Finding Pattern Flows and Everyday English Novel Through Data-Driven Learning and Two Self-Compiled Corpora

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The objectives of this research are (1) to encourage those students who fall behind in English learning and (2) to find out their predicament/rationale of choosing the vocabulary and phrases when negotiating meaning on daily topics. Johns (1991) holds the notion that "every learner is a Sherlock Holmes" and has developed a data-driven approach to help learners become the best "language detectives". The paper examines whether the vocabulary, phrases and pattern flows which the students use in their writings are from the novels they read. It intends to explore the everyday routinized utterances in an unabridged English literary work and raise the importance of noticing the formulaic language (Wray 2002) in EFL teaching. The prime concern of English teaching and learning curriculum in Taiwan is to boost learners' autonomy through extensive reading and learner-centred activities. The methods used in this study is Data-Driven Learning (DDL) (Johns & King, 1991) and corpus-based approaches, which have played an important role in extracting essential patterns of language (Key-Word-In-Context) for facilitating English teaching and communication.

This study discusses the effectiveness of using English children's literature in EFL teaching and discusses how the use of Data-Driven Learning facilitates the noticing and teaching of everyday English such as formulaic chunks/expressions through the reading of English children's books. Is the level of vocabulary difficulty of English children's literature greater than that of the textbooks used in the classroom? To what extent does the learning of formulaic expressions in an unabridged English novel help the EFL learners? It intends to evaluate the effectiveness of using English children's literature to help EFL autonomy in smooth conversation and descriptive writing by 1) comparing the levels of vocabulary difficulty of the self-compiled literary corpus with that of textbook corpus; and 2) examining the effectiveness of using an unabridged English children's book.

References

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