

What is DDL?



- A series of exploratory learning activities via searching the corpus (Johns, 1990)
- “(A) a corpus that contains thousands of authentic text samples can greatly enhance a learner’s exposure to naturally occurring language and offer a vast linguistic resource” (Quinn, 2015, p.65)

What is DDL? Key points from the literature



- DDL-mediated error correction in second language writing is one of its most frequent applications (Chen & Flowerden, 2018).
- DDL well reflects a series of SLA theories (O’Keefe, 2020).
- Two DDL approaches for error correction can be found in the literature: indirect DDL approach and direct DDL approach (Leńko-Szymańska & Bolitor, 2015).
- DDL effectiveness can be limited by learning environments with prescribed syllabus (Bridle, 2019).
- Students’ attitudes towards DDL (Crosthwaite, 2017; Yoon & Hirvela, 2004).

Pilot study overview

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Purpose— Investigating DDL-mediated error correction

- Outcome
- Process
- User perception

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graph TD
    Writing[Writing] --> Revision[Revision<br>(with track)]
    Revision --> QI[Questionnaire and Interview]
    subgraph Analysis
        Round1[Round 1<br>Typical material]
        Round2[Round 2<br>DDL]
        Round3[Round 3<br>Typical material]
    end
    magnifying_glass((+)) --> Analysis
  
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Pilot study overview

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- DDL mediation not only helped students achieve a satisfying outcome of error correction, but also encouraged students to utilise a series of cognitive strategies for inductively discovering or recalling the appropriate language use;
- DDL users held mixed opinions on DDL-mediated error correction practice.

Reflection
Voices from different aspects

 We want to learn more language knowledge via DDL material beyond our own skills!

 I want to provide DDL material for more error types, but I don't have enough time.

 DDL material focused on limited error types may prevent students from consulting for multiple purposes.

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Material design framework

Jolly & Bolitho (2010)

IDENTIFICATION by teacher or learner(s) of a need, situation or a problem to solve by the creation of materials

EXPLORATION of the area of need/situation in terms of what language, what meanings, what functions, what skills, etc.

CONTEXTUAL REALISATION of the planned new materials, i.e. finding of suitable ideas, contexts, texts, with which to work

PEDAGOGICAL REALISATION of materials by the finding of appropriate exercises and activities AND the writing of appropriate instructions for use

PHYSICAL PRODUCTION of materials, involving consideration of layout, type size, visuals, reproduction, tape length, etc.

USE in the classroom

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Material design Contextualisation



CONTEXTUAL REALISATION of the proposed new materials by the finding of suitable ideas, contexts or texts with which to relate them.

- Target audience?
- Language?
- DDL approach?
- Choice of corpora?
- Structure?

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Material design Examples



PEDAGOGICAL REALISATION of materials by the finding of appropriate exercises and activities AND the writing of appropriate instructions for use.

2.2 A phrase of measurement takes a singular verb. The following example is found in British National Corpus (BNC), showing how verbs agree with measurement phrases related to "feet". Here it is talking about the amount as a whole, not the individual feet.

➤ Example

What is more, if we look farther afield, our insignificant 100 feet **dwindles** into insignificance. Practically all the land above 1,500 feet **falls** into this category and a great deal of it is so poorly drained that only the sourest peaty soils are found.

When you are on the ground looking up, 160 feet **looks** very high, when you are 160 feet looking down it looks twice the height.

Microlights take a bit of getting used to (1,000 feet **looks** an awfully long way down), but they are marvellous viewing platforms.

How many **feet** does the tide rise down at this dock?

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Exercise 3 Learning another rule from a corpus

Observe the following sentences found in BAWE and discuss the subject-verb agreement rules of phrase "there be" with your classmates.

First, let's see the first group of sentences:

..... although *there are* some problems with this idea as it is.....
..... argument that *there are* two distinct forms of reality.....
..... *there is* no great difference of individuality between personnel.....
..... *there is* a logical contradiction in the core of realism because of its.....

Then, let's look at the second group of sentences:

..... *There are* no documents and no oral agreement that.....
..... the major difference was that *there were* 3 adders and one multiplier used.....
..... *There were* two women and one man in the group, and

Lastly, observe the third group of sentences:

.....*There is* little individuality and few personal characteristics.....
..... Although *there is* much discretion and great complexities surrounding

..... It also means that *there is* greater centralization and tall organizational pyramids within.....

❖ What can you conclude from these examples about subject-verb agreement of *there be*?
❖ Is the rule you found in this exercise similar to any of the subject-verb agreement rules you learnt above? If yes, please name them in detail.

Material design Behind the examples

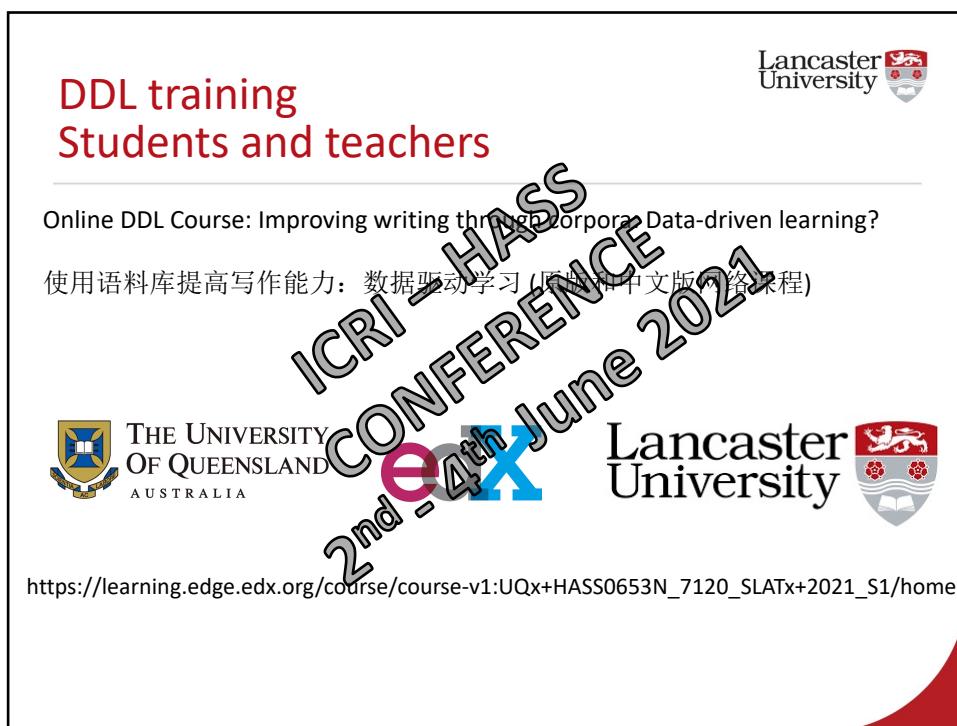
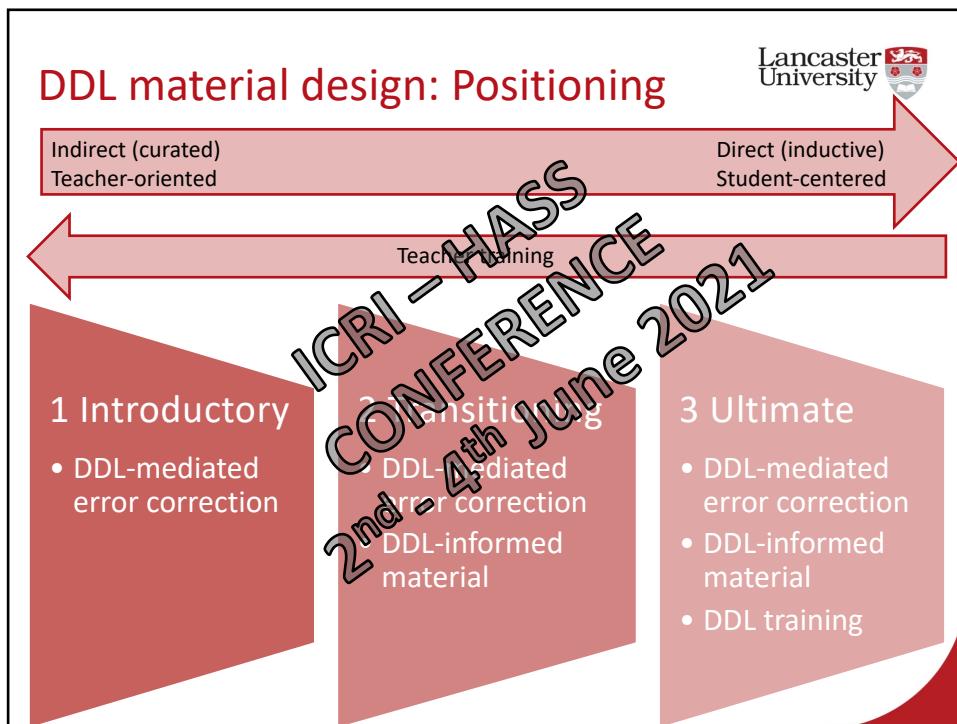


- Learners are exposed to a rich, meaningful and comprehensible input.
- Materials support but also challenge the learners



. Language classroom learning: consequences of variance support and challenge (Gilmore, 2007)

- Learners benefit from noticing salient features of the input and discovering.
- Combined with delayed writing exercise, learners can gradually and dynamically benefit from DDL material for communicative purposes.



References



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Thank you!

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