

Chapter 8

Conclusion and Further Research

ABSTRACT

The final chapter will give an overview of full research with its conclusions and implications of creating teaching materials, exercises, and exams with the use of computer corpora. It will explore future possibilities of using corpora and its tools in learning language subjects. The chapter will show research conclusions based on teacher experiences working with computer corpora and its tools to prepare their teaching units for language learning. This chapter will try to give an answer to the question, Does computer corpora have its future in language learning subjects in primary and secondary educational levels? Additionally, this chapter will present ideas for further research and existing limitations of this research.

INTRODUCTION

Corpus-based teaching has many implications not just in teaching language subjects in primary and secondary schools, but it is widely and more often used for teaching foreign languages, especially English. For large world languages (especially English) extensive studies have shown the importance of using the corpus as a tool for teaching the second and foreign language, as it provides students with practical training and first-hand experience in a natural context (Gavioli, Aston, 2001; Hunston, 2002; Boulton, 2010; Leech, 1997; Bennet, 2010). But the importance of the corpus is increasingly emphasized in the

DOI: 10.4018/978-1-7998-3680-3.ch008

field of computer lexicography, where big publishing houses such as Oxford University Press, Cambridge University Press, Collins and Macmillan in the UK, INL in the Netherlands, and Cornelsen in Germany are using corpus tools (like Sketch Engine) in their lexicographic work (Kilgarrieff, Kovář, Rychlý, 2010). Consequently, dictionaries, grammars, glossaries, and manuals created for English, German and Dutch take into account the frequency of words, collocation, and phraseology, along with variations, lexis, and grammar. These newly-created dictionaries, grammars, textbooks, and manuals do not necessarily take into account only the original language corpora, but also the learner corpora (i.e., corpus generated by the collection of texts of students whom are adopting that language), which enables lexicographers and readers to take into account the mother tongue of students, and construct dictionaries that are not necessarily market-oriented but are oriented towards students (Hanks, 2008, p. 221; Kilgarrieff; Vojtěch and Rychlý, 2010).

The goal of this research was to get insight to teachers needs and opinions about direct and indirect use of computer corpora in language teaching. Indirect use implies corpus-based materials which the teacher had prepared before and introduced them to students during the class, those materials are filtered and have just materials with which teacher wants to work with. Direct use of corpus implies that the teacher would work with computer corpora directly in the classroom with students where students with teachers guidance search and analyse computer corpora. The research findings are based on presumptions and opinions of four language teachers who are working in primary and secondary schools. Through in-depth interviews with teachers aim was to see their attitudes about the use of computer corpora in language teaching and can it be incorporated into a primary and secondary level of education.

Main questions of this research were directed to investigate and determine the teachers' needs and attitudes about:

- Use of free ICT tool (computer corpora) for preparing teaching materials for their students
- Perception and attitude towards using computer corpora and corpus tools for teaching language classes in primary and secondary schools
- Use of corpus tools directly in classroom with students (DDL approach)
- Education and knowledge about corpora and corpus tools
- Functionalities and possibilities of computer corpora and corpus tools in the field of language education at primary and secondary schools

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/conclusion-and-further-research/256704

Related Content

A Generalized Comparison of Open Source and Commercial Database Management Systems

Theodoros Evdoridis (2007). *Handbook of Research on Open Source Software: Technological, Economic, and Social Perspectives* (pp. 294-308).

www.irma-international.org/chapter/generalized-comparison-open-source-commercial/21196

An Open Source Software: Q-GIS Based Analysis for Solar Potential of Sikkim (India)

Dipanjana Ghose, Sreejita Naskar, Shabbiruddin and Amit Kumar Roy (2019). *International Journal of Open Source Software and Processes* (pp. 49-68).

www.irma-international.org/article/an-open-source-software/228982

Open Source Educational Initiatives to Improve Awareness of Rabies Prevention

Peter Costa and Deborah J. Briggs (2013). *Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information* (pp. 176-192).

www.irma-international.org/chapter/open-source-educational-initiatives-improve/70125

Two Level Empirical Study of Logging Statements in Open Source Java Projects

Sangeeta Lal, Neetu Sardana and Ashish Sureka (2015). *International Journal of Open Source Software and Processes* (pp. 49-73).

www.irma-international.org/article/two-level-empirical-study-of-logging-statements-in-open-source-java-projects/170476

Helping to Bridge the Digital Divide with Free Software and Services

Jason G. Caudill (2010). *International Journal of Open Source Software and Processes* (pp. 13-27).

www.irma-international.org/article/helping-bridge-digital-divide-free/53875