Graduation Thesis Presentation

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Refining Data-Driven Learning Materials through a Survey of Pre-Service EFL Teacher Trainees

Abstract

- Aim

To create new kinds of DDL (data-driven learning) materials, considering how to effectively and practically implement them, from the perspective of people involved in education

- Outline

1) Review of related literature

2) Proposal of three new kinds of DDL materials

3) Gathering opinions from teachers-to-be

4) Analyzing their opinions

5) Refining materials

What is DDL?

- A teaching method first proposed by Tim Johns (1991)
- Incorporates corpus data with classroom activities
- Learners observe samples of authentic language data and discover rules and patterns→being "researchers"
- Inductive, active learning with access to authentic language use

Review of Related Literature

- **Referencing native data**

Lee (2011) Teaching prepositions with texts from Harry Potter

Hadley (2002) Motivated students

Koosha & Jafarpour (2006), Boulton (2009), Garner (2013), Nishigaki et al. (2014) Larger rise in proficiency compared to traditional teaching methods

Review of Related Literature

- **Comparing learner data with native data**

Hata (2014) Proposal of activities using DDL of two corpora: a learner corpus (JEFLL) and a native corpus (COCA).

Review of Related Literature

- **DDL from teachers' perspective**

Lin & Lee (2015) Investigated the experiences of six teachers using DDL for the first time

→benefits and challenges for teachers

Boulton (2009) DDL not (yet) used as a mainstream method because teachers are not aware of the notion and possibilities of employing corpora into teaching?

Chang & Lessard Clouston (2014) DDL will imply the teacher taking a less central role

Proposal of new DDL Materials

- Topic-based DDL

- DDL for learning affixes

- Learner-led DDL
    Using data from texts in use
    Analyzing their own language use

Research Questions

(1) What do teachers to-be think of DDL?

(2) From a teacher's perspective, what would make DDL more effective and easy to implement in modern Japanese EFL classrooms?

(3) Based on the original materials proposed by the author, what could be done to make them better?

Method

- Online questionnaire
- Interviews

Target: anonymous university students taking a teacher's course with experience teaching English as a student teacher at a middle school or high school in Japan.

Results

- Answers to questionnaire

Would like to use DDL as a teacher
→ Yes : No =10 : 1
Would like to use DDL as a learner
→Yes : Cannot say which : No = 9 : 1 : 1

Opinions and suggestions about the three DDL materials

- Comments in interviews
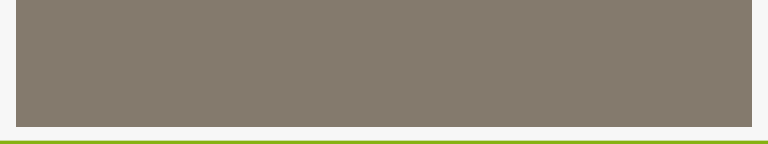
Mostly positive reactions to the notion of DDL

Concerns

Opinions and suggestions about the three DDL materials

Discussion and Refinement of Materials

Answers to Research Questions

(1) **What do teachers to-be think of DDL?**

The majority: positive impression of DDL, and especially seemed to be interested in the idea of students learning actively and having access to large amounts of authentic language. Concerns: increased workload and the level of material matching the learners' needs.

⑵ **From a teacher's perspective, what would make DDL more effective and easy to implement in modern Japanese EFL classrooms?**

Suggestions included visual aids, topics to raise students' motivation, and making the materials in relevance to materials already used within the classroom.

（3) Based on the original materials proposed by the author, what could be done to make them better?

This question will be answered in the following section, with an actual material/ activity for each suggested type.

Discussion and Refinement of Materials

- Topic-based DDL Material (refined)

Paper-based, to be used with lesson in textbook

Learning medical words and phrases using lesson from CROWN English Communication 2

Observing concordance lines, filling in blanks

Discussion and Refinement of Materials

- **DDL for Learning Affixes(refined)**

Adding visual aids (making concordance lines less intimidating)

Checking knowledge with dictionary, observing concordance lines

Discussing what kind of "feeling" lies beneath each affix

Discussion and Refinement of Materials

- **Learner-led DDL Material (refined)**

(Outline of activity)

Writing activities with a target
Choosing a short story, compile a list of incidences of the target
Discuss their lists and what they found
Compare concordance lines made of original writings, compiled lists, and a native corpus
Writing activities again

Suggested texts: level-based
(e.g. Cambridge English Readers, Lexile Measure)

Discuss their lists and what they found

Compare concordance lines made of original writings, compiled lists, and a native corpus
→ difference in writing styles, how to sound more native-like

Writing activities again

Conclusion

- Recap/Summary

- Limitations and issues

- Future Perspective
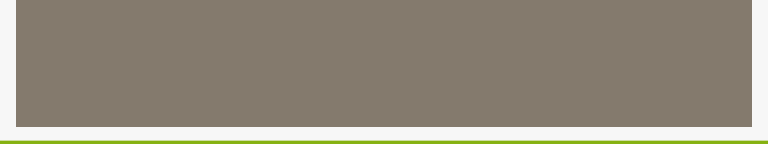
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Thank you for listening!