

## Chapter 4

# Methodology and Research

### ABSTRACT

*This chapter will give insight to used methodology and analysis for interpretation of conducted in-depth interviews with language teachers in primary and secondary schools in Croatia. This research is a case study about perceptions, attitudes, emotions, knowledge, and suggestions about use and implementation of computer corpora in teaching language learning in primary and secondary schools. In-depth interviews were conducted with four teachers who explore their existing knowledge about corpus linguistics and computer corpora. The research is based on language teachers' thoughts and experiences of how computer corpora can be incorporated into the teaching process of language learning. Results are implications (e.g., advantages and obstacles) for inclusion of corpus-based teaching in primary and secondary schools.*

### INTRODUCTION

Research was based on in-depth interviews with teachers from primary and secondary schools in Croatia. For the purpose of the research 20 schools were contacted to participate in the research. Schools which were contacted participated in the European project CRISS Horizon2020<sup>1</sup> where main goal was to acquire, evaluate and certified digital competences of students in primary and secondary schools. Teachers from this schools were digitally competent, they frequently used ICT in their teaching and therefore were contacted and invited to participate in the research. Additional, only language teachers from

DOI: 10.4018/978-1-7998-3680-3.ch004

these 20 schools were asked to participate in the research. Out of 20 schools only 4 of them accepted invitation, more accurately just 4 language teachers from 4 different schools (2 from primary and 2 from secondary school) decided to participate in the research. Intention was to have the same, equal number of primary and secondary school teachers in the research. Due to the lack of interest in participating in the research the sample of participants is small, but they give valuable insight into teachers' motivation, attitudes, knowledge and perceptions about the use of computer corpora for teaching language subjects in primary and secondary schools. This is not quantitative research in which results can be calculated and compared, this research lies exclusively on teachers' thoughts, emotions and process of preparation and learning about computer corpora and exploring possibilities for including this type of language learning tool and methodology into primary and secondary schools. In research participated two primary school teachers and two secondary school teachers. Two teachers are teaching Croatian as first language and literacy (one in primary school and one in secondary school) and other two teachers are teaching English as second language in secondary school (one in primary school and one in secondary school, with exception that one teacher teaches additionally and German as second language).

Research was conducted in second half of school year 2018/2019. Structure of questions for conducting in-depth interviews was taken from doctoral theses of John D. Bunting from 2013 by the name *An Investigation of Language Teachers' Explorations of the Use of Corpus Tools in the English for Academic Purposes (EAP) Class at Georgia State University*. Questions from aforementioned dissertation were in some matter altered so they correspond to target group of participants and topic of this research. The method of in-depth interviews was chosen because it "is a technique designed to elicit a vivid picture of the participant's perspective on the research topic; the researcher's interviewing techniques are motivated by the desire to learn everything the participant can share about the research topic; this is an effective qualitative method for getting people to talk about their personal feelings, opinions, and experiences; it is also an opportunity to gain insight into how people interpret and order the world" (Milena, Dainora, Alin, 2008, p. 1279). Additionally, this method can provide insights to indirect and direct use of corpora "by analysing learners' attitudes and representations about corpus use; learners' behaviour and processes in corpus use. effects of corpus use as a learning aid; effects of corpus use as a reference resource" (Boulton, 2017, p. 485).

In-depth interviews were divided into three parts. First part is dedicated to gaining background information about participants (teachers) knowledge,

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