Chapter 7

Implications of Using Corpus Tools in Primary and Secondary Education

ABSTRACT

This chapter will give a comparison of using computer corpora in primary and in secondary schools. It will compare information that was collected from primary school teachers and secondary school teachers about using computer corpora for language subjects on primary and secondary educational levels. Based on the given information, the chapter will provide an explanation of the advantages and disadvantages of using computer corpora in language learning on those two educational levels. The chapter will explore which educational levels have more possibilities for incorporating computer corpora in their teaching activities and how it can be used in the classroom with students.

INTRODUCTION

This chapter will give an overview of the implications of using corpus tools and computer corpora in secondary and primary schools based on in-depth interviews which were conducted with teachers who participated in this research. Structure of corpus-based examples of teaching materials are very similar to the examples found in textbooks but the content is not the same (Reppen, 2011).

It is important to emphasize that the majority of teachers who participated in this research did not want or have time to use corpus with their students in the classroom. Two teachers did not have time to create and use the corpus for preparing teaching materials for their students. The lack of time, small incomes, overload with obligations and curriculum are some of the segments which influenced teacher perspective of incorporating new tool for language learning in process of creating teaching materials, exams and exercises.

Before the teacher begins with the process of creating teaching activities for his students, it is very important that the teacher has an elaborate plan and clear goals what he or she wants to achieve with the unit. Reppen (2011) in the book "Using Corpus in the Language Classroom" lists several guidelines for the teachers which they should take into account before starting to create teaching materials and activities for their students. Guidelines include the following items:

● Teachers should have a clear idea of what they want to teach their students.
● They need to choose the corpus that is the best source of information for their teaching unit.
● They need to explore the corpus for the teaching matter they want to teach.
● Their guidelines for using corpus in the classroom should be complete and easy to follow.
● The examples that are being used should be directed to the teaching matter.
● They need to provide a variety of ways for students to interact with teaching materials.
● They need to use a variety of exercise examples.
● If teachers are using computers in a classroom session, there should always have an alternative plan or additional activity if there are technical difficulties or inability to use the computer.

Idrizi and Miftari (2018) stresses that teachers should consider two factors when they decide "to incorporate corpus in the class: (1) students should undergo adequate training in corpus use; and (2) a more balanced inductive/ deductive approach should be used to ensure all students cope with the corpus-based activities in the language classroom" (p. 1431).

McEnerym and Wilson (1997) are describing corpus based learning with four different learning approaches (p. 6):

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