, they can store very large amount of linguistic data, both spoken and written, that is available to teachers and learners. Third, the data is authentic and represents the real usage of the language by native speakers. Fourth, teachers and students can get access to corpora based on their own need and their own time schedule. Finally and most importantly, the use of corpora can motivate the interest and the autonomy of language teachers and learners.

In this paper, some major literatures on corpus linguistics will be reviewed. Two macro-corpora – the Bank of English (BOE) and the British National Corpus (BNC) will be introduced. And how corpora is used to help finding descriptive rules and real usage of some of the grammar points which are very difficult for Chinese students of English as shown in Huang (1994 & 1999) will be explored. A comparison of prescriptive grammar with descriptive grammar that is related to these grammar points will be conducted. A sample of pedagogical grammar based on the findings from the corpus and the results of the comparison will be shown. Helps to teachers to be aware of the importance of descriptive and pedagogical grammars and guidance to students to a new way of learning; that is, the data driving learning approach advocated by Johns (1991), will be demonstrated.

### **1. Literature review on corpus linguistics**

Corpus linguistics deals mainly with establishing linguistic corpora (both written and spoken), searching and analyzing the data in the corpora with respect to the structure and use of the language(s), lexicography, word frequency, collocations, genres and styles of different texts, language variations, diachronic change, second language teaching and learning, the impact of corpora on different aspects of linguistic theories and practice, etc.

Many researchers suggest that corpus linguistics play a significant role in second language teaching and learning. Kennedy (1998) claims that corpus linguistics is “concerned primarily with the description and explanation of the nature,

structure and use of language and languages and with particular matters such as language acquisition, variation and change.” Aijmer & Altenberg (eds.) (1991) indicates that corpus linguistics can be described as “the study of language on the basis of text corpora.” Biber, Conrad & Rappen (1998) propose a corpus-based approach. Its characteristics are as follows:

- (1) It is empirical and authentic;
- (2) Its analysis is based on a collection of natural texts;
- (3) It relies on computers to do quantitative and qualitative researches.

They further argue that “many of the findings of corpus-based studies ... have valuable applications in educational situations ... particularly applicable to ESL or ESP teachers.”

Leech (1997) in Garside, Leech & McEnery (eds.) (1997) mentions that two of the important topics in corpus linguistics are (1) What are the applications of corpus linguistics? and (2) What view of language and methods and goals of linguistic study is presented through corpus linguistics? McEnery, Baker and Hutchinson (1997) in the same book state that “one of the fields of application in which corpora are beginning to be exploited is an educational one: that of language learning.” They also said that “teaching basic grammatical word classes by an automated method is more successful than teaching by human tutor.”

Therefore, in this paper the focus will be on the application of corpus linguistics to second language teaching and learning.

## 2. Corpora and Second Language Teaching and Learning

Now one might ask: “What is a corpus anyway?” According to Crystal (1991), a corpus is “a collection of linguistic data, either written texts or a transcription of recorded speech, which can be used as a starting-point of linguistic description or as a means of verifying hypotheses about a language.” Sinclair (1991) also says it is “a collection of naturally occurring language text, chosen to characterize a state or variety of a language.” Kennedy (1998) mentions that a linguistic corpus is “systematic, planned and structured compilation of text ...” and also a set of database which has been “designed and structures specifically to be used for linguistic description and analysis.”

Examples derived from corpora have become more and more important in



language teaching and learning. Corpora serve as an abundant source of the authentic target language being used in real life by native speakers in different situations that the majority of EFL textbooks have failed to deal with. Leech (1997) indicates that a corpus “enables the learner/student to explore, to investigate, to generalize, to test hypotheses... (It is) a linguistic learning resource.” Aston (1997) claims a corpus “offers teachers and learners an enormous range of material which might be used for language-learning purposes he purposes of language pedagogy may best be served by access to corpora of foreign language texts...”

In this paper, what interests us most is how corpora of native speakers of English can help in teaching and learning English. Lexical/grammatical association patterns and relationship, ‘there/if-subject’ structures, descriptive rules, problem solving, etc. will be discussed in section 6.

In the following we are going to introduce two major corpora of English native speakers.

### 3. The Bank of English (BOE) and the British National Corpus (BNC)

There are two major corpora that are developed in the 1990s; that is, the Bank of English and the British National Corpus.

The Bank of English is a collection of over 200 million words, based on modern, written and spoken English texts (such as books, newspapers, brochures, leaflets, transcriptions of conversations, broadcasts, British English, American English, Australian English, etc.), and has an online internet service—COBUILDdirect, as well as a CD version. It is established and designed by a research team at the University of Birmingham, UK for the purpose of language study and how the words are used today by native speakers of English. One can retrieve dozens to thousands of concordance lines for one word, compound words, or phrases.

The British National Corpus contains more than 100 million words of modern British English and has been annotated with respect to different kinds of texts (such as spoken and written), genres (such as books, fiction, newspapers, periodicals, journals, essays, letters, meetings, radio shows, call-ins, etc.), social factors (such as age, gender, social classes, region), etc. 90% of the corpus is the written texts. One can get access to its simple online internet service for free.

It is produced by Oxford University Computing Services, Lancaster University, the British Library, Oxford University Press, Longman Publishers, and Chambers Harrap for a variety of research purposes in EFL, linguistics and literature.

Both of them have advantages like users' friendly, interactive, informative and authentic. Besides, the sources of the texts and a full sentence/paragraph containing the key word(s)/phrases are also adequately displayed. So the users can obtain more semantic, syntactic and contextual information on individual lexical items.

#### 4. Corpora and Descriptive Grammar

Wichmann, et al. (1997) mention that as early as the 1970s reference grammars were described based on corpus data. Furthermore, the examples in the Collins Cobuild English Grammar were based on the Bank of English and the grammar rules in that book were also derived from the language facts in the BOE corpus.

Before we discuss the relationship of corpora and descriptive grammar revealed in the search results we obtained from the BOE, three different grammars -- prescriptive grammar, descriptive grammar and pedagogical grammar -- should be introduced.

Prescriptive grammar is defined as "a manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of language" in Crystal (1995). It follows the traditional treatment of the language in terms of Latin grammar. A Dictionary of Modern English Usage by Henry Fowler (1926) shows the influence of prescriptive grammar.

Descriptive grammar is defined as "an approach that describes the grammatical constructions that are used in a language, without making any evaluative judgments about their standing in society" in Crystal (1995). He also considers that "these grammars are commonplace in linguistics, where it is standard practice to investigate a corpus of spoken or written material, and to describe in detail the patterns it contains.

A well-known example of prescriptive grammar versus descriptive grammar is that "It's I." is accepted in prescriptive grammar whereas "It's me." is preferred in descriptive grammar.

Odlin (1994) states that pedagogical grammar refers to “the types of grammatical analysis and instruction designed for the needs of second language students” whereas Crystal (1995) describes pedagogical grammar as “a book specifically designed for teaching a foreign language.”

As we can see from the above discussion, pedagogical grammar differs from the other two grammars in that it is tailored for the needs of second language students.

Mindt (1997) and Granath (1998) both have proved in their researches that pedagogical grammar based on the descriptive rules found in corpora is more helpful for the students than prescriptive rules in traditional grammar books.

It is controversial though that most schools in Taiwan tend to use prescriptive grammar books for pedagogical purpose, ignoring the real usage of the language by native speakers. So here we would like to advocate a pedagogical grammar based on the descriptive rules observed in the BOE corpus for the following reasons:

- (1) Corpora have been proved by many EFL teachers and researchers as being very positive in improving the quality of EFL teaching and learning;
- (2) Descriptive rules derived from real linguistic data of English native speakers can enhance the communicative competence of EFL students;
- (3) Tasks and activities designed for the needs of the students combined with the descriptive rules based on corpora can facilitate the learning effect on the students;
- (4) Teachers/facilitators can help the students to cultivate their keen observation about the target language through relevant examples from the corpora and the ability of autonomous learning;
- (5) A teaching/learning model targeted to using corpora for pedagogical purpose has also enriched the roles of teachers and students: teachers not only have to be teachers, facilitators, managers, but also learners and researchers; students not only have to be learners, but also researchers and teachers.

In addition, we argue that this model should also meet the needs of the students who speak the same native language because they share similar processes of second language acquisition. And special attention should also be paid to the

learning difficulties that are commonly seen among those students, as pointed out in Huang (1994 & 1999). In section 6, we will write a sample of teaching English as a second language for college students in Taiwan by using the descriptive rules for pedagogical purpose.

## 5. Data-Driven Learning

In this section, a teaching model, which is tailored for the needs of EFL college and postgraduate students in Britain based on a corpus compiled by teachers, researchers and computer engineers at the University of Birmingham, is introduced. This model is called Data-Driven Learning (DDL) and is advocated by Tim Johns (1991). He thinks that better learning could take place if the learner is driven by the data under the guidance of the instructor(s). Teaching materials and tasks are carefully designed; ample examples of authentic language facts from the BOE are provided. In this approach, teachers become facilitators who carefully choose/write/design the relevant teaching materials and tasks on the base of corpus data for their students. Through the tasks and the examples, the students gradually develop the ability to solve the puzzles and to figure out the hidden patterns and rules of the target language themselves. And they have changed their role in the learning process from passive to active. (Johns' data-driven learning page is at the web site of <http://www.birmingham.ac.uk/timconc.htm>.) Leech (1997) mentions Johns' contribution to the exploitation of computer corpus for teaching and that he was "the first to insist that the use of computer corpora in teaching was itself a topic for research."

## 6. Application to Second Language Teaching and Learning

In this section, a sample of using descriptive rules for teaching English as a second language to freshman students in Taiwan will be introduced. 7 articles from Mosaic One: a content-based reading book (3<sup>rd</sup> ed.) (1996) (McGraw-Hill) are chosen for discussion:

Selection 1 "Customs vary with culture," by Alison Raymond Lanier

Selection 2 "My country" (excerpts), by Pierre Berton

Selection 3 "In praise of New York City," by Andy Rooney

Selection 4 "How to read faster," by Bill Cosby

Selection 5 "How to take tests: scoring what you're worth," by Eric Jensen

Selection 6 “The changing American Family,” by M. Prijic

Selection 7 “The making of a father,’ by Ellen Goodman

Major linguistic forms/structures and grammar points in each selection are listed in the following:

**Selection 1 “Customs vary with culture,” by Alison Raymond Lanier**

Linguistic forms/structures related to the following main topics in this selection, such as the relationship of culture and customs, informality, personal questions, basic communicative skills, occupational titles, body language, basic reading skills, basic writing skills, cultural awareness

Grammar points: synonyms, antonyms, N-P/A-P/V-P, V-N/P-N, What S V is N/What V is N, ‘there-subject’ in Complex S

**Selection 2 “My country” (excerpts), by Pierre Berton**

various linguistic forms/structures used when making contrast;

Grammar points: Mod-N vs. N-Mod, A1/A2 , V-N/V P-N, ‘it-subject’

**Selection 3 “In praise of New York City,” by Andy Rooney**

Linguistic forms/structures in cynical writings;

Grammar points: referential quantifiers/pronouns, Adv/Conjunctions, V/N-that cl., seem(s), active/passive voice, ‘there/it-subject’

**Selection 4 “How to read faster,” by Bill Cosby**

Linguistic forms/structures in informal writings and commands;

Grammar points: get N P-N/give N N P-N, V-P N/V P-N, V-complement (to V/V), antonyms, short phrases

**Selection 5 “How to take tests: scoring what you’re worth,” by Eric Jensen**

Linguistic forms/structures in the ‘how to’ books/commands;

Grammar points: Mod-N, V-N/V-P P-N, sure/use, if/even if, ‘when’ in subordinate cl., antonyms

**Selection 6 “The changing American Family,” by M. Prijic**

Various linguistic forms/structures in cause-result sentences;

Grammar points: ‘family’ & its modifiers, Mod-N, V-P, is V-ed of/to/by ..., live in/under/with, in the N1 of N2, so/and so, ‘there-subject’

## **Selection 7 “The making of a father,” by Ellen Goodman**

Various linguistic forms/structures related to different topics in this selection: past perfect, change, contrast, figurative language, exaggeration, causatives  
Grammar points: ‘father’ & its modifiers, Mod-N, A-P, P-N, V ... why, active/passive voice, if/as if, knew/learned, prefer N to V, what ... is what ...

In this paper, only a few linguistic forms/structures and grammar points are explored based on the findings in Huang (1994 & 1999). Meanwhile, their relevant sample data sorted out from the sample text of this book (i.e. selection 1) and the BOE are listed.

In the following, the major steps of using corpora in EFL language teaching and learning of each selection are shown as follows:

- (1) text analysis and defining course objective(s);
- (2) finding the targeted linguistic forms/structures and grammar points;
- (3) categorizing similar forms/structures and grammar points;
- (4) searching relevant data from the BOE;
- (5) editing the raw data;
- (6) generalizing descriptive rules related to different aspects of linguistics, such as morphology, syntax, semantics, pragmatics, sociolinguistics, etc., from the edited data and comparing these derived rules with prescriptive rules;
- (7) designing teaching/learning tasks and activities;
- (8) finding more grammar points and collecting more data by each group of the students;
- (9) students’ reporting their findings and feedback;
- (10) evaluating their findings and feedback;
- (11) improving and developing teaching/learning materials.

The demonstration of the application of the BOE corpus to EFL teaching and learning here will focus on steps 2 – 7. And the text chosen for the demonstration of teaching and learning is selection 1. The following is the teaching/learning sample.

### **Teaching/Learning Sample**

**Text: Selection 1 “Customs vary with culture,” by Alison Raymond Lanier**

## A. General Topics and Goals:

Linguistic forms/structures are introduced according to the topics in this selection, such as the relationship of culture and customs; informality; occupational titles; basic communicative skills, personal questions; body language; basic reading skills, basic writing skills and cultural awareness.

### 1) The relationship of culture and customs

The relationship of culture and customs are shown in the examples cited from the text as follows:

- (1) Many American customs will surprise you; the same thing happens to us when we visit another country. People living in varied **cultures** handle many small daily things differently.
- (2) Some foreign women may be startled by having their hair cut and styled by men.
- (3) Visitors may be amazed to see men wearing wigs or short shorts on women in downtown streets.
- (4) The idea that America is a melting pot is largely a myth. What exists more often is a kind of side-by-side living in which **ethnic groups** retain many of their own **customs and social traditions**.

In (1), the using of 'you/another country' vs. 'us/we/American' shows the difference between two different cultural groups as far as their own customs are concerned. (2) and (3) are two good examples showing how people with different cultural background react to each other's customs. (3) tells that people who share the same citizenship in the States keep their own customs as far as their ethnicity is concerned.

### 2) Informality

The informality of Americans is shown in the way they address to other people. Examples are as follows:

- (5) The almost immediate use of first names ...
- (6) Americans have a minimum feeling for "rank," especially socially.

- (7) Many Americans find even the terms “Mr.,” “Mrs.,” or “Ms.” stiff and formal.
- (8) “Just call me Sally (or Henry or Don).”
- (9) The boss’s immediate request to “Call me Andrew,” ... is quite all right.

### 3) Occupational titles

In the text, some of the commonly used occupational titles are introduced, such as:

- (10) Occupations that most frequently carry titles include: diplomats (Ambassador Jones), members of the Senate (Senator Smith), or certain other top government officials (Governor Rockefeller), judges (Judge Harley), doctors (Dr. Brown), professors (Dr. or Professor Green, Ph.D.), clergy (Reverend Gray), etc.

### 4) Personal questions

From the text, some of conversational questions that are not personal questions by American standards are revealed:

- (11) “Where do you work?” “Are you married?” “How many children do you have?” “Have you taken your vacation yet?” are not personal questions by American standards.

### 5) Basic communicative skills

In the text, some basic communicative skills are also introduced. Examples are shown in (12) and (13):

- (12) Boss: Just call me Andrew.

You: After a while perhaps, but thank you anyway.

- (13) American A: Are you married?

You: (smile)/In my country that would be a funny question./Isn’t it interesting to see how different nationalities begin a conversation?

### 6) Body language

In the post reading activity, some American body languages are introduced, such as handshaking, social distance; etc. So besides casual verbal greetings like



“Hi”/“How are you doing?”/“Hello”, students would also learn the importance of body language in communication.

#### 7) Basic reading skills

In the pre-reading exercise, some reading skills are mentioned:

- a. Look over the entire article quickly, paying attention to the headings of different sections;
- b. Read the article for the main ideas. Skip over words and phrases you do not understand... Keep going.
- c. Do the post-reading exercise.

Following instructions like these, students can understand the main ideas of the text in an effective way.

#### 8) Basic writing skills

A basic writing pattern could be found in many paragraphs in the text; that is, topic sentence followed by supporting sentence(s). The following is one of the examples:

(14) Topic S: Some differences are minor, and one soon becomes accustomed to them.

Supporting S1: At first, for example, some foreign women may be startled by having their hair cut and styled by men.

Supporting S2: Visitors may be amazed to see men wearing wigs or short shorts on women in downtown streets.

So students will learn some writing skills following this pattern.

#### 9) Cultural awareness

Students will become more aware of the differences of customs in different cultures, such as hand shaking (i.e. to shake hands or not to shake hands), comfort zone (i.e. 21 inches apart from each other or closer), blunt speech (i.e. “Sure./O.K./Nope.”), attitude toward silence, through the post reading activities.

The above are the general topics and goals that can benefit the students when they finish reading this selection.

## B. Grammar Points:

Next, some grammar points in this selection will be explored.

### (A) Finding the target grammar points and making a raw data list:

The grammar points found in this selection are: synonyms, antonyms, modifiers (prepositional and postpositional, adjectival and adverbial), prepositions, complements, pseudo cleft sentences, and impersonal subject sentences. In the following, each of them will be introduced one at a time.

#### (1) Synonyms

Synonyms here are defined in a broader sense and are dealt with from the following respects:

- a. Words that share similar meaning and function, i.e. the traditionally so-called synonyms;
- b. Similar meaning expressed by different linguistic units that could either be pairs like word-phrase or phrase-phrase.

The traditional synonyms and the synonyms in a broader sense found in the text of selection 1 are listed in the following:

- a. Words that share similar meaning and function:

surprise/startled/amazed/startling

same/similar

varied/different/diverse

many/countless/numerous

frequently/often

deference/respect

just/simply

- b. Same meaning expressed by different linguistic units:

young people/(people) in their teens

uncomfortable/ not comfortable  
blended in/merge into  
retain/keep to  
varied types of faces/ethnic groups/diverse backgrounds  
many nationalities/different nationalities  
Americans/the American

(2) Antonyms

dull/interesting  
similar/different

(3) Modifiers

Modifiers are cited in a larger context, i.e. in a noun phrase or a verb phrase that contains the modifier and its modified head noun or head verb. And they are divided into two major types: adjectival and adverbial. Adjectival modifiers in this paper are not limited to the traditionally so-called adjectives, nor are adverbial modifiers.

Some examples of adjectival modifiers are listed as follows in the order they appeared in the text, and a preliminary categorization is done for the convenience of further investigation. A full list of these adjectival modifiers is in Appendix 1.

a. Adjectival modifiers

many **American** customs  
**varied** cultures  
many **small daily** things  
a **dull** world  
some **foreign** women  
**short** shorts  
**constant restless** motion  
the **flat Middle** West  
a **far-off** city  
**countless young** people  
**shop** doors  
**varied** types  
**diverse** backgrounds

the **so-called American** “**melting** pot”  
a **melting** pot  
**ethnic** groups  
the **American** stream  
a **far wider** range  
a **common** heritage

In the following, some examples of adverbial modifiers are listed in the order they appeared in the text. A detailed list of these adverbial modifiers can also be found in Appendix 1.

b. Adverbial modifiers:

handle many small daily things **differently**  
**At first**, ... some foreign women may be startled ... / The ... motion ... may be startling **at first**.  
The idea ... is **largely** a myth.  
keep to many of their own customs and patterns **socially and at home**  
when they **first** encounter it, **especially** in the business world  
..., **especially socially**.  
occupations that **most frequently** carry titles  
**especially** when you **first** arrive  
you can **simply** smile or say **pleasantly** that “you do not know” ...  
turn the questions **gently aside**

Besides adjectival and adverbial modifiers, examples which include prepositions in the text are shown as follows and also in Appendix 1:

(4) Prepositions

happens **to** us  
becomes accustomed **to** them  
living **in** varied cultures  
startled **by** having their hair cut and styled **by** men  
**in** downtown streets  
**in** the flat Middle West  
think nothing **of** driving seventy-five **to** a hundred miles  
to have dinner **with** a friend  
go off **in** droves

swirling **around** you  
**over** shop doors  
**on** the streets  
blended **in** the so-called American “melting pot”  
merge **into** the American stream only **in** certain aspects of life  
in schools, sports, business, and science  
keep to many **of** their own customs and patterns socially and **at** home  
in some countries  
come **from** many nationalities

The following is the unannotated list of complements of verbs and prepositions.  
A complete list can be found in Appendix 1.

(5) Complements

becomes **accustomed to them**  
having **their hair cut and styled** by men  
be amazed **to see**  
think **nothing of driving seventy-five to a hundred miles**  
just to have **dinner with a friend**  
just to see **another part of the country**  
select **a college**  
to see **what lies beyond**  
have **their origins in every part of the world**  
retain **many of their own customs and social traditions**  
following **his or her own customs**  
interpret **it as a lack of respect**  
jars **nerves**

There are some special sentence structures found in this selection, that should be brought up in class:

(6) Pseudo cleft sentences

**What** exists more often **is a kind of side-by-side living ...**  
**What** we do use, however, **are occupational titles.**

(7) Impersonal subject sentences

**There** is a far wider range of what is “acceptable” than in some countries  
where the inhabitants have grown up with a common heritage.

**It** is quite all right.

Isn't **it** interesting to see how different nationalities begin a conversation?

(8) Subjunctive sentences

What a dull world it **would be if** this were not true!

In the first section, many interesting topics, linguistic forms/structures and grammar points are found and are listed as in the order they appeared in the text. On the raw data list as in Appendix 1, only simple grammatical relationships and general linguistic rules are shown, such as the relationship existed between synonyms and antonyms, nouns modified by adjectives and relative clauses; adverbial modifiers modify verbs, other verbs and sentences; verbs and prepositions take complements. No further descriptive rules and selectional restrictions among lexical items can be demonstrated and generalized.

In the following section, a strenuous effort has been made to reach the goal that the raw data have failed to achieve:

(B) Categorizing similar forms/structures and grammar points:

In this section, the forms/structures and grammar points listed above will be rearranged in a more systematic way. Four different levels of linguistic structures will be explored: the lexical level, the phrasal level, the sentence level and the discourse level. And the focus will be on the interrelationship of each linguistic unit with others as far as linguistic levels, selectional restrictions, meanings and functions are concerned.

A. Synonyms

(A) Words that share similar meaning and function:

- (1) Verbs: surprise/startled/amazed/startling
- (2) Nouns: deference/respect
- (3) Adjectives: same/similar, varied/different/diverse; many/countless
- (4) Adverbs: frequently/often, just/simply

(B) Same meaning expressed by different linguistic units:

- (1) Verbals: blended in/merge into, retain/keep to,
- (2) Nominals: young people/(people) in their teens

varied types of faces/ethnic groups/diverse backgrounds  
many nationalities/different nationalities  
Americans/the American

(3) Adjectivals: uncomfortable/ not comfortable,

## B. Antonyms

Adjectives: dull/interesting, similar/different

In the following sections, only partial examples are listed. For a full detailed list, please see Appendix 2.

## C. Modifiers and heads:

Examples of adjectival modifiers and head nouns are annotated as follows based on certain cognitive categories and functions:

### (A) Adjectival modifiers-head nouns:

#### a. Cultures and customs:

many **American** customs  
the **so-called American** “**melting pot**”  
a **melting** pot  
the **American** stream  
**American** informality  
their **own** customs and **social** traditions  
their **own** customs and patterns  
**varied** cultures  
**diverse** backgrounds  
**different** nationalities  
a **common** heritage  
**common** ground

#### b. People:

some **foreign** women  
**ethnic** groups  
certain other **top government** officials  
**countless young** people  
**first** names  
**lower** rank

**occupational** titles

c. Place:

a **far-off** city

the **flat Middle** West

the **business** world

a **dull** world

d. Things:

**short** shorts

**shop** doors

many **small daily** things

e. Types & scope:

**varied** types

a **far wider** range

(B) Head nouns-adjectival modifiers:

the constant restless motion **of Americans**

the almost immediate use **of first names**

a lack **of respect**

a roll call **of school children**

a sign **of acceptance and friendliness**

an evening **of theater or music or even a movie**

some 245 million **of them**

people **in the flat Middle West**

short shorts **on women in downtown streets**

deference or respect **from people of lower rank**

these people **who are swirling around you**

the varied types of faces **you pass on the streets**

the names **you see over shop doors**

something **similar**

men **wearing wigs**

people **living in varied culture**



If you **are not comfortable**  
Some differences **are minor**.

Many Americans **find the terms ... stiff and formal**.  
It **makes them uncomfortable**.

In the following, examples of adverbial modifiers are rearranged according to the meanings and the positions of these modifiers in the context:

c. Adverbial modifiers:

(a) *V-Manner Adv.:*

say **pleasantly** that “you do not know” ...  
turn the questions **gently** aside  
handle many small daily things **differently**

(b) *V-Degree Adv./Degree Adv.-Adj./-Adv.:*

The idea ... is **largely** a myth.  
**quite** young people  
**quite** all right  
the **almost** immediate use  
occupations that **most** frequently carry titles

(c) *V-Location Adv.:*

keep to many of their own customs and patterns socially and **at home**

(d) *Indefinite Time Adv.-V:*

when they **first** encounter it,  
especially when you **first** arrive  
one **soon** becomes accustomed to them.

(e) *Duration Adv.-V:*

nerves **long** accustomed to deference

(f) *Frequency Adv.-V:*

occupations that most **frequently** carry titles

(g) *Focusing Adv.-focused element:*

you can **simply** smile or say pleasantly that “you do not know” ...

**Mostly**, these diverse backgrounds have not been blended in the ... melting pot.

-- **especially** when you first arrive.

when they first encounter it, **especially** in the business world

..., **especially** socially.

(h) *Negative adverbs*-negated element:

**Barely** in their teens,

(i) *Sentential adverbials*:

(1) *Sequential Adv.-S/S- Sequential Adv.:*

**At first**, ... some foreign women may be startled ...

The ... motion ... may be startling **at first**.

(2) *Adv. from a certain point of view-S/S-Adv. from a certain point of view:*

keep to many of their own customs and patterns **socially** and at home

**In fact**, the idea ... is largely a myth.

(j) *Linking adverbials*:

(1) *Linking adverbials-S:*

**As a result**, no one needs to feel uncomfortable in following his or her own customs.

**However**, this need not bother you.

(2) *Linking adverbials-VP:*

What we do use, **however**, are occupational titles.

#### D. Prepositions

(A) N-P:

respect **for** age or position

a feeling **for** "rank"

a search **for** common ground on which to build a relationship

the use **of** first names

a lack **of** respect

thousands of miles **away from** their families

(B) Adj-P:

feel uncomfortable **in** following his or her own customs

are not comfortable **in** following the ... request to “Call me Andrew”

(C) V-P:

becomes accustomed **to** them

happens **to** us

think nothing **of** driving seventy-five **to** a hundred miles

go **to** a far-off city for an evening of theater or music or even a movie

pass **on** the streets

swirling **around** you

come **from** many nationalities

living **in** varied cultures

blended **in** the so-called American “melting pot”

merge **into** the American stream only **in** certain aspects of life

keep **to** many of their own customs and patterns socially and at home

to have dinner **with** a friend

have grown **up with** a common heritage

go off **in** droves

being treated **with** respect for age or position

E. Verbs/Prepositions and complements: V-N/P-N

(A) V-N:

retain **many of their own customs and social traditions**

following **his or her own customs**

follow **the boss’s immediate request**

just to see **another part of the country**

to see **what lies beyond**

to see **how different nationalities begin a conversation**

begin **a conversation**

to base **a conversation**

to build **a relationship**

select **a college**

carry **titles**

jars **nerves**

get **the point**

(B) V-that cl.:

understand **that such questions are meant to be friendly;**

say pleasantly **that you “do not know”**

(C) V-N-N:

call **America home**

call **me Sally (or Henry or Don)**

(D) V-N-Adj:

find **the terms ... stiff and formal**

it makes **them uncomfortable**

(E) V-N-PP:

thank **you for feeling that friendly**

have **their origins in every part of the world**

just to have **dinner with a friend**

becomes **accustomed to them**

think **nothing of driving seventy-five to a hundred miles**

(F) V-N as NP/is V-ed as NP:

interpret **it as a lack of respect**

Being on first-name terms is taken **as a sign of ...**

(G) V to V:

be amazed **to see**

(H) V-V-ing:

enjoy **being treated with respect for age or position**

(I) V-N V-PP:

hear **people ... say to quite young people "Just call me Sally."**

(J) V-N V-ed by N

having **their hair cut and styled** by men

(K) P-N:

**in** downtown streets

**in** the flat Middle West

**in** my country

**in** some countries

**in** schools, sports, business, and science

**in** the business world

**over** shop doors

**in** certain aspects of life

**on** first-name terms

**by** American standards

turn the questions gently aside **by** some comment

F. Pseudo cleft sentences

What S V is N: **What** we do use, however, **are occupational titles.**

What V is N: **What** exists more often **is a kind of side-by-side living ...**

G. Impersonal subject sentences

**There** is a far wider range of what is “acceptable” than in some countries where the inhabitants have grown up with a common heritage.

**It** is quite all right.

Isn't **it** interesting to see how different nationalities begin a conversation?

H. ‘If’ in subjunctive sentences vs. ‘if’ in

What a dull world it **would be if** this were not true!

What a dull world it would be **if this were not true!**

**If you are not comfortable** in following the boss's immediate request to “Call me Andrew,” **it is quite all right.**

**If you are asked questions** that seem to you to be too personal, you need not answer them.

### More Grammar Points

Besides the above grammar points, there are a few more interesting places that are worth noticing.

A. Change of voice

There is a change of voice in the last paragraph as shown in the following sentences:

They are a search for common ground on which to build a relationship or base a conversation. **Understand that** such questions are meant to be friendly; the questioner is interested in you.

The author uses an imperative in the second sentence, instead of a statement as in the first sentence, to address to the reader. And also the second sentence is interesting in its using a semicolon and in its ambiguity which worth further discussion in class.

B. Active voice vs. Passive voice

There are two pairs of lexical items which are in contrary to each other as far as voice is concerned:

- a. is interested in/is interesting to  
the questioner is **interested in** you.

Isn't **it interesting to** see how different nationalities begin a conversation?

b. be startled by/be startling

some foreign women may be **startled by** ...

The constant restless motion of Americans may be **startling** ...

C. Discourse analysis of some complex sentences:

Some 245 million of them now call America home, but in they have their origins in every part of the world. The names you see over shop doors tell so, as do the varied types of faces you pass on the streets.

(C) Searching relevant corpus data from the BOE:

In the text, there are some lexical items which are similar in their meaning and usage and need to be investigated further. They are listed as follows:

- (1) seem to/is meant to
- (2) happen to/begin
- (3) varied/diverse/different
- (4) often/frequently/constantly
- (5) same/similar/common
- (6) include/such Ns as/ such as
- (7) Neg. need to V/need neg. V

Because only very limited data have been found in the text, more data from the BOE are needed in order to see what the descriptive rules are.

Besides these lexical items, other grammatical topics such as active voice vs. passive voice; how and why the adjectival and adverbial modifiers are used in the ways as they are; how the heads choose their complements; etc. will also be further investigated through the related data in the BOE.

(D) Editing the raw data:

The raw data derived from the BOE need to be evaluated. Some sample raw data are attached in Appendix 4. As one can see, the data contain some examples that are not exactly what the teachers search for. Therefore, annotating the raw data is required.

(E) Generalizing descriptive rules that are related to different aspects of linguistics,

such as morphology, syntax, semantics, pragmatics, discourse, etc., from the edited

data. The following are some examples of the descriptive rules:

Rule 1: Active/Passive rule

Data 1: Some foreign women may be **startled** by having their hair cut by men.

The constant restless motion of Americans may be **startling** ...

Visitors may be **amazed** ...

(plus the related data from the BOE)

Here startled/amazed/startling all appear in the context of 'N may be \_\_\_,'

Where V-ed has passive meaning and V-ing has active meaning.

Therefore, an active/passive rule can be derived as follows:

Active, if in the context of 'N may be \_\_\_-ing';

Passive, if in the context of 'N may be \_\_\_-ed.'

Data 2: Isn't it **interesting** to see how different nationalities begin a conversation?

the questioner is **interested** in you.

(plus the related data from the BOE)

Here interesting and interested appear in the context of 'N is \_\_\_,'

and again V-ing has active meaning whereas V-ed has passive meaning.

Therefore, another active/passive rule can be written as follows:

Active, if in the context of 'N is \_\_\_-ing';

Passive, if in the context of 'N is \_\_\_-ed.'

Rule 2: Pseudo-cleft sentence rule

Data 2: **What** we do use, however, **are occupational titles**.

**What** exists more often **is a kind of side-by-side living** ...

(plus the related data from the BOE)

These two sentences both have the common structure; that is,

'What...are/is N.' And the thing represented by the phrase 'what ...' in

both sentences refers to the N after 'are/is'; that is they have the same

identity.

Therefore, a pseudo-cleft sentence rule can be understood as follows:

Pseudo cleft, if in the context of 'What...are/is N.'

Rule 3: Impersonal subject structure

Data 3: **There** is a far wider range of what is "acceptable" than in some countries

where the inhabitants have grown up with a common heritage.

**It** is quite all right.

Isn't **it** interesting to see how different nationalities begin a conversation?

(plus the related data from the BOE)

These sentences are common in that **there/it** appear in the subject position followed by **is**, and they do not have concrete lexical meanings of their own.

They differ in that an NP is used after **is** in 'there' impersonal subject sentences while an adjective/AP is used in 'it' impersonal subject sentences.

So the rules can be written as the following:

'There' impersonal subject sentence:

'There' in the context of '\_\_\_ is NP.'

'It' impersonal subject sentence:

'It' in the context of '\_\_\_ is Adj./AP.'

(F) Designing learning tasks and activities:

Pedagogical lexical/grammatical patterns and tasks designed based on the above descriptive rules

Based on the rules derived from the data in Mosaic One and the BOE, some tasks and activities can be designed. Detailed example tasks and activities can be found in Appendix 6.

### **Task 1: Active vs. Passive**

(Bring/Drawing pictures/cartoons that clearly show the following situations)

Situation one: an ice cream bar and a bright sun in a very hot day

Situation two: a child by the window of a house that is on fire

Situation three: an American woman well beyond middle age says to a young single woman from Taiwan: "Are you married?" "How many children do you have?", etc.

Suggested verbs used in active/passive sentence patterns:

surprise, terrify, melt, offend, startle, bother, amaze

Activities: Each student finds his own partner to describe the picture/cartoon first and then tell a story about it by using the suggested verbs.

### **Task 2: Antonyms**

### **Task 3: Collocation**



## **Task 4: Impersonal subject structure**

### 7. Conclusion

In this paper, I have reviewed some literatures on corpus linguistics. I introduced two major large corpora—the Bank of English (BOE) and the British National Corpus (BNC). And I have shown how corpora has been used to help students find descriptive rules, collocations of lexical items. Besides the grammar points, the relationship of language and culture, the informality of the Americans, occupational titles, personal questions, basic communicative, reading, and writing skills, and body language are also introduced. Furthermore, a sample of teaching English as a second language is introduced.

In sum, this research emphasizes on helping language teachers and learners to become aware of the descriptive rules of the target language by using corpora and data driven approach. It is hoped that language teachers and learners will acquire this new way of teaching and learning a foreign language eventually and that our foreign language education will move towards a new era in teaching English as a foreign language.

## **APPENDIX 1**

### **Raw Data List (Selection 1 in Mosaic One)**

#### **A. Synonyms**

##### **a. Words that share similar meaning and function:**

surprise/startled/amazed/startling

same/similar

varied/different/diverse

many/countless/numerous

frequently/often

deference/respect

just/simply (smile)

##### **b. Same meaning expressed by different linguistic units:**

young people/(people) in their teens

uncomfortable/ not comfortable

blended in/merge into

retain/keep to

varied types of faces/ethnic groups/diverse backgrounds

many nationalities/different nationalities

Americans/the American

get the point/understand

#### **B. Antonyms**

dull/interesting

similar/different

#### **C. Modifiers**

##### **a. Adjectival modifiers**

many **American** customs  
**varied** cultures  
many **small daily** things  
a **dull** world  
some **foreign** women  
**short** shorts  
**constant restless** motion  
the **flat Middle West**  
a **far-off** city  
**countless young** people  
**shop** doors  
**varied** types  
**diverse** backgrounds  
the **so-called American “melting pot”**  
a **melting** pot  
**ethnic** groups  
the **American** stream  
a **far wider** range  
a **common** heritage  
**American** informality  
**immediate** use  
**first** names  
**lower** rank  
**immediate** request  
**occupational** titles  
certain other **top government** officials  
**conversational** questions  
**personal** questions  
**common** ground  
a **funny** question  
**different** nationalities  
the **boss’s immediate** request  
their **own** customs and **social** traditions  
their **own** customs and patterns  
men **wearing wigs or short shorts on women**  
short shorts **on women in downtown streets**  
the constant restless motion **of Americans**  
people **in the flat Middle West**

an evening **of theater or music or even a movie**  
another part **of the country**  
some 245 million **of them**  
every part **of the world**  
the varied types **of faces**  
a roll call **of school children**  
a kind **of side-by-side living**  
certain aspects **of life**  
a wide range **of what is “acceptable”**  
a lack **of respect**  
the almost immediate use **of first names**  
deference or respect **from people of lower rank**  
a minimum feeling **for “rank”**  
a sign **of acceptance and friendliness**  
these people **who are swirling around you**  
the varied types of faces **you pass on the streets**  
the names **you see over shop doors**  
the idea **that America is a melting pot**  
occupations **that most frequently carry titles**  
questions **that seem to you to be too personal**  
a college **thousands of miles away from their families**  
people **living in varied culture**  
men **wearing wigs**  
nerves **long accustomed to deference or respect from people of lower rank**  
people **well beyond middle age**  
something **similar**  
Some differences **are minor.**  
what **is acceptable ...**  
no one needs to **feel uncomfortable ...**  
If you **are not comfortable**  
thank you ... for **feeling that friendly**  
Conversational questions may **seem to you both too personal and too numerous.**  
It **makes them uncomfortable.**  
**find the terms ... stiff and formal**

b. Adverbial modifiers:

handle many small daily things **differently**  
**At first**, ... some foreign women may be startled ...  
The ... motion ... may be startling **at first**.  
The idea ... is **largely** a myth.  
keep to many of their own customs and patterns **socially and at home**  
when they **first** encounter it, **especially** in the business world  
..., **especially socially**.  
occupations that **most frequently** carry titles  
**especially** when you **first** arrive  
you can **simply** smile or say **pleasantly** that “you do not know” ...  
turn the questions **gently aside**  
**Barely** in their teens, they go off in droves ...  
**Mostly**, these diverse backgrounds have not been blended in the so-called  
American “melting pot.”  
**In fact**, the idea that American is a melting pot is largely a myth.  
**As a result**, no one needs to feel uncomfortable in following his or her own  
customs.  
**However**, this need not bother you.  
What we do use, **however**, are occupational titles.

#### D. Prepositions

happens **to** us  
living **in** varied cultures  
becomes accustomed **to** them  
startled **by** having their hair cut and styled **by** men  
**in** downtown streets  
**in** the flat Middle West  
think nothing **of** driving seventy-five **to** a hundred miles  
to have dinner **with** a friend  
go **to** a far-off city **for** an evening of theater or music or even a movie  
thousands of miles **away from** their families  
go off **in** droves  
swirling **around** you  
**over** shop doors  
pass **on** the streets  
blended **in** the so-called American “melting pot”  
merge **into** the American stream only **in** certain aspects of life--**in** schools, sports,

business, and science  
keep **to** many **of** their own customs and patterns socially and **at** home  
**in** some countries  
come **from** many nationalities  
have grown up **with** a common heritage  
feel uncomfortable **in** following his or her own customs  
a lack **of**  
**in** the business world  
the ... use **of** first names  
a feeling **for** “rank”  
being treated **with** respect **for** age or position  
**on** first-name terms  
are not comfortable **in** following the ... request to “Call me Andrew”  
**by** American standards  
a search **for** common ground **on** which to build a relationship  
the questioner is interested **in** you  
**In** my country  
turn the questions gently aside **by** some comment

E. Complements

becomes **accustomed to them**  
having **their hair cut and styled** by men  
be amazed **to see** men wearing wigs  
think **nothing of driving seventy-five to a hundred miles**  
just to have **dinner with a friend**  
select **a college**  
just to see **another part of the country**  
to see **what lies beyond**  
have **their origins in every part of the world**  
retain **many of their own customs and social traditions**  
following **his or her own customs**  
interpret **it as a lack of respect**  
jars **nerves**  
find **the terms ... stiff and formal**  
it makes **them uncomfortable.**  
hear **people ... say to quite young people “Just call me Sally.”**  
enjoy **being treated with respect for age or position**  
Being on first-name terms is taken **as a sign of ...**

follow **the boss's immediate request**  
thank **you for feeling that friendly**  
carry **titles**  
to build **a relationship** or base **a conversation**  
understand **that such questions are meant to be friendly;**  
say pleasantly **that you "do not know"**  
to see **how different nationalities begin a conversation**  
get **the point**

F. Pseudo cleft sentences

**What** exists more often **is a kind of side-by-side living ...**  
**What** we do use, however, **are occupational titles.**

G. Impersonal subject sentences

**There** is a far wider range of what is "acceptable" than in some countries  
where the inhabitants have grown up with a common heritage.

**It** is quite all right.

Isn't **it** interesting to see how different nationalities begin a conversation?

H. Subjunctive sentences

What a dull world it **would be if** this were not true!

## APPENDIX 2

### Annotated Data List (Selection 1 in Mosaic One)

#### B. Synonyms

##### (A) Words that share similar meaning and function:

- 9 (1) Verbs: surprise/startled/amazed/startling; get the point/understand  
10 (2) Nouns: deference/respect  
(3) Adjectives: same/similar, varied/different/diverse;  
many/countless/numerous  
(4) Adverbs: frequently/often, just/simply

##### (B) Same meaning expressed by different linguistic units:

- (2) Verbals: blended in/merge into, retain/keep to,  
(2) Nominals: young people/(people) in their teens  
varied types of faces/ethnic groups/diverse backgrounds  
many nationalities/different nationalities  
Americans/the American  
(4) Adjectivals: uncomfortable/ not comfortable,

#### C. Antonyms

Adjectives: dull/interesting, similar/different

#### D. Modifiers and heads:

##### a. Adjectival modifiers-Head nouns:

- (a) Cultures and customs:  
many **American** customs  
the **so-called American** “**melting pot**”  
a **melting** pot  
the **American** stream



**American** informality  
their **own** customs and **social** traditions  
their **own** customs and patterns  
**varied** cultures  
**diverse** backgrounds  
**different** nationalities  
a **common** heritage  
**common** ground

(b) People:  
some **foreign** women  
**ethnic** groups  
certain other **top government** officials  
**countless young** people  
**first** names  
**lower** rank  
**occupational** titles  
**constant restless** motion  
**immediate** use  
**immediate** request  
the **boss's immediate** request  
**conversational** questions  
**personal** questions  
a **funny** question

(c) Place:  
a **far-off** city  
the **flat Middle** West  
the **business** world  
a **dull** world

(d) Thing:  
**shop** doors  
**short** shorts  
many **small daily** things

(e) Types & scope:  
**varied** types

a **wide** range  
a **far wider** range

b. Head nouns-Adjectival modifiers:

(a) N-PP:

(1) P = **of**

the constant restless motion **of Americans**

the almost immediate use **of first names**

a lack **of respect**

a sign **of acceptance and friendliness**

a roll call **of school children**

some 245 million **of them**

another part **of the country**

every part **of the world**

the varied types **of faces**

a kind **of side-by-side living**

a wide range **of what is “acceptable”**

certain aspects **of life**

an evening **of theater or music or even a movie**

(2) Other Ps

people **in the flat Middle West**

deference or respect **from people of lower rank**

a minimum feeling **for “rank”**

short shorts **on women in downtown streets**

thousands of miles **away from** their families

(b) N-Rel. Cl.:

these people **who are swirling around you**

the varied types of faces **you pass on the streets**

the names **you see over shop doors**

the idea **that America is a melting pot**

occupations **that most frequently carry titles**

questions **that seem to you to be too personal**

some countries **where** the inhabitants have grown up with a common heritage

a kind of ... living **in which** ethnic groups retain ... their own customs

a common ground **on which** to build a relationship

(c) N-adjectival:

something **similar**

men **wearing wigs**

nerves **long accustomed to deference or respect from people of lower rank**

people **well beyond middle age**

people **living in varied culture**

a college **thousands of miles away from their families**

(d) N-V-Predicative adj.:

Some differences are **minor**.

what is **acceptable** ...

If you are not **comfortable**

no one needs to feel **uncomfortable** ...

thank you ... for feeling **that friendly**

Conversational questions may seem to you **both too personal and too numerous**.

If you are asked questions that seem to you to be **too personal**, ...

Such questions are meant to be **friendly** ...

(e) V-N-Adj.:

Many Americans find the terms ... **stiff and formal**.

It makes them **uncomfortable**.

D. Adverbial modifiers:

a. V-*Manner Adv.*:

say **pleasantly** that "you do not know" ...

turn the questions **gently** aside

handle many small daily things **differently**

b. V-*Degree Adv./Degree Adv.-Adj./-Adv.*:

The idea ... is **largely** a myth.

**quite** young people

**quite** all right

the **almost** immediate use

occupations that **most** frequently carry titles

c. *V- location Adv.:*

keep to many of their own customs and patterns socially and **at home**

d. *Indefinite Time Adv.-V:*

when they **first** encounter it,  
especially when you **first** arrive  
one **soon** becomes accustomed to them.

e. *Duration Adv.-V:*

nerves **long** accustomed to deference

f. *Frequency Adv.-V:*

occupations that most **frequently** carry titles

g. *Focusing Adv.-focused element:*

you can **simply** smile or say pleasantly that “you do not know” ...  
**Mostly**, these diverse backgrounds have not been blended in the ... melting pot.  
-- **especially** when you first arrive.  
when they first encounter it, **especially** in the business world  
..., **especially** socially.

h. *Negative adverbs-negated element:*

**Barely** in their teens,

i. *Sentential adverbials:*

(a) *Sequential Adv.-S/S- Sequential Adv.:*

**At first**, ... some foreign women may be startled ...  
The ... motion ... may be startling **at first**.

(b) *Adv. from a certain point of view-S/S-Adv. from a certain point of view:*

keep to many of their own customs and patterns **socially** and at home  
**In fact**, the idea ... is largely a myth.

j. *Linking adverbials:*

(a) *Linking adverbials-S:*

**As a result**, no one needs to feel uncomfortable in following his or her own  
customs.

**However**, this need not bother you.

(b) *Linking adverbials*–VP:

What we do use, **however**, are occupational titles.

E. Prepositions

a. N-P:

respect **for** age or position

a feeling **for** “rank”

a search **for** common ground on which to build a relationship

the use **of** first names

a lack **of** respect

thousands of miles **away from** their families

c. Adj-P:

feel uncomfortable **in** following his or her own customs

are not comfortable **in** following the ... request to “Call me Andrew”

d. V-P:

becomes accustomed **to** them

happens **to** us

think nothing **of** driving seventy-five **to** a hundred miles

go **to** a far-off city for an evening of theater or music or even a movie

pass **on** the streets

swirling **around** you

come **from** many nationalities

living **in** varied cultures

blended **in** the so-called American “melting pot”

merge **into** the American stream only **in** certain aspects of life

keep **to** many of their own customs and patterns socially and at home

to have dinner **with** a friend

have grown **up with** a common heritage

go off **in** droves

being treated **with** respect for age or position

F. Verbs/Prepositions and complements: V-N/P-N

a. V-N:

retain **many of their own customs and social traditions**

following **his or her own customs**  
follow **the boss's immediate request**  
just to see **another part of the country**  
to see **what lies beyond**  
to see **how different nationalities begin a conversation**  
begin **a conversation**  
to base **a conversation**  
to build **a relationship**  
select **a college**  
carry **titles**  
jars **nerves**  
get **the point**

b. V-that cl.:

understand **that such questions are meant to be friendly;**  
say pleasantly **that you "do not know"**

c. V-N-N:

call **America home**  
call **me Sally (or Henry or Don)**

d. V-N-Adj:

find **the terms ... stiff and formal**  
it makes **them uncomfortable**

e. V-N-PP:

thank **you for feeling that friendly**  
have **their origins in every part of the world**  
just to have **dinner with a friend**  
becomes **accustomed to them**  
think **nothing of driving seventy-five to a hundred miles**

f. V-N as NP/is V-ed as NP:

interpret **it as a lack of respect**  
Being on first-name terms is taken **as a sign of ...**

g. V to V:

be amazed **to see**

h. V-V-ing:

enjoy **being treated with respect for age or position**

i. V-N V-PP:

hear **people ... say to quite young people "Just call me Sally."**

j. V-N V-ed by N

having **their hair cut and styled** by men

k. P-N:

**in** downtown streets

**in** the flat Middle West

**in** my country

**in** some countries

**in** schools, sports, business, and science

**in** the business world

**over** shop doors

**in** certain aspects of life

**on** first-name terms

**by** American standards

turn the questions gently aside **by** some comment

G. Pseudo cleft sentences

What S V is N: **What** we do use, however, **are occupational titles.**

What V is N: **What** exists more often **is a kind of side-by-side living ...**

H. Impersonal subject sentences

**There** is a far wider range of what is “acceptable” than in some countries  
where the inhabitants have grown up with a common heritage.

**It** is quite all right.

Isn't **it** interesting to see how different nationalities begin a conversation?

I. ‘If’ in subjunctive sentences vs. ‘if’ in

What a dull world it **would be if** this were not true!

What a dull world it would be **if this were not true!**

**If you are not comfortable** in following the boss's immediate request to  
“Call me Andrew,” **it is quite all right.**

**If you are asked questions** that seem to you to be too personal, you need not  
answer them.

## APPENDIX 3

### More Grammar Points to be investigated

#### A. Active voice vs. Passive voice

##### a. is interested in/is interesting to

the questioner is **interested in** you.

Isn't it **interesting to** see how different nationalities begin a conversation?

##### b. be startled by/be startling

some foreign women may be **startled by** ...

The constant restless motion of Americans may be **startling** ...

#### B. Lexical items which need more investigation:

##### a. seem to/is meant to

Conversational questions may **seem to** you both too personal and too numerous

...

If you are asked questions that **seem to** you to be too personal, you need not answer them.

Such questions are **meant to** be friendly ...

##### b. happen to/begin:

the same thing happens to **you** when we visit another country.

to see how different nationalities begin a conversation

##### c. varied/diverse/different:

varied cultures/types

diverse backgrounds

different nationalities

##### d. same/similar/common:

same thing

something similar

common heritage/ground

##### e. often/frequently/constantly



What exists more often is a kind of side-by-side living ...

Occupations that most frequently carry titles include: ...

constant restless motion

f. include/such Ns as/ such as:

(a) A roll call of school children will include such names as Adams, Ali, Bykowski, Capparella, Fujita, Gonzales, Mukerji, Nussiebeh, and Wong.

(b) Occupations that most frequently carry titles include: diplomats... members of the Senate ...

(c) turn the questions gently aside by some comment such as "Isn't it interesting to see how different nationalities begin a conversation?"

g. need:

**No** one needs **to feel** uncomfortable in following his or her own customs.

This need **not bother** you.

You need **not answer** them.

C. Discourse analysis of some complex sentences in the text:

Some 245 million of them now call America home, but in they have their origins in every part of the world. The names you see over shop doors tell **so, as do** the varied types of faces you pass on the streets.

## APPENDIX 4

### Raw Corpus Data from the BOE

## APPENDIX 5

### Annotated Corpus Data of the BOE

#### 1. *handle things*

SP: S-have to-**handle**-NP-of **things**

The leading players have to **handle** the sentimental side of **things**.

#### 2. *interpret something as*

SP: S-**interpret-something-as** NP

With respect to Resolution 670, imposing an air embargo, we **interpret is as** being cargo-oriented.

Followers of Johnson may be pleased to **interpret it as** a sort of astronomical compliment.

He has a memory, but it is still very short. This is why you have to issue constant reminders not to do things, so don't **interpret his behaviour as** naughtiness.

If you want to **interpret Raddy's presence at the match as** superstition on my part, that's fine.

Many Christians **interpret a number of Biblical passages as** outlawing sexual activity apart from intercourse between men and women in order to produce children.

#### 3. *turn the questions aside*

SP: S-**turn-the question-Adv**.

It would not be better to **turn the question round**.

#### 4. *to be treated with respect*

SP: S-**be treated-with respect**

There is nothing average about a 309 driver. That's why they **are treated with such respect**

Among these rights, the most fundamental is the right **to be treated with respect**.

Latif Jassem, the former information minister and adviser to President Saddam Hussein, said that he expected the 15-strong team and six-member back-up squad, including some Americans, **to be treated with respect**.

We **were** not only **treated with** understanding and **respect**, but by mid-afternoon provided with a solution.

Mother Brendan, the principal, stood at the front door of the assembly hall, small but formidable, her place already booked in Heaven, where she expected **to be treated with proper respect** by those who ran admissions.

### 5. *have a feeling for*

SP: S-have a feeling for NP

Those who **have a special feeling for** the small, ancient and decayed boroughs of England ...

Ever since Nangi-san assigned me to work for you I have known that I **have a special feeling toward** you.

### 6. *drive to*

SP: S-drive-to-NP<sub>place</sub>

After the Amsterdam incident, he stayed in Holland working as a hotel chef before a jazz drummer he met suggested they **drive to Australia** for Christmas.

If you're feeling inspired, you could **drive to nearby Crews Hill**, where you'll find numerous garden centres stocking everything you could want for your own patch.

HOLIDAYMAKERS will pay less to jet to the sun this summer than it costs them to **drive to the airport**.

I usually **drive to Upton Park** for a full training session.

He would work all night loading the scenery, the props and all the costumes into the big lorry which would **drive to Southampton** and unload at the Southampton Palais, ready for the show to open on Monday night.

There was another way into the reserve: I could **drive to the top of Kedia Hill** and head due west along an old cutline.

Too tired to **drive to the plane**, we laid our foam mats and sleeping bags in the back of the Land Cruiser and crawled inside.

Feeling somewhat nervous, I didn't want to **drive to Mildmay**.

7. *one's request to V*

SP: **one's request to V (O)**

RFU will consider **his request to see England** through to the 1995 World Cup.

**His disingenuous request of each one to name who is, and is not, worthy of inclusion in his book** provided delicious moments.

Cooke's four-year reign ends after the Five Nations' Championship, when he left behind three of his team who will be responsible for deploying the instant monitors, who are being rounded up by the UN at **the request of the African National Congress to watch over next week's intensification of its mass action campaign.**

**It's request** for him to see an outside doctor was refused.

**His urgent request** for a meeting to be held this weekend is therefore an indication of just how concerned his government is.

8. *a search for*

SP: **a search for NP**

Out of work and looking for a job? Now there is more help than ever in **your search for the right job.**

This checklist is a quick reminder of steps to take whatever stage you are at in **your search for a job.**

In addition to the help offered by the College Residence Office, the University Accommodation Office is also able to assist in **the search for suitable private accommodation.**

**The search for new ideas** continues. AI Bulletin readers are invited to send me their eagerly awaited ideas for developing the ITI Regions.

At first no one knew what was causing the destruction: it was only in 1868 that the bug was identified. Then **the search for a cure** began.

Finally, I decided to channel my anger into **a search for some answers.**

**The search for the bombs** began after one was spotted at a toy shop.

Streets were sealed off by men with machine guns while **a search** was made for missing children.

But whereas writers like Orwell, Spencer and Auden set out to find the alternative society through organized political action, Lowry embarked on **a lonely and seemingly undirected search for an alternative identity** in and through literature.

*9. common ground on which to VO*

SP: For every aspect of European life **on which** member states can find **common ground**, another two will crop up on which no agreement can be reached.

*10. pass on the streets*

SP: V-on the streets

14 buys sleeping bags and blankets to warm those **sleeping on the streets**.

**Set on the streets** of Harlem, Ernest R. Dickerson's powerful saga of black urban youth focuses on four friends as they amble through life, shirking school, roaming the neighbourhood and clashing with local rivals.

Then imagine what it would be like to come home one day and be told by them, "Get out. We don't care if you **sleep on the streets**."

An estimated 150,000 young people are homeless in Britain today—**sleeping on the streets**, dosing in derelict houses, or being shunted from hostel to hostel.

She ran away repeatedly. She's **begged on the streets**, lived in hostels and only since she found her way to St. Anne's Day Centre in Leeds does she face a more settled future.

In the mire of desperation and despair **pooled on the streets** beneath the corruption at the top, people turn to crime because the power of the law has been perverted.

An estimated seven million children **live and work on the streets** of Brazilian cities, and there are 5,000, aged five to 18, in Guatemala City.

The carnival committee claimed that over a million revelers had **converged on the north London streets** during the two-day party.

In Phnom Penh, a young French official told me that some controversial leaflets **scattered on the streets** had been drafted and printed by the French secret service.

It was in evidence in the store windows, and in the lights which were being **strung up on the streets** of Manhattan.

Each of the gowns worn by the women in the Misericordia altarpiece could probably have been **seen on the streets** of Sansepolcro, although the expensive gold-embroidered sleeves of the third woman to the right of the Virgin would have been worn only for some special occasion, such as the one occurring in Piero's altarpiece.

## **APPENDIX 6**

### **Tasks and Activities**

#### **Task 1: Active vs. Passive**

(Bring/Drawing pictures/cartoons that clearly show the following situations)

Situation one: an ice cream bar and a bright sun in a very hot day

Situation two: a child by the window of a house that is on fire

Situation three: an American woman well beyond middle age says to a young single woman from Taiwan: “Are you married?” “How many children do you have?”, etc.

Suggested verbs used in active/passive sentence patterns:

surprise, terrify, melt, offend, startle, bother, amaze

Activities: Each student finds his own partner to describe the picture/cartoon first and then tell a story about it by using the suggested verbs.

#### **Task 2: Antonyms**

Activities: Ask the students to draw pictures, to use real objects or body gestures to show the contrast of the following pairs of antonyms in the pattern of “A and B are \_\_\_ whereas C and D are \_\_\_”:

same/similar vs. different

dull vs. interesting

Then ask the student and his partner to find more antonyms which can fit in the above pattern, and explain why they say A and B are \_\_\_, and C and D are \_\_\_.

Next ask the students to find antonyms for the following words:

friendly, minor, numerous, personal, restless, comfortable, acceptable, pleasant,

foreign, flat, stiff, formal

gently, frequently

respect, tea pot, background, acceptance

people of lower rank, short shorts on women, top government officials

#### **Task 4: Collocation**

Teacher: Give the students the raw data taken from selection one and the BOE.

Activities: Each group of students find out as many as possible words that can appear in the following contexts:

\_\_\_\_ customs

\_\_\_\_ traditions

\_\_\_\_ culture(s)

\_\_\_\_ backgrounds

\_\_\_\_ heritage

\_\_\_\_ nationalities

\_\_\_\_ question(s)

\_\_\_\_ people

\_\_\_\_ titles

\_\_\_\_ world

immediate \_\_\_\_

common \_\_\_\_

people \_\_\_\_

V-N-Adj

V-N-V

Adv.-V

Adv, S

S Adv.

V-to N

V-to V

see \_\_\_\_

understand \_\_\_\_

say \_\_\_\_

N-P

Adj-P

V-P

Then discuss how to use them in a larger context.

#### **Task 5: Impersonal subject structure**

Write a story on different cultures and customs by using at least 10 sentences containing 'there-subject' and 'it-subject structure.'

## References.

- Aijmer, K. & B. Altenberg (eds.) (1991) English corpus linguistics. Longman.
- Armstrong, S. (ed.) (1994) Using large corpora. MIT Press.
- Aston, G. (1997) 'Enriching the learning environment: corpora in ELT' in Wichmann, et al (1997) Teaching and language corpora.
- Benson, P. & P. Voller (eds.) (1997) Autonomy and independence in language learning. Longman.
- Biber, D., S. Conrad & R. Reppen (1998) Corpus linguistics: investigating language structure and use. CUP.
- Crystal, D. (3<sup>rd</sup> ed.) (1991) A dictionary of linguistics and phonetics. Blackwell.
- Crystal, D. (Reprinted) (1995) The Cambridge encyclopedia of language. CUP.
- Garside, R., G. Leech & T. McEnery (eds.) (1997) Corpus annotation: linguistic information from computer text corpora. Longman.
- Granath, S. (1998) 'Using corpora in teaching English syntax to EFL students at the university level,' in TALC 98 Conference Proceedings.
- Hahn, A. & J. Schmied (1998) 'Grammar at its best: a rule- and corpus-based internet grammar of English tenses,' in TALC 98 Conference Proceedings.
- Huang, L.Y. (1994) A contrastive analysis of the errors made by students of Chinese and English and its significance. National Science Council research paper.
- Huang, L.Y. (1999) 'To trash or to treasure: that is a question.' Paper presented in the Third International Conference on English Language Education in R.O.C.
- Hunston, S. & G. Francis (1998) 'Verbs observed: a corpus-driven pedagogic grammar,' in Applied Linguistics 19/145:72.
- Johns, T. (1991) 'Should you be persuaded: two examples of data-driven learning,' in Johns & King (eds.) Classroom concordancing 4 English Language Research Journal.
- Johns & King (eds.) (1991) Classroom concordancing 4 English Language Research Journal.
- Kennedy, G. (1998) An introduction to corpus linguistics. Longman.
- Leech, G. (1997) 'Teaching and language corpora: a convergence,' in Wichmann, et



- al (eds.) Teaching and language corpora.
- Mindt, D. (1997) 'Corpora and the teaching of English in Germany,' in Wichmann, et al (eds.) Teaching and language corpora.
- Murison-Bowie, S. (1996) 'Linguistic corpora and language teaching,' in Annual Review of Applied Linguistics 16:182-199.
- Odlin, T. (1994) Perspectives on pedagogical grammar. CUP.
- Osborne, J. (1998) 'What can students learn from a corpus? Building bridges between data and explanation,' in TALC 98 Conference Proceedings.
- Sinclair, J. (1991) Corpus, concordance, collocation. CUP.
- Sinclair, J. (1997) 'Corpus evidence in language description,' in Wichmann, et al (eds.) Teaching and language corpora.
- Thomas., J. & M. Short (1996) Using corpora for language research. Longman.
- Wichmann, A., S. Fligelstone., T. McEnery & G. Knowles (eds.) (1997) Teaching and language corpora. Longman.
- Wilsin, A. & A. McEnery (eds.) (1994) Corpora in language education and research: a selection of papers from TALC94. Lancaster University.