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**An Investigation into the Views of Master Two
Students and Supervisors on Integrating Corpora in
Dissertation Writing**

Dissertation submitted in partial of the requirements for the degree of Master
in Didactics of Foreign Languages

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Declaration

We hereby declare that the dissertation entitled “An Investigation into the Views of Master Two Students and Supervisors on Integrating Corpora in Dissertation Writing” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarised the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Date: 07/07/2022

Dedication

It is with a debt gratitude and warm regard that I dedicate this work to my humble father and my beloved mother for their endless love and support.

To my precious sisters “Meryem” & “Zeyneb” who always encourage me, my lovely aunt “Widad”, and my brother-in-law “Bilal”

I dedicate this work to everyone who believed in me.

Thank you all!

Maissa

Dedication

In the name of Allah, the Most Gracious, the Most Merciful, I am honoured to dedicate this work

To the memory of my grandfather who passed away before witnessing my graduation. May Allah accept him in the vast paradise.

To my beloved grandmother “Aldjia” who raised me and made me who I am.

To my beloved parents “Said” and “Karima” for their endless efforts, sacrifices, and their massive support. Many thanks for your encouragement. I would not be where I am without your care and your continuous prayers.

To my unique brothers “Chemseddine” and “Ayoub”

To my dearest sisters “Amira” and “Abir”

To my best friend and partner in this work “Maissa” for her tremendous help and patience

To all my family, relatives, and those who know me.

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We hope this dissertation paves the journey for future EFL learners to become more proficient EFL writers.

Abstract

Many recent studies have applied the corpus approach to English as a Foreign Language teaching/learning and particularly to academic writing since it remains a challenging task for learners. The study at hand was conducted with a primary objective of investigating the views of second year Master of Arts students and their supervisors about integrating corpora into dissertation writing as well as eliciting the effectiveness of corpora use in improving the writing skill. To answer the study's research questions, an online questionnaire was directed to 44 Master Two students, and another questionnaire was administered to ten supervisors in the English Department at Mohamed Seddik Ben Yahia University, Jijel. It has been hypothesised that both students and teachers have weak knowledge about corpora, its use, and its effectiveness in improving the writing skill. The findings yielded by both questionnaires showed that teachers and students perceive the corpus approach positively. However, the participants' answers highlighted some difficulties encountered in its implementation, such as the lack of awareness of corpora by both students and teachers, and lack of training and materials needed in this approach. To overcome the former difficulties in using corpora, it is suggested to provide the required equipment and tools, and particularly, to raise the students' awareness of corpora and the effectiveness of its use.

Keywords: Academic writing; dissertation writing; corpora; students' and teachers' views.

List of Abbreviations

DDL: Data Driven Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L2: Second Language

MA: Master of Arts

Q: Question

VS: Versus

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General Introduction

Introduction

1. Background of the Study
2. Statement of the Problem
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General Introduction

Academic writing is a fundamental skill that should be mastered by EFL students at university. For Master of Arts students, a well-written dissertation is a primary objective that should be attained and is a significant challenge for them. For this reason, both students and supervisors have been interested in methods that improve academic writing such as integrating technology and depending on it as a modern and smooth technique that can develop this skill. The integration of corpora in English as Foreign Language learning, thus, has become a revolutionary tool to which scholars' and linguists' interests have been flashed in order to improve the writing skill. It is believed that integration of corpus into foreign language academic writing has a great impact that leads to well-written papers.

1. Background of the Study

At university, students become a part of the academic community, and are required to master all language skills, importantly, academic writing. Due to its significance and the serious challenges it represents to English learners, academic writing has been increasingly attracting an ever-growing number of researchers and teachers in the world. Academic writing is considered as a prominent element for graduate students, who are required to compose a well-written dissertation. From this regard, Oshima and Hogue (1998) state that it is the type of writing needed at the university. Hence, it gives students the opportunity to express themselves, and their unobserved skills through words. Following the logical alignment of the language skills (listening, speaking, reading, and writing), writing stands out as the last to be developed due to its complex nature. Despite its use by EFL learners, it remains difficult to tackle by the students, particularly in academic contexts. Haslow (2011) (as cited in Daif-Allah and Albasher, 2013, p. 217) states that writing has always been the most complex and difficult aspect of language teaching and learning. Therefore,

those problems have been solved with the emergence of an electronic methodology known as “corpora use”.

As Sinclair (1991) states, the corpus is a large set of natural texts of real language, chosen to represent a language variety, which is presented in computer-readable form. The corpus use in teaching-learning process of EFL emerged as a new teaching methodology, namely the “corpus approach”. The corpus-based method has been viewed as a suitable source to represent actual language use since it generates unbiased data regarding language use. One of the prominent principles that the corpus approach offers is that it presents language in terms of lexico-grammar which contrasts the distinction between vocabulary and grammar (Sinclair, 1991). In other words, grammar and vocabulary are linked and cannot be separated in learning the language. Hedgcock (1998) states “a lack of grammatical or lexical accuracy can [still] be a major issue for L2 writers” (p. 274). From this stance, the corpus approach is deemed a promising tool to help EFL learners and writers deal with linguistic problems.

According to Jabbour (2001), “a corpus approach befits teaching second language reading and writing, since both activities are text oriented and make use of words and word combinations, or lexical patterns, within the confines of discourse” (p. 294). Hence, it does not only emphasise the language forms, but also the language function (Tribble, 2000; Jabbour, 2001). That is to say, the corpus approach raises the language awareness and understanding of the linguistic features in context. In this view of language, a great number of scholars and linguists adopted this approach and emphasised its effectiveness in covering the learners’ needs such as Biber et al., 1998; Biber & Reppen, 2002. In particular, most of the corpus-based studies focus on the writing aspect, and this is mainly ascribed to the ease and speed of access to the written texts. To conclude, the corpus integration in L2

teaching and learning appears to be a valuable and revolutionary tool for the sake of enhancing EFL students' writing skill.

2. Statement of the Problem

One of the most significant challenges that English as Foreign Language students face before graduation is the writing of a dissertation. The students generally struggle to obtain a well-written dissertation through which they prove their mastery of the language in general and of academic writing in particular. In their dissertation writing journey, MA students often depend on traditional techniques and tools such as grammar books and dictionaries that help in composing and writing an academic piece despite the fact that there are recent methods of teaching and learning EFL that are adopted to improve the writing level such as the use of corpora.

3. Aims of the Study

The current study's aims are twofold. First, it aims at investigating second year Master students' attitudes towards integrating corpora as a tool in writing their dissertation. It attempts to unveil if MA students at the Department of English, University of Jijel, lack knowledge about corpora, its use and its effectiveness in ameliorating academic writing in addition to, if there are, any difficulties that these students face which prevent them from using corpus. Second it targets supervisors' views about the use of corpora in dissertation writing and their willingness to adopt corpora in the EFL curriculum.

4. Significance of the Study

This research will provide new insights into the didactic feature of the English department. It lies in three main points which are characterized in the following:

- Highlighting the effectiveness of corpora integration in academic writing and learning various language aspects.

- Shedding light on the challenges that the EFL students face in writing their dissertation.
- Being enlightening in that corpora should be applied in the field of teaching English as a foreign language at university.

These main points may help improve the EFL learners' performance in academic writing.

5. Research Questions and Hypothesis

The research is conducted to answer the following queries:

- How much do second year Master students know about corpora and its use?
- To what extent do second year Master students use corpora when writing their dissertations?
- What are the attitudes of second year Master students towards corpora integration in dissertation writing?
- What are the supervisors' perceptions of corpora use in dissertation writing?

In the light of the aforementioned research questions, it is hypothesised that both students and teachers are unfamiliar with corpora use due to the lack of knowledge about its use and effectiveness in teaching and learning the writing skill and writing the dissertation.

6. Methodology of the Research

To answer the research questions and verify the hypotheses, a quantitative paradigm is adopted. Thus, two questionnaires are used to elicit the desired data. The first questionnaire was addressed online to forty four out of one hundred thirty-one EFL second year Master students at the Department of English at the University of Mohamed Seddik Ben Yahia-Jijel while the second one was administered to ten supervisors at the same Department.

7. Structure of the Study

As far as the structure of the dissertation is concerned, the current study opens up with a general introduction that introduces the topic; then, two chapters follow. The first chapter

comprises two sections. The first section provides an overview of academic writing: its definition, characteristics, importance, and approaches, as well as implications. The second section is concerned with the concept of corpora. It sheds light on the effectiveness of corpora integration in EFL classes, particularly, in enhancing the writing skill. The second chapter is dedicated to the field work and it covers the analysis of the study, interpretations, and discussion of the main findings generated by students' and teachers' questionnaires. At last, the limitations of the study are highlighted, and some pedagogical recommendations are suggested.

Chapter One: Academic Writing and Corpora

1.2. What is Academic Writing?

1.2.1. Characteristics of Academic Writing

1.2.2. The Importance of Academic Writing

1.2.3. Teaching Academic Writing Approaches

1.2.3.1. The Product Approach

1.2.3.2. The Process Approach

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1.2.7.1. Direct Approach

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1.2.10. Corpora and Academic Writing

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Conclusion

Chapter One: Academic Writing and Corpora

Introduction

The present chapter attempts to introduce academic writing and the notion of corpora. The first section of this chapter presents an overview of academic writing as a fundamental skill for EFL writers and graduates along with its characteristics and tremendous importance since it plays an important role in the academic life. In addition, it introduces the approaches for teaching academic writing in order to override its implications faced by EFL graduates in particular. The second section sheds light on the notion of corpora presenting the key concepts of their use in EFL classes, and demonstrating their effectiveness and influence on improving the writing skill in particular in the English language.

1.1. Definition of Academic Writing

Academic writing remains a challenge in the writing skill for EFL students. It is a style of writing found generally in many professional publications, and specifically in Master's dissertations, which plays a significant task for EFL students. Academic writing is the act of expressing thoughts and ideas academically. It offers the opportunity to investigate an issue and to present the position based on the evidence of research. According to White (1986) "writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn" (p. 10). Additionally, academic writing is considered as a mental and cognitive activity. From this stance, Brown (2001) claims that "writing is a thinking process." (p. 336). In the same concept, Nunan (2003) says that "writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader." (p. 88). Academic writing,

therefore, is the act of expressing and illustrating the mental thinking and ideas into words with respect to some stages for a well-written piece.

1.1.1. Characteristics of Academic Writing

In writing a dissertation, it is required to ask questions about the topic of the aim of the study then find answers to them. Discussing and interpreting the answers in a form of paragraphs and essays with logic and arguments show the understanding and appreciation of the topic. Besides, the language in academic texts tends to be “precise, impersonal, and objective” according to Hartley (2008, p. 03). In other words, dissertation writers use formal language and referencing, and avoid personal viewpoints, contractions, and subjectivity. Moreover, clarity is an essential element in their writing.

Heady (2013, p. 2) identifies the following characteristics of good academic writing as the most important ones:

- It demonstrates good mechanical skills, including grammar, spelling, and punctuation.
- It is well-organised, with main ideas introduced early on and defended, complicated, and refined through the paper.
- It is coherent and unified.
- It is free from filler phrases, verbal ticks, and space-wasters.
- It is aware of its audience.
- It situates itself within a discipline, discourse community, or scholarly field.

The presence of these characteristics is compulsory in the writing of dissertations, especially for EFL learners who need to prove their mastery of their target language writing skill before graduation.

1.1.2. The Importance of Academic Writing

Academic writing has a crucial importance in the academic and professional life of EFL students and English writers respectively, and plays a fundamental role in the academic domain in general. Accordingly, academic writing necessitates an understanding of distinct thought and communication processes. It actually helps the student to analyse, and widen their knowledge, permitting them to think in a structured manner. Besides, academic writing links thoughts and ideas by using different techniques and styles. Harmer (2004) states that there is some importance of writing and the most essential ones are the following:

- Writing encourages children to pay close attention to the specific words they use since they are forced to think as they write. This may help them progress as they face the problems that writing forces upon them.
- Writing is commonly used to reinforce previously considered words. Therefore, authors use their writing to reflect their learning as it occurs.
- Writing is typically used as a pre-activity warm-up.
- Writing can be included in a larger activity that emphasizes something else, such as speaking, acting out, or language practice.

1.1.3. Teaching Academic Writing Approaches

Throughout the history of language teaching and learning, many linguists and teachers have concentrated on the instruction of writing. The latter has caught the interest of higher education especially dissertation writers. Academic writing has earned a prominent role in language instruction curricula, resulting in the development of a diverse set of teaching methods. For that, there have been numerous approaches to the teaching, and the main ones are the following:

1.1.3.1. The Product Approach

The Product Oriented Approach is a traditional approach in teaching the writing skill. It was used in order to highlight form and syntax and to emphasise the rhetorical drills (Silva, 1990). This approach is concerned more with imitation, i.e., students are often advised to mimic the teacher's model in order to produce a similar output.

The aim of the Product Oriented Approach is, definitely flashed at the final written product. Badger and White (2000) states that "writing itself is viewed as mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of imitation of input, in the form of texts provided by the teacher". (p. 154).

Proponents of this approach emphasised the importance of the Product Approach. Badger and White (2000), for example, state that "writing involves linguistic knowledge of texts that learners can learn partly through imitation" (p. 157). Next, Arndt (1987) argues "the importance of models used in such an approach is not only for imitation but also for exploration and analysis". (P. 257). Despite the importance of the product approach, it has been subjected to a variety of criticisms, promoting scholars to reconsider the nature of writing and how it is taught.

1.1.3.2. The Process Approach

Writing theorists developed the process approach as an alternative for the Product Approach as a result of their dissatisfaction with the shortcomings of the product approach. This method is based on knowledge acquired from the study of professional writers' writing processes. According to Zamel (1983), writing is a process that enables students to investigate and discover their thoughts, fostering sense before moving on to the form. In

other words, instead of focusing on the form, the students should construct meaning first. The process approach concentrates on the various classroom activities that enhance the development of language use, such as brainstorming, group discussions, and re-writing. In other words, it focuses on how a text is written rather than the final outcome. Therefore, the process of writing is a series of writing stages which are pre-writing, drafting, revising the text, proofreading, and finally publishing. All in all, the process approach, therefore, stresses the importance of a recursive process. The following figure is a diagram illustrating the recursive and unpredictable process of writing (see figure 1).

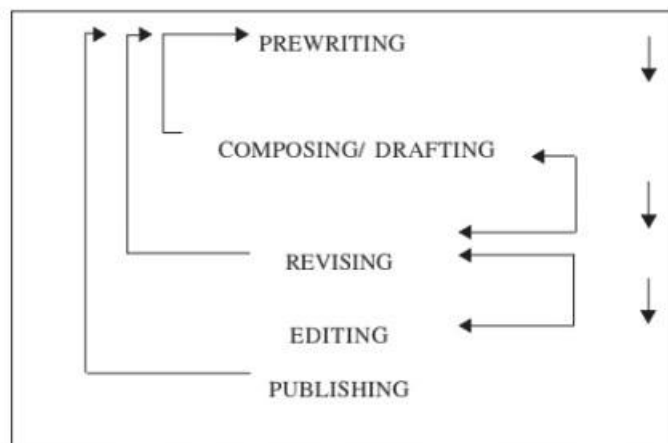


Figure 1. Dynamic and Unpredictable Model of Process Writing (Taken from Tribble, 1996, p. 9).

Hyland (2003) claims that this approach has a major impact on understanding the nature of writing and the way writing is taught. The process approach takes in somewhat a cohesive style of writing. For Atkinson (2003), it appears to be focused solely on the skills and procedures of writing in the classroom, neglecting to coin the social and cultural factor that influences various types of writing. Following the Process Approach, the learner has the freedom of creativity and self-evaluation.

1.1.3.3. Genre Approach

The Genre Approach is another methodology that can be used in teaching the writing skill. Swales (1990) defines it as “genre is defined as a communicative event whose members have a common set of communicative purposes” (p. 58). In the same context, Hyland (2007) defines it as “genre is a term grouping texts together, representing how writers typically use language to respond to recurring situation.”

Badger and White (2000) point out “there are similarities between the product approach and the genre approach which can be considered as an extension of the product” (p. 155). The Genre Approach considers writing similar to the Product approach. Yet, the genre stresses the social context in which work is created.

In the genre approach, language knowledge is strongly connected to a social purpose; it aims to raise students’ awareness in various ways to organise ideas in writing. It is more concerned with the reader’s point of view than with the writer’s. As a result, students should be exposed to several examples of the same genre in order to improve their ability to write in that genre, and can also recall previous reading or writing experiences when they are faced with the possibility of generating a new work in a familiar genre. Like the other approaches, the genre approach has been criticised by its opponents.

1.1.4. The implications of Academic Writing

EFL writers, and especially graduates, still face difficulties in academic writing. It requires the application of board writing skills to a variety of situation. As the traditional approaches focus only on the written product, it is necessarily to emphasise the writing process due to some important challenges. For Harmer (2004), most of the writers struggle in language structures and contexts, creative expressions, and composing processes. In addition, Leki & Carson (1994) believe that students usually encounter some difficulties and problems in their academic writing, such as the possibility of creating a coherent

paragraph, identifying the needed skills for a good writing; and avoiding plague words and phrases. As a result, students need to be aware of different issues, and they should be exposed to both various kinds of texts and communication contexts to compose a well-written academic piece.

Furthermore, corpora have been acknowledged since the 1960s in the ELT field. They are considered as a trend in the English language pedagogy and, particularly, established as a new approach due to their potential in teaching-learning English writing skills.

1.2. A Preamble to Corpora

The teaching-learning process of English as a foreign language has improved through the dependence on new pedagogical tools and approaches that convoy the technological development since 1960s. The creation of electronic dictionaries and the collection of authentic texts have been used since then in teaching and learning English as a foreign language, and as a result, a number of definitions have emerged to present the concept of “corpora”.

Corpora are defined as “a way of collecting and storing data, and that is the corpus access programs – presenting concordance lines and calculating frequencies – that are the tools” (Hunston, 2002, p. 20). In the same context, they are also defined by Gilmore (2008) as “large collections of texts (books, newspapers, journals, transcribed speech, etc.) stored electronically and accessible made using search software” (p. 370). Corpora allow their users to check and browse authentic texts of experts and natives according to their needs as Tatyana Seccombe (2021) mentions in her work, “they are collections of different kinds of texts, grouped together according to particular genre of writing: newspaper articles, fiction or academic texts” (p. 01). From this stance, corpora are basically electronic collections of authentic texts and samples that are collected from different resources of native speakers

and writers, selected, and ordered according to explicit linguistic criteria. They are set to describe and analyse different registers such as formal speech and academic writing. The most known and free corpora are COBUILD corpus and British National Corpus (BNC).

Table 1 demonstrates the key characteristics of both of them.

BNC	COBUILD
<ul style="list-style-type: none"> ■ 100 million word collection ■ British English ■ Written/spoken English ■ Not possible to search subcorpora 	<ul style="list-style-type: none"> 56 million word collection British and American English Written/spoken English Option to search subcorpora (British; USA; spoken)
<ul style="list-style-type: none"> ■ Collocation information not available ■ Up to 50 randomly selected concordance lines displayed ■ Information on the source text for concordance lines available ■ Generally slower query response times (approximately 10 seconds in my trial) 	<ul style="list-style-type: none"> Collocation information available Up to 40 randomly selected concordance lines displayed No information on the source text for concordance lines available Generally faster query response times (approximately 4 seconds in my trial)
<ul style="list-style-type: none"> ■ Less user-friendly: keyword or phrase not highlighted or positioned centrally in concordance lines. 	<ul style="list-style-type: none"> More user-friendly: keyword or phrase highlighted and positioned centrally in concordance lines.

Figure 2. Key Characteristics of BNC and COBUILD online corpora (Gilmore 2008, p. 365)

Corpora contain both written and spoken language. Written texts can be extracted from newspapers, articles, book, and literary works. However, spoken language may be recorded from interviews, TV shows, podcasts, etc. Gibbon et al. (1997) define spoken language as “any collection of speech recordings which is accessible in computer readable form and which comes with annotation and documentation sufficient to allow re-use of the data inhouse, or by scientists in other organization” (p. 79).

Corpora can be accessed by using search software, providing their users by concordance lines. For example, COBUILD’s Bank of English is deemed the easiest and free online corpus to which learners can access. Figure 3 bellow shows a sample of concordance lines of the word “important” in the Collins Wordbanks Online English corpus.

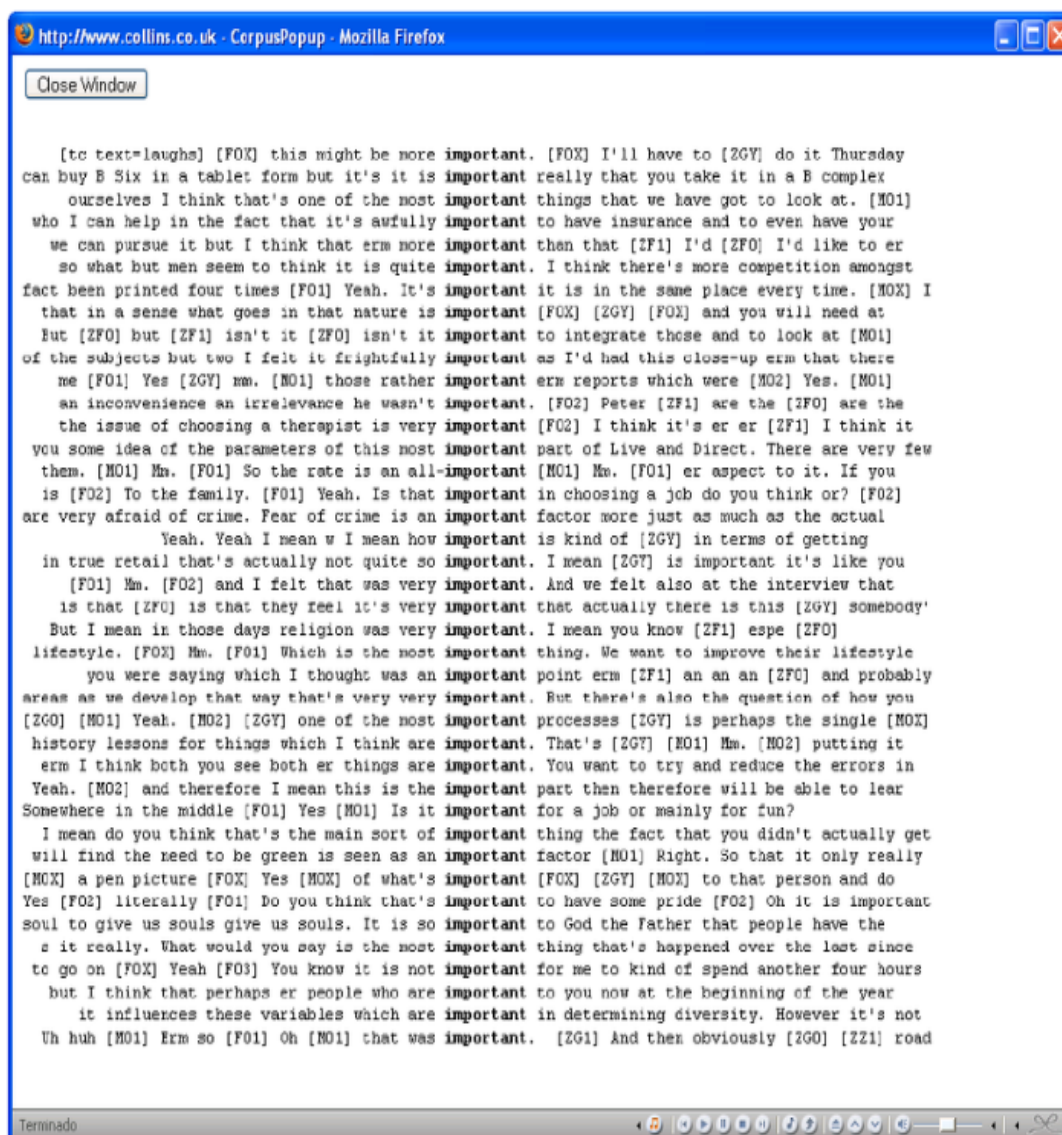


Figure 3: Sample Concordances of “Important” in the Collins Wordbanks Online English Corpus (Pascual & Belén, 2009, p. 3)

1.2.1. Types of Corpora

Corpora integration in teaching and learning EFL is nowadays considered by teachers and learners as a reference to an authentic source of language. However, integrating corpora in foreign language teaching and learning requires particular knowledge about the suitable type of corpus that will offer and help its users by a wide range of authentic texts and samples. Although Leech (1992) says that the corpus diversity, as measured by the number of different registers and text types it contains, can be an equally essential factor, interestingly, and as Hunston (2002) claims, “a corpus is defined

in terms of both its form and its purpose” (p. 02). She adds, “A corpus is always designed for a particular purpose, and the type of corpus will depend on its purpose” (p. 14). In other words, the corpora user has to choose the corpus type according to his/her purpose, whether in teaching or learning a foreign language as they are presented in the figure:

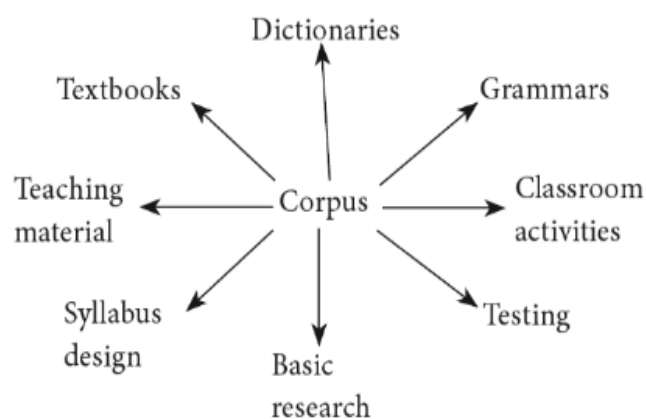


Figure 4: Uses of Corpora of Relevance for Language Teaching (Johansson, 2009, p. 40).

Furthermore, corpora can be divided into two categories, as Kennedy (1998) mentions that a corpus might be synchronic, capturing the language at a specific time, or it can be a monitor corpus (like the Bank of English), where fresh content is continuously added. That is to say, a corpus can be systematic and precise, offering a sample of language at a specific period of time, or measured which changes across time by adding new material on a regular basis. Accordingly, corpora users have to be aware of what type and category should be chosen for professional targets.

As previously mentioned, there are various types of corpora in which each type is devoted to meet certain user needs, and plays the role of a guide to language teaching and learning. The following are the most regularly utilised types.

1.2.1.1. General Corpora vs Specialised Corpora

General corpus, also known as reference corpus, refers to general sources that include authentic texts from different types. It in fact consists of texts that belong to various registers and subject fields taken from journals, books, and even newspapers. In 1980s, “Collins Corpus” is developed by John Sinclair as an electronic corpus which is later known as the Bank of English (BoE). This corpus contains more than 400 million words. The British National Corpus (BNC) is another common general corpus that consists of more than 100 million words. Both of them are considered the most familiar ones as general corpora. Additionally, the Corpus of Contemporary American English (COCA) is a recent familiar general corpus. General corpora basically reflect how language is used across various domains and different contexts (Hadley, 2002; Hunston, 2002).

General corpora can be compared to what is called “specialised corpora”. The latter contain texts that are specific to one or more subject areas or genres. For instance, if the corpus user wants to investigate a specific linguistic phenomenon in academic writing, they must collect only academic writings so that they are exposed to a specialized corpus. This is because the language used in academic writing is obviously different from the language used in everyday conversations. For Hunston (2002) the specialised corpus “is used to investigate a particular type of language” (p .14). Moreover, specialised corpora offer many advantages over general corpora; they give more relevant data such as communicative contexts. The most common specialised corpora are Cambridge and Nottingham Corpus of Discourse in English (CANCODE) consisting of more than five million words in informal registers of British English, and the Michigan Corpus of Academic Spoken English (MICASE) containing spoken registers in academic setting (Hunston, 2002).

1.2.1.2. Learner Corpora vs Native Corpora

Learner corpora type is considered as the most familiar type of corpora that are used in the field of teaching and learning English as a foreign language. First appeared in the late 1980s, learner corpora are a methodology that can be used both for research and for immediate classroom use. Nesselhauf (2004) defines this type as “systematic computerised collections of texts produced by language learners, were at most considered to play a peripheral role” (p .125). In the same context, Hunston (2002) says that it is “a collection of texts – essays, for example – produced by learners of a certain language” (p. 15). This means that the texts gathered in this type of corpora are produced by language learners. While the previous definitions of computer learner corpora can be described as vague definitions because they lead to the term used for data type Granger et al. (2002) suggests that “computer learner corpora are electronic collections of authentic FL/SL textual data assembled according to explicit design criteria for a particular SLA/FLT purpose. They are encoded in a standardized and homogeneous way and documented as to their origin and provenance” (p. 7).

The most common used learner corpus is the International Corpus of Learner English (ICLE) that is developed by Sylviane Granger and her team in 1998, besides to the Cambridge University Press (CUP) Learner corpus that contains more than 10 million words and comprises argumentative essays written by university students studying the English language. (Hunston, 2002; Meunier and Gouverneur, 2009)

Learner corpora, hence, have the purpose to figure out how learners differ from one another and how their language differs from native speakers, which necessitates a comparable corpus of native-speaker literature. They have been used as a source of authentic data on which to build fresh series of references. Nesselhauf (2009) states that

“learner corpora can be applied to pedagogic material in two different ways” (p. 126). She highlights two pedagogical methodologies, namely direct and indirect.

- The direct approach is to use a learner corpus to discover what is particularly challenging for a certain group and to emphasize these points in various sources.
- The indirect approach is to use learner corpus studies to get insights into second language learning and then apply those findings to teaching.

From this stance, some learner corpora's potential is highlighted. They enable more extensive research, and as a result, numerous language features of learner language can be discovered based on the skill level of the learners. Aijmer (2009) states that “applied corpus linguistics and the average EFL teacher [...] deal with the use of corpora for applied linguistics research in particular the use of learner corpora to get a better picture of how advanced learners write and speak” (p. 2). To summarize, learner corpora are a step forward because they are employed in numerous studies.

In contrast, according to Meunier and Gouverneur (2009), ELT publishers have a strong preference for native corpora as a source of information for their work. They justified this by emphasizing the need of presenting genuine and accurate English. Native corpora can be defined as collections of written and spoken texts produced by native English speakers.

Therefore, it is more fundamental that both learner and native corpora should be brought together to plan more viable teaching materials in order to better satisfy learners' needs and solve their linguistic problems.

1.2.2. What is Corpus Approach?

Integrating corpora and corpus tools in teaching EFL have long been linked. In 1961, corpus linguistics saw light and effectively helped the teaching-learning process while the study of the English language can be divided into two important areas; studies of structures and studies of use. Yet, linguists, language experts, and teachers have, in the present time, interests directed towards language use. From this stance, many methodologies and approaches have been relied; scholars focused more on how linguistic structures occur in different contexts. As Bennet (2010) states, “corpus linguistics approaches the study of language in use through corpora” (p. 02). It came as a solution to the challenges that linguists face while analysing language patterns and its different structures. Corpus linguistics provides answers to two fundamental queries which are the following:

- What specific patterns are related with lexical or grammatical features?
- What differences do these patterns have within varieties and registers?

The corpus-based approach is an empirical analysis that tends to analyse patterns and linguistic structures in natural texts. It depends on the use of corpora as a real source of language. Accordingly, corpus-based approach has four main characteristics:

- a. It is empirical, analysing the actual patterns of use in natural texts.
- b. It utilises a large and principled collection of natural texts, known as a “corpus”, known as the basis for analysis.
- c. It makes extensive use of computers for analysis, using both automatic and interactive techniques.
- d. It depends on both qualitative and quantitative analytical techniques. (Biber, Conrad, & Reppen 1998, p. 4)

According to Bennet (2010), corpora can be implemented in the process of teaching language through three different ways. First, they can be incorporated in the teaching materials such as textbooks and classroom tools that are based on corpora patterns and frequency. This is called by “corpus-influenced materials”. Next, “corpus-cited texts” like grammar books and dictionaries that are based on corpus data, is another way of integrating corpora in language teaching. Third, another approach known as “Data-Driven Learning” allows implementing corpora inside and outside the classroom for teaching the L2. This refers to “corpus-based activities”.

Figure 5 demonstrates the pedagogical use of corpora in language teaching and learning.

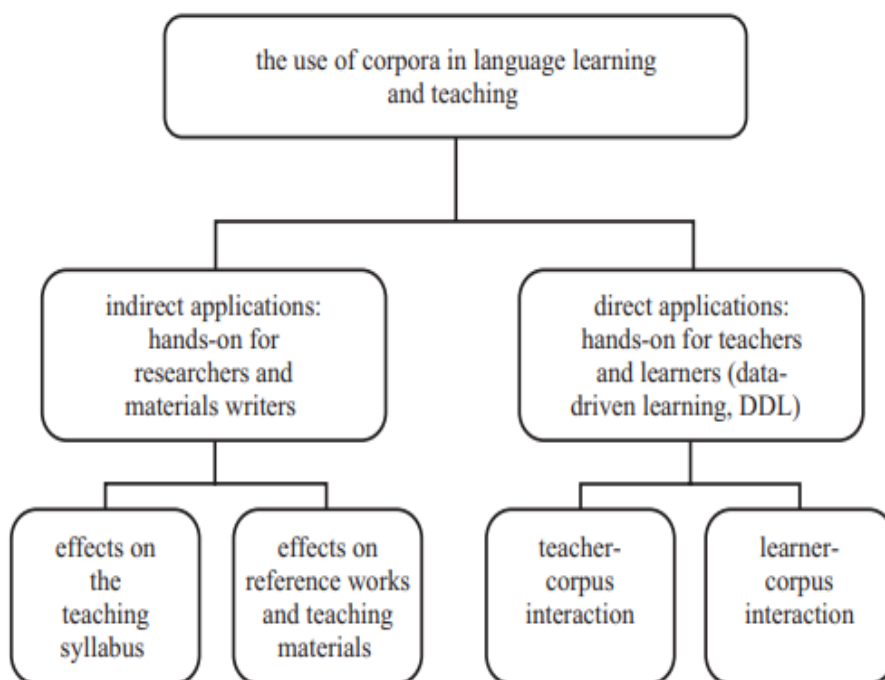


Figure 5: Applications of corpora in language teaching (Römer, 2009, p. 113)

1.2.2.1. Advantages of the Corpus Approach

As aforementioned, the corpus approach tends to analyse the different patterns of language use in a more simple and easy way. It, indeed, serves as a rapid methodology for

an accurate examination of data. Thus, the use of electronic corpora, which means the use of computers, facilitates the analysis process since the human mind is not the analyst. Also, it allows storing a large amount of analysis database of authentic and real language. Corpus-based approach allows managing vast volumes of language while keeping track of various contextual aspects at the same time (Biber, Conrad, & Reppen 1998).

1.2.3. Techniques of Corpora Integration in EFL Classes

Researchers like Aston (1998), Conrad (2004), and Hunston (2002) describe corpora as a valuable and authentic source and teaching tool due to their potential in language teaching and learning. They presented corpora as a trendy methodology that plays an essential role in facilitating the teaching-learning process. Hunston (2002) claims that “a corpus essentially tells us what language is like, and the main argument in favour of using a corpus is that it is a more reliable guide to language use than native speakers.” (p. 20). Corpora integration plays an effective role in the ELT field by which the information and knowledge of language can be smoothly transmitted, even better than native speakers. Corpora’s vital role in teaching and learning has been discussed mainly by Leech (1997) and McEnery & Wilson (1997). However, some queries have been posed in terms of ‘what instructors always wanted to know to cover the learners’ needs?’, and ‘how corpora should be used while teaching and learning the English language?’ Hence, there are two main approaches that should be carefully assessed in terms of feasibility and efficiency: the direct approach and the indirect approach.

1.2.3.1. Direct Approach

For a long time, corpora have directly contributed to language training by being used in the construction of reference materials and textbooks. The direct approach refers to corpora integration in preparing course-books, syllabi and many other teaching materials.

It specifically emphasises the use of corpus-based activities, and besides that, it allows learners to have access to corpora and concordancing programmes individually.

There are a few definitions by scholars and linguists for this approach. However, some related studies to corpus based learning have been conducted in order to shed light on EFL learners' perspectives towards corpora use for vocabulary, reading, and writing improvement. Thurstun & Candline's (1998) study led to discover positive attitudes from learners towards the use of corpora in learning vocabulary with some negative views due to old academic texts difficulty. Another study conducted by Sun (2000), aimed to investigate the reaction of EFL learners to corpus-based activities. Accordingly, there were positive attitudes and learners were satisfied due to the usefulness of the aforementioned approach. Many studies and experiments (Neff, 2002; Yoon & Hirvela, 2004; Gilmore, 2008) were conducted for the same target and the findings were almost positive in learning the language aspects.

On the other hand, there were some studies that indicated the challenges faced while applying the direct approach of corpora use. For instance, Maddalena (2001) administered a well-established corpus in order to demonstrate the distinctions between seemingly similar English terms. The results showed that concordance lines offers knowledge about the language use and not language meaning.

To conclude, the direct use of corpora focuses on the corpus integration in preparing various language teaching materials and the individual research by learners in the corpus software. It highlights the teacher's role when conducting corpus-based activities and learners autonomy in learning and improving the language aspects.

1.2.3.2. Indirect Approach

The indirect approach, also known as "Data-Driven Learning" (DDL) was first adopted by Tim Johns in 1991 to refer to corpora uses in language learning. Johns and

King (1991) define DDL as “the use in the classroom of computer generated concordances to get students to explore the regularities of patterning in the target language, and the development of activities and exercises based on concordance output” (p. III). It is regarded in the Computer-Assisted Language Learning (CAAL) domain. The teacher plays the role of corpora user who accesses the concordancer, makes print-outs, and edits them according to his/her students’ needs for the learners to analyse. According to Kilgarriff et al. (2015),

The success of corpora in indirect use, starting with dictionaries, is clear to see and largely now beyond question. To give an accurate picture of a language, we need evidence of how the language is patterned. To know which phenomena are the common ones, we need language data. For this we need a corpus. (p. 10)

Data-driven learning refers to students’ autonomous online searches for linguistic data such as concordances and collocations. As defined by Hadley, (2002) “data-driven learning is very much a “research-than-theory” method of studying grammar. Language learners start with a question, and then come to their conclusions after analyzing the corpora with a concordance program” (p. 108). Cobb (2010, p. 16) adds in the same context Data-Driven Learning approach has the potential to allow L2 learners to discover the language patterns individually by observing and analysing the given data in form of concordance information.

From this stance, DDL engages learners in analysing the selected concordance lines, organizing and modifying them to grab their attention. This implies that it promotes discovery learning by introducing students to a rich environment in which they may investigate numerous applications of the target word. Römer (2010) states that corpora have the potential to enhance research works, and can supply information that existing

reference materials like dictionaries and grammar books cannot (p. 214). Moreover, Johns (1991) states that learners should be directed through the process of learning a foreign language. In the same context, Leech (1997, p. 10) points out that it is important to select the suitable corpus and data for learners according to their needs. This help in raising the sense of self-autonomy in organizing, analyzing, and studying the real language data.

Data-driven learning depends on corpora use. However, the latter requires software programmes, known as “concordancers” in order to analyse the corpus data. Accordingly, Tribble (1990) says “what the concordancer does is make the invisible visible” (p. 11).

Besides, language instructors and teachers should be aware of the opportunities and potentials that corpora and DDL activities provide. According to Aijmer (2009), “the use of corpora in EFL classroom is a rare occurrence and teachers are still unwilling to or lack the skill to use corpora as an aid to get new insights into English” (p. 1). They have to be instructed how to utilize data-driven learning to assist students in learning the structure and aspects of the language. Thus, it will be a solution for time-consuming for teachers.

Consequently, there are numerous administered studies that assessed the impact of using DDL activities in classrooms on students’ autonomy. For instance, Rapti (2010) investigates the impact of DDL activities on a Greek group of people to examine the extent of students’ motivation in learning grammar by DDL and its benefits. Another study conducted by Koosha & Jafarpour in 2006 to assess the influence of concordance use on teaching prepositions. There are many experimental studies that aimed to investigate the impact of corpus tools and data-driven learning activities inside classrooms. Both the qualitative and quantitative evidence indicated that DDL activities have a positive influence on teaching/learning the language aspects.

Finally, Johns’ (1991) approach of Data-Driven Learning emphasises the importance of corpus usage in the development of learning capabilities and skills and the

formation of a non-authoritarian learning environment. In an attempt to relate the direct and the indirect approach, Nesselhauf (2009) suggests that the direct and indirect approaches can be both related to Learner Corpora in language teaching (see figure 4).

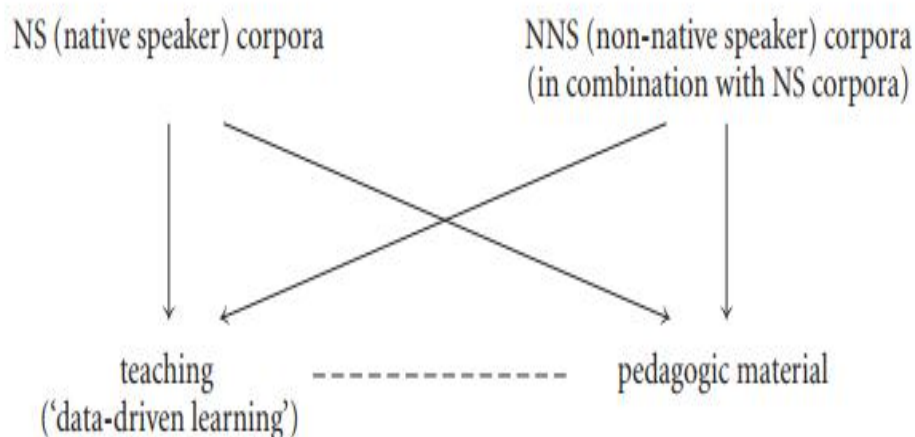


Figure 6: Connections between corpora and language teaching (Nesselhauf, 2009, p. 126).

1.2.3.2.1. Advantages of Data-Driven Learning

Data-driven learning approach aims to improve students' lexico-grammatical knowledge. It can play an important role in facilitating the process of teaching and learning English as a foreign language. As the students are considered as researchers, they can improve their metalinguistic awareness, which includes vocabulary, grammar rules, and even translation. Furthermore, DDL approach implies a shift away from the traditional textbook English in favour of more authentic and real language.

1.2.4. Implications in Corpora Use

Despite the role of corpora in and outside classrooms in language teaching and learning, most of instructors and learners struggle in using them. In fact, corpora should be

re-contextualised in a pedagogical setting in order to achieve the learners' needs. According to Aston (2001), "the question is not whether corpora represent reality but rather, whether their use can create conditions that will enable learners to engage in real discourse, authenticating it on their terms" (p. 240). Next, the large size of general corpora characterise a serious problem for learners since corpora provide them with a series of concordance lines as pointed out by Gavioli & Aston (2001). Moreover, the access to corpora still remains a challenge for establishments and universities in many countries due to the lack of the financial resources to purchase the software and equipment required for such a venture. Only a few researchers have access to this information. As a result, language teachers must either create their own corpus or purchase a corpus package on CD-ROM.

1.2.5. Effectiveness of Corpora Use

The effectiveness of corpora use has been acknowledged over the years in teaching and learning the language aspects. Corpora have a crucial role in language learning since they connect form and function, and raise the sense of autonomy for their users. In the same point, while communicative language teaching is often linked with a concentration on language function rather than language form, Johns (1994) believes that corpus-based genuine resources emphasize both form and function. According to Hunston (2002), "a corpus does not contain new information about language, but the software offers us a new perspective on the familiar" (p. 2). They can provide evidence of linguistic performance, which is unquestionably useful in selecting what to teach and learn. In other words, it can be precise and specialised according to the learners' needs. In the same vein, Widdowson (1990, 2000) asserts that corpus input is authentic only in the sense that it is de-contextualized and, therefore, must be re-contextualized in language education. Corpora is characterised by "authenticity" and "genuineness" since they are collections of samples

and texts of real language produced by native speakers and presented in computer software. As corpora present data in form of concordance lines, language can be studied and analysed. This means that they are helpful in gaining information about words' use, collocations, colligation, and even phrases' usage. With regard to this, Osborne (2001) says that:

using corpus data not only increases the chances of learners being confronted with relatively infrequent instances of language use, but also of their being able to see in what way such uses are atypical, in what contexts they do appear, and how they fit in with the pattern of more prototypical uses. (p. 486)

Thus, the studies in this area focused more on the practical side in order to examine corpus effectiveness in language pedagogy. Most of scholars and researchers analysed the direct and indirect exposure of EFL students to corpus-based tools, materials, and activities in the teaching-learning several language aspects. Sun & Wang (2003) investigated the effectiveness of inductive and deductive instruction on acquiring collocations through the use of a concordance. Varly (2009) carries out research to see how beneficial corpora are in helping pupils improve their language skills. Also, Girgin (2011) examines the impact of corpus-based exercises on EFL students who struggle with five grammar structures. Jezo (2013) in his study attempts to find out the extent of effectiveness of the corpus use in teaching foreign language vocabulary. The final results were positive and corpora proved their effectiveness in language pedagogy.

1.2.6. Corpora and Academic Writing

With the emergence of new types of corpora, a new line of research has emerged to make more extensive use of corpora. Interestingly, the majority of corpus research has centred on writing pedagogy including the preparation of teaching materials. According to Yoon (2005), there are two types of corpus analysis studies: sentence-based corpus

analysis and genre-based corpus analysis. Both of the studies share a common characteristic of corpus research, which focus on the lexico-grammatical patterns of the language. In the same context, Jabbour (2001) states that “a corpus approach befits teaching second language reading and writing, since both activities are text oriented and make use of words and word combinations, or lexical patterns, within the confines of discourse” (p. 294). This means that a corpus approach gives significant input into the linguistic side of L2 writing teaching. Thus, a corpus is considered a major contributor of linguistic resources that are important for effective writing.

1.2.6.1. Corpora Use Efficiency in Improving Academic Writing

Corpora integration in teaching/learning the English writing skills has been praised since the emergence of electronic corpora. However, the extent of success of corpora use in improving academic writing is ascribed to the knowledge of the ways of integrating them, the choice of the type of corpus that is suitable for achieving the targets, and the knowledge of interpreting the corpus-analysis results. According to Gilmore (2008), “if you know how to use these resources, they can help you to identify problems in your writing and to express yourself in the same way as English native speakers do” (p. 370). As mentioned earlier, the related corpus studies to writing skills emphasise the lexico-grammatical patterns of the language. In this vein, Francis & Sinclair (1994) state that the Collins COBUILD English project has the purpose to “specify all major lexical items in terms of their syntactic environments, and all grammatical structures in terms of their key lexis and phraseology” (p. 199). The corpus-based research tends to link lexis and grammar. Thus, Francis and Sinclair (1994) point out the importance of this link in teaching and that there is little point in presenting learners with syntactic structures and lexis separately. In other words, learners should not be exposed with vast amounts of

syntactic and lexical information, which they then have to match according to principles which are naturally unavailable to them (p. 200).

Corpora have the ability to impact the second language practice and process. This can be related to the process approach for teaching academic writing. Hence, Data-Driven Learning approach is more in line with the writing aspect. It allows learners to discover errors and to self-correction. Gilmore (2008) states

These freely available online resources could usefully be incorporated into the redrafting stages of a process writing approach, by highlighting problematic areas in students' essays and then allowing them to use the corpora to generate their own hypotheses on how to make their writing more natural—an inductive approach known as data-driven learning. (p. 365)

On the other hand, there are fewer studies about the efficacy of corpora in improving the writing skill. The aim behind these studies was to identify the writing corpus users' characteristics. In reality, instead of viewing learners as unique individuals, many corpus studies have seen them as a homogenous collective. Some studies (Johns, 1991, 1994; Turnbull & Burston, 1998) hypothesised that variations in the impact of corpus use on language learning were related to individual backgrounds, including language proficiency, comfort with the new methodology, and learning preferences.

However, the specific experiences of each student, particularly those pertaining to L2 learning and writing, as well as the learning environments that mediate the usage of corpora and their impact on L2 writing, have not yet been completely studied by scholars. It is necessary to evaluate the corpus method in the context of the individual learning and writing processes because teaching is highly sensitive to the demands of many learners, making it challenging to apply a general principle to all learners.

There are numerous gaps detected which motivated further detailed studies with respect to the effectiveness of corpora in teaching/learning academic writing. According to Yoon (2005), “Most important of all, further research needs to be carried out to examine how corpus technology affects students’ development of competence as L2 writers as well as their writing experiences” (p. 7-8).

Conclusion

In conclusion, writing in English plays an important role in the EFL learners’ academic life and the emergence of the Corpus Approach is believed to become a trendy tool that facilitates the process of teaching and learning writing properly by referring and analysing authentic texts of real language.

Chapter two: Field Work

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Chapter Two: Field Work

Introduction

The previous chapter presented a review of related literature to the use of corpora and how they improve the language aspects, particularly the writing skills. This chapter presents the practical part of the study and it present an investigation of the views of second year Master students and supervisors on corpora and their integration in dissertation writing.

2.1. Population and Sampling

The current study targets a population of Master Two students and supervisors at the Department of English at the University of Mohamed Saddik Ben Yahia. Following random sampling procedures, the sample is made up of forty four out of one hundred thirty-one EFL students and ten supervisors. The choice of second year Master's students has been made according to the fact that they are in the phase of writing dissertations and, accordingly, require a programme to assist them in their academic writing such as the use of computerised corpora for revision of writing and error correction.

2.2. Research Instruments

The present research was conducted through quantitative data collection and analysis. To achieve the aim of this study; one main instrument, the questionnaire, is combined for better results. A questionnaire is defined by Brown (2001) as a written medium which provides the participants with a group of questions that they should answer either by providing their own answers or by selecting from the options offered. Its objective in a research study is to assist the researcher in collecting data that will help him/her in achieving the research objectives (Brace, 2008). Thus, one online questionnaire was addressed to forty four second year Master students and ten printed questionnaires

were administered to supervisors at the Department of English at Mohamed Seddik Ben Yahia University.

2.3. The Student Questionnaire

2.3.1. Description of the Student Questionnaire

The student questionnaire was adapted from the questionnaire developed by Yoon & Hirvela (2004). It consists of sixteen questions which are worthy closed-ended ones for which students are supposed to give “yes” or “no” answers additionally to open-ended questions in which the participant can choose the appropriate option (s) or provide the researchers with other suggestions that can be related to the study. At the end, a scale of thirteen statements was designed, consisting of six Linkert scale response options which are “strongly agree”, “agree”, “somewhat agree”, “somewhat disagree”, “disagree”, and “strongly disagree”.

The student questionnaire is divided into three sections. The first section is entitled “Students’ Academic Writing Skills”, and it aims at gathering information about MA students’ insights on their academic writing experience. It contains four questions. Q1 intends to rate their level in the academic writing skill. Q2, students are asked to select the most difficult academic writing aspects. Next, the Q3 and Q4 target to investigate whether they try to improve their academic writing in writing the dissertation, and which techniques they depend on.

The second section, however, is entitled “Students’ Use of Computer” and it encompasses six questions, from Q5 to Q10. Q5 and Q6 sought to find out whether the students are familiar with the use of computer, and availability of the Internet access at home. Next, the Q7, Q8, and Q9 are to investigate how often the students use the computer for personal purposes, whether they use the English language or their native language, and how often they refer to the computer and use it for academic purposes. In Q10, students are

asked to reveal what kind of technological tools and techniques they depend on while writing their dissertations.

The third and last section entitled “Students’ Use of Corpora” is made up of five questions (from Q11 to Q16), and a scale at the end of the section which consists of thirteen statements. The Q11 and Q12 aim at exploring the students’ knowledge and preference about corpora. In Q13, students are questioned whether they use corpora or not. Then, the Q14 intends to know the students’ perspectives towards learning about corpora use since they help improving the writing skills. Next, in Q15, they are asked if their supervisors have ever recommended corpora for them in order to help them enhancing their academic writing. Finally, in the Q16, thirteen statements were administered to gather information about the students’ points of view about the traditional techniques and corpora, corpora requirements, and their attitudes towards corpora integration in the future in teaching EFL in the Algerian universities.

2.3.2. Analysis of the Student Questionnaire

Section One: Students’ Academic Writing Skills

S1: Rate your academic writing skills.

Table 1
Students’ Estimation of their Academic Writing Level

Options	Subjects	Percentage
Poor	1	2.3%
Average	16	36.4%
Good	26	59%
Excellent	1	2.3%
Total	44	100%

The aim of this question is to know the students' opinion about their writing level. Table 1 shows the obtained results about the students' writing skills. The results indicate that 59% of the students admitted they have good academic writing skills. This means that they are confident enough about their writing. Another significant portion of 36.4% opted for the "average" option. Only one student (2.3%) considered that he/she is excellent in writing. In the same regard, one student thinks that he/she has poor writing skills.

Q2: Select the academic writing aspect you found most difficult when writing your dissertation.

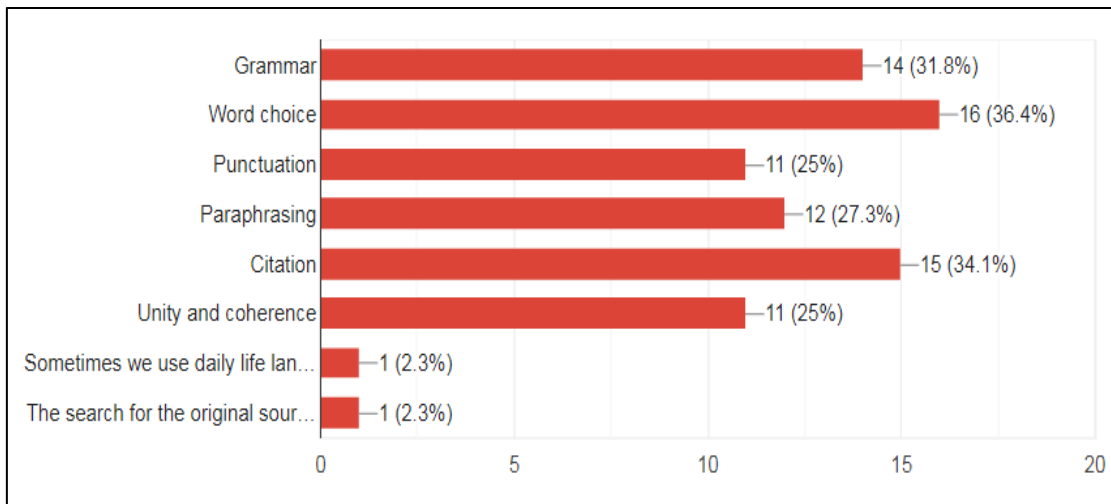


Figure 7: Students' Views on Academic Writing

Figure 2 presents the results of a multiple-choice question about the most difficult aspects that the participants face in their academic writing. As stated, "word choice" represents the most challenging aspect while writing in the rate of 36.4%. "Citation" comes in the second class by 34.1%. Next, students selected "grammar" aspect which characterised 31.8% and "paraphrasing" by 27.3%. "Punctuation" and "unity & coherence" were rated by the same percentage of 25%. The overall results show that students struggle mostly in "word choice", "citation", and "grammar" in their academic writing.

Q3: Have you tried to improve your academic writing while writing your dissertation?

Table 2*Students' Attempts for the Writing Skill Improvement*

Options	Subjects	Percentage
Yes	37	84.1%
No	7	15.9%
Total	44	100%

Table 2 represents the students' attempts to improve their academic writing while composing their dissertation. The results demonstrate that 37 students (84.1%) tried to enhance their writing for realizing well-written dissertation; whereas, seven students did not have the will to do so. In other words, the majority of the students do care about their academic writing outcomes.

Q4: Which techniques did you specifically use to improve your academic writing?

The question attempts to identify the techniques that the students employ in order to enhance their academic writing. The results indicate that 21 students depend on reading different academic publications such as books, articles and previous dissertations. According to them, reading improves their knowledge of vocabulary and grammar rules. Another category of 16 students mentioned that they rely on the act of drafting their thoughts and ideas, writing, and paraphrasing. Next, 4 students stated that they use Google and several electronic applications as an aid which provides them with a large choice of words and expressions and grammar checking assistance. In addition, 3 students referred to the supervisors' help and guidance in writing their dissertations. In other words, the students depend largely on traditional techniques in writing.

Section Two: Students' Use of Computer

Q5: In general, do you like using computer?

Table 3

Students' Attitudes towards Computer Use

Options	Subjects	Percentage
Yes	43	97.7%
No	1	2.3%
Total	44	100%

Almost all the students (97.7%) stated that they like using computer. And only one student (2.3%) does not do so. This indicates that students have not any problem in using the computer. That is to say, students can have the willingness to use corpora.

Q6: Do you have Internet access at home?

Table 4

Internet Availability at Home

Options	Subjects	Percentage
Yes	44	100%
No	0	0%
Total	44	100%

According to Table 4, 100% of the participants opted for the positive answer “yes” about the availability if Internet at home. In other words, all the students have Internet access at home. In other words, there is no problem to use corpora at home.

Q7: How often do you use computer for personal purposes?

Table 5*Frequency of Computer Use for Personal Purposes*

Options	Subjects	Percentage
Several times a day	17	38.6%
About once a day	6	13.6%
Several times a week	11	25%
About once a week	7	15.9%
About once a month	1	2.3%
Seldom	0	0%
Total	42	95.4%

Table 5 shows the frequency of using computer for personal purposes by the students. The results demonstrate that 38.6% of the students use the computer several times daily more than those who use it about once a day (13.6%). In contrast, 25% of them use it several times weekly in comparison to 15.9% of the students who use the computer about once a week. One student, on the other hand, stated that they use the computer for personal purposes rarely.

Q8: When you use the computer for personal purposes, do you use English or your native language?

Table 6

Students' Use of Language

Options	Subjects	Percentage
English	23	52.3%
Native language	5	11.4%
Both	16	36.3%
Total	44	100%

Table 6 reveals the language (s) the MA students use while using the computer. It shows that 52.3% opted for the English language while 36.3% answered that they use both English and native language. Yet, 11.4% of them use only their native language. This means that the majority of the EFL students prefer the English language when using their computers.

Q9: How often do you use computer for academic purposes?

Table 7

Frequency of Computer Use for Academic Purposes

Options	Subjects	Percentage
Several times a day	12	27.3%
About once a day	7	15.9%
Several times a week	11	25%
About once a week	9	20.5%
About once a month	1	2.3%
Seldom	2	4.5%
Total	44	100%

Table 7 exhibits the frequency of using computer for academic purposes by the MA students. The results demonstrate that 27.3% of the students use the computer several times daily more than those who use it about once a day (15.9%). In contrast, 25% of them use it several times weekly in comparison to 20.5% of the students who use the computer about once a week. 2.3% of students stated that they use the computer for academic purposes once a month while 4.5% said that they rarely use it; they just use it for urgent assignments.

Q10: What are the technological tools and techniques you use while composing or revising your dissertation?

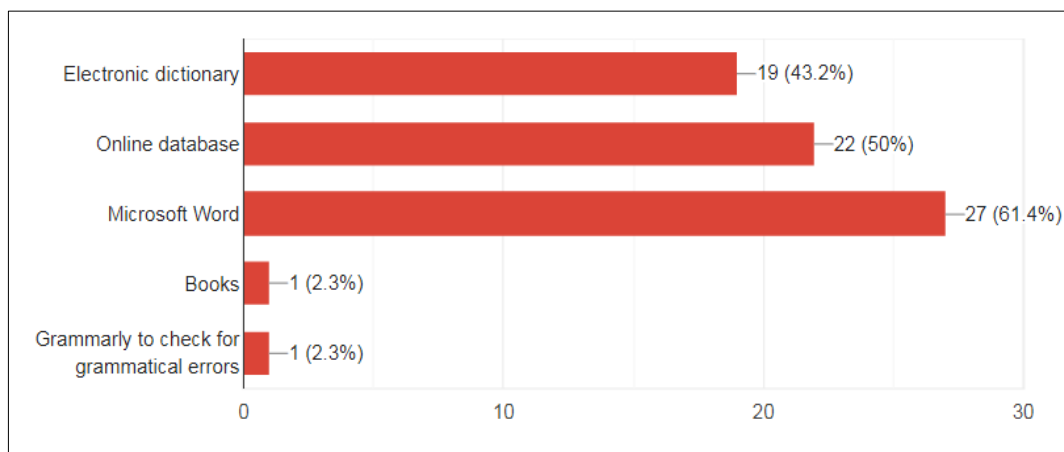


Figure 8. Students' Techniques of Composing and Revising their Writing

The figure represents the results of a multiple-choice question about the technological tools and techniques that the MA students depend on while composing and writing their dissertation. “Microsoft Word” comprises an overwhelming percentage of 61.4%. “Online database” and “electronic dictionary”, also, take in 50% and 43.2% as the most techniques which the students use to in writing their dissertation. A small percentage goes to reading

books and using Grammarly application as a grammar errors checker. The overall results clearly indicate that students almost depend on the technological tools more than the traditional ones.

Section Three: Student’s Use of Corpora

Q11: Have you ever heard of corpora

Table 8

Students’ Familiarity with Corpora

Options	Subjects	Percentage
Yes	8	18.2%
No	36	81.8%
Total	44	100%

Table 8 indicates that the majority of the students (81.8%) do not know corpora. However, 18.2% are familiar with them.

Q12: If yes, which kind of corpora do you prefer?

The question investigates the preferable type of corpora for the students who are familiar with them. Thus, the results show that they have little knowledge about them. The answers vary between computer-based corpora and written and spoken corpora which represent the characteristics of corpora and not the types.

Q13: Do you use corpora?

Table 9

Students' Use of Corpora

Options	Subjects	Percentage
Yes	1	2.3%
No	43	97.7%
Total	44	100%

Table 9 reveals answers about the use of corpora. The final results show that the vast majority of the students (97.7%) do not use corpora.

Q14: If you know that corpora provide their users with a large collection of texts, words and expressions which help improving the writing skills, do you wish to take classes to learn corpora use?

Table 10

Students' Attitudes towards Learning Corpora Use

Options	Subjects	Percentage
Yes	38	86.4%
No	6	13.6%
Total	44	100%

The findings shown in Table 10 demonstrate that a considerable number of students (86.4 %,) has positive attitudes towards learning corpora use. On the other hand, 13.6% of the participants do not wish to do so.

Q15: Has your supervisor recommended corpora for you to enhance your academic writing?

Table 11

Supervisors' Recommendation for Corpora Use

Options	Subjects	Percentage
Yes	6	13.6%
No	38	86.4%
Total	44	100%

Table 11 shows that 86.4% of the supervisors have never recommended using corpora for their candidates while writing their dissertation. However, 13.6% of the students stated that their supervisors have recommended corpora to them.

Q16: Please indicate the extent to which you agree with the following statements:

- a.** The traditional techniques take too much time to revise my dissertation.
- b.** The traditional techniques do not sufficiently help in composing a well-written piece.
- c.** I have some difficulty in using corpora due to the lack of knowledge about it.
- d.** Corpora use needs knowledge of computer use and Internet access.
- e.** Corpora are easier than the traditional tools to access and use.
- f.** I have some difficulty in using corpora due to limited access to computer/ Internet.
- g.** I have some difficulty in using the corpora due to the speed of Internet connection.
- h.** Corpora allow me to be creative in my English writings.
- i.** I wish I had classes to learn how to use corpora.
- j.** Corpora should be taught to EFL students in my home country due to their effectiveness.
- k.** Teachers should recommend corpora to their learners in order to facilitate the teaching-learning process.
- l.** I recommend teaching the corpora use to EFL students in the future.
- m.** I will use corpora in my future writings.

Table 12*Students' Attitudes towards Corpora Use*

Statements	Strongly agree	agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Total
a	29.5	56.8	9.1	2.3	2.3	0	100%
b	15.9	50	20.5	6.8	6.8	0	100%
c	54.5	25	11.4	2.3	4.5	2.3	100%
d	31.8	47.7	18.2	2.3	0	0	100%
e	25	36.4	27.5	9.1	0	0	100%
f	11.4	25	36.4	4.5	15.9	6.8	100%
g	9	38.5	10	22.5	11	9	100%
h	29.5	47.7	18.2	0	2.3	2.3	100%
i	56.8	31.8	6.8	2.3	0	2.3	100%
j	54.5	36.5	9	0	0	0	100%
k	54.5	38.5	7	0	0	0	100%
l	59	25	13.7	0	0	2.3	100%
m	34.2	38.5	25	0	0	2.3	100%

Following Table 12, the results reveal the students' points of view about the differences between the use of traditional techniques and corpora in learning and correcting errors, and their attitudes towards further implementing corpora in the EFL curriculum. The findings clearly indicate that the majority of the students (56.8%) agree that the traditional techniques waste their time, and do not help sufficiently in writing. However, most of them (54.5% to 36%) stated "strongly agree" and "agree" that they do not use corpora due to the

lack of knowledge about them and limited access to the computer. Hence, the overwhelming majority of the students, more than 50%, has positive attitudes towards learning corpora use and integrating them in the future in the EFL curricula

2.3.3. Discussion of the Student Questionnaire Results

Based on the analysis of the student questionnaire, the collected data from the first section reveal that second year MA students at the department of English rate their academic writing level as good. However, they have different weaknesses in the academic writing aspects, namely, word choice, grammar, and unity and coherence. This leads them to refer to some techniques such as reading and drafting in order to improve their writing skills. As it is shown in the next section, the students have limited access to the computer for academic purposes, may be because most of the academic assignments do not require electronic tools. On the other hand, while writing their dissertation, they often depend and use some technological tools such as electronic dictionaries and Microsoft Word in order to facilitate the act of correcting their writing output like grammar errors and vocabulary. According to the gathered information from the final section, it is revealed that the students are not familiar with the notion of corpora. Thus, they do not have background knowledge on their types and the way of use. This is justified by the fact that teachers do not recommend corpora use to their students in addition to the lack of some technological tools like computers and Internet access at universities. The last point in the questionnaire reports that the students have positive insights about corpora and their use once they are acknowledged that corpora provide help in the writing skill. They wish to implement them in the Algerian EFL curriculum in the future.

2.4. Teachers Questionnaire

2.4.1. Description of the Teacher Questionnaire

The teacher (supervisor) questionnaire aims at gathering information to gain supervisors insights into the use of corpus at the Department of English. It consists of fourteen questions and is divided into three sections. Section one is devoted to the background information. Section two is about the teachers' views of dissertation writing and the last section highlights the teachers' perspectives on corpus use.

The first section, entitled "Background Information", is made up of two questions. Q1 attempts to identify the teachers' degree, then Q2 investigates the experience of supervising MA students in years.

The second section, "Teachers' Views about Dissertation Writing", consists of three questions (from Q3 to Q5). Q3 demonstrates the teachers' evaluation of the students' academic writing. Then, the aspects in which supervisees usually find most difficult when writing their dissertations are generated by Q4. Q5 intends to identify the techniques that the supervisors recommend to their supervisees for improving their writing skill.

The third section includes nine questions, from Q6 to Q14, that focus on the teachers' views about corpus use. In Q6, teachers were asked about their opinions about using technological tools by the supervisees. Next, Q7 aims at knowing teachers' familiarity with the use of corpora. Q8 directly asks teachers whether they have ever been trained to learn the use of corpus. In addition, Q9 and Q10 are considered as sub-questions in case the answer of the Q8 is "yes" or "no" for more explanation. After that, Q11 seeks to highlight whether their supervisees use corpora when writing their dissertations. Q12 and Q13 are directed to investigate the supervisors' points of view about teaching corpus use effectiveness and their recommendation for improving the dissertation writing. Last but not least, Q14 points out some reasons of the non-use of corpora by the supervisees.

2.4.2. Analysis of the Teacher Questionnaire

Section One: Background Information

Q1: Which academic degree do you hold?

Table 13

Teachers' Qualifications

Magister	PhD	Total
5	5	10
50%	50%	100%

Table 13 indicates that the supervisors' qualification. Five supervisors (50%) hold a Magister degree while the remaining 5 supervisors (50%) hold a PhD degree.

Q2: How long have you been supervising MA students?

Table 14

Teachers' Experience in MA Supervision

Responses	Participants	Percentage
1 – 5 years	2	20%
6 – 10 years	4	40%
+ 10 years	4	40%
Total	10	100%

With regard to supervision, 40% of the participants have supervised MA students for more than 10 years. Equally, 40% of the teachers have supervised for a period between 6 and 10 years. The remainder 20% of teachers have supervised in the department for less than 5 years.

Section Two: Teachers' View about Dissertation Writing

Q3: Please rate your students' academic writing.

Table 15

Teachers' Estimation of the Students' Level

Options	Participants	Percentage
Poor	6	60%
Average	4	40%
Good	0	0%
Excellent	0	0%
Total	10	100%

Table 15 represents the students' level in writing from the teachers' perspectives. It shows that 60% of the teachers consider that the students have poor writing. On the other hand, 40% of them rate their level as average.

Q4: Which writing aspects do your supervisees find most difficult when writing their dissertations?

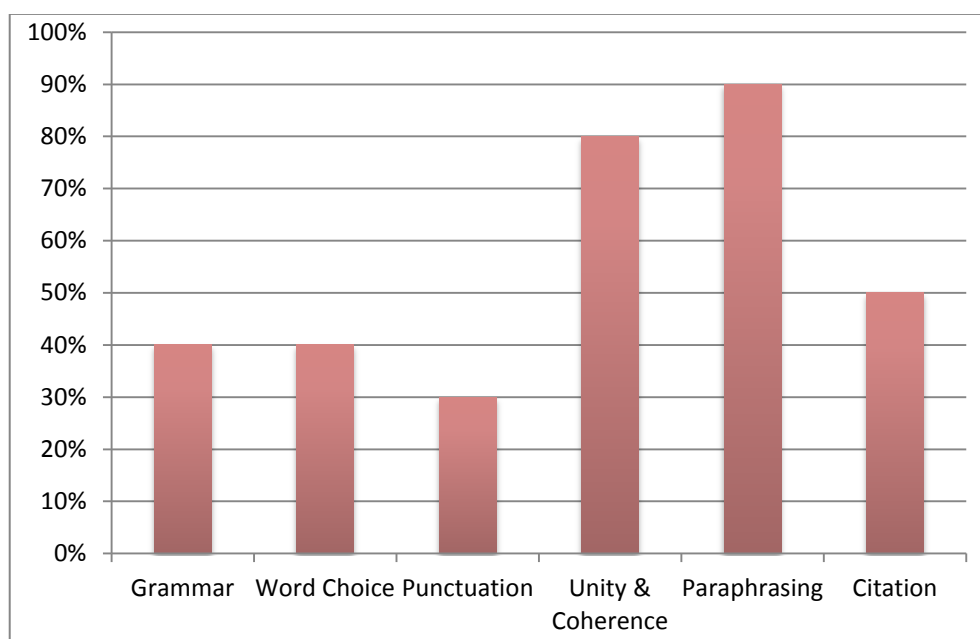


Figure 9. Difficulty of Writing Aspects

According to supervisors, unity and coherence and paraphrasing are the most difficult writing aspects for students when writing their dissertations (80% to 90%). Then citation (50%), grammar, and word choice were rated at the same degree of difficulty by 40%. Punctuation represents 30% as the lowest most difficult writing aspect as demonstrated in figure 9.

Q5: What are the techniques you generally recommend to your supervisees for improving their writing skill?

The question highlights the most effective techniques that the teachers recommend to the supervisees in developing their writing skill in their dissertations. They stated the following:

- Reading adopted references for academic writing such as books, articles, and excellent previous dissertations.
- Checking the written expression lessons and books, and having some practice to use some softwares.
- Writing annotated bibliographies and practice extensively the techniques of paraphrasing and summarising.

Section Three: Teachers' Views about Corpus Use

Q6: To what extent do you find important the use of technological tools by your supervisees when writing their dissertations?

Table 16

Importance of the Technological Tools

Options	Participants	Percentage
Not important	1	10%
Slightly important	2	20%
Important	4	40%
Very important	2	20%
Extremely important	1	10%
Total	10	100%

Table 16 indicates that the majority of the participants think that the use of technological tools is important for writing their dissertations. However, 10% to 20% of the teachers find it less important.

Q7: Are you familiar with the use of corpus?

Table 17

Teachers' Familiarity of Corpora

Options	Participants	Percentage
Not at all familiar	3	30%
Slightly familiar	2	20%
Familiar	0	0%
Very familiar	3	30%
Extremely familiar	2	20%
Total	10	100%

Table 17 shows that the supervisors' answers vary between familiar and unfamiliar, 50% of the participants stated that they know corpora. The other 50% of them declared that they are slightly familiar (20%), or not familiar at all with corpora (30%).

Q8: Have you received any training to learn how to use corpus?

Table 18

Teachers' Corpus Training

Options	Participants	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Table 18 displays that 100% of the respondents agree upon the fact that they have never received any training to do so.

Q9: If yes, where did you undergo the training?

Since all the participants' (100%) answers were negative, they did not reply to this question.

Q10: If no, would you accept to undergo training in corpus use?

Table 19

Teachers' Attitudes towards Learning Corpus Use

Options	Participants	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

The results in Table 19 indicate that an overwhelming majority of the participants (70%) accept to undergo training in corpus use. On the other hand, 30% of them refused corpus use training.

Q11: Do your supervisees use corpus when writing their dissertations?

Table 20:

Supervisees Corpus Use

Options	Participants	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

Table 20 presents the respondents' answers about whether their supervisees use corpora when writing their dissertations. The results show that the majority (80%) said that their supervisees do not use corpora; whereas, 20% of them said that there are students who use corpora.

Q12: Do you think that teaching corpus use to students will help them in ameliorating their dissertation writing?

Table 21

Teachers' Insights into Corpus Use Effectiveness

Options	Participants	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

The vast majority (90%) of teachers advocated that corpus use is effective in helping the students in writing. In contrast, one teacher (10%) sees that corpus use does not help in writing.

Q13: Have you ever recommended the use of corpus to your students for enhancing their dissertation writing?

Table 22

Recommendations to Corpus Use

Options	Participants	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

The results in Table 22 show that 80% of the participants replied that teachers did not recommend corpora to their supervisees. On the other hand, 20% confirmed that they have already recommended it in order to improve the supervisees' writing skill.

Q14: Please indicate the extent to which you agree with the following statements:

- a. Lack of the required tools (computer, Internet, etc.)
- b. Lack of knowledge about corpus.
- c. Lack of training to use corpus.
- d. Teachers have never recommended corpus use.
- e. Lack of awareness about the effectiveness of corpus.

Table 23

The Reasons for Supervisees Corpus non-use

Statements	Strongly agree	agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Total
a	40	0	0	10	50	0	100%
b	60	30	10	0	0	0	100%
c	70	30	0	0	0	0	100%
d	0	40	40	20	0	0	100%
e	50	30	10	10	0	0	100%

According to the data in Table 23, the extent of agreement to some reasons is demonstrated to justify why students do not use corpora. More than a half of the participants disagreed with the reason that the lack of technological tools such as computer and Internet discourages the use of corpora. Next, the respondents (from 30% to 70%) agreed with the fact that lack of training on corpus use, which means lack of knowledge about corpus and its effectiveness, are fundamental reasons for not using corpus. Some of the teachers (20% - 40%) pointed out that students do not implement corpus in their writing because they have not recommended it for them.

2.4.3. Discussion of Teacher Questionnaire Results

The data gathered from the teacher questionnaire that has been presented and analysed provided some insights into corpora use and their effectiveness in enhancing the students' writing skill. The supervisors at Department of English hold Magister and PhD degrees and the vast majority of them have a long experience in supervising MA dissertations for more than five years. This means that their opinion about corpora use in dissertation writing is based on both their high qualification and their experience. The teachers shared their views

about the student' writing level and more than a half of the participants agreed on that MA students' academic writing is poor. They added that the writing aspects that most of the supervisees struggle with are unity and coherence, paraphrasing, and grammar. For enhancing their students' writing, particularly their dissertations writing, the teachers stated that they often recommend to their supervisees to read different academic works like books and excellent dissertations. Also, they advise them to refer to the previous written expression lessons and practice to write. It is noticeable that the use of corpora is not listed among these recommendations.

Moreover, most of the teachers' agreed on the significance of using technological tools for writing dissertations. With respect to corpus use, the supervisors are slightly familiar with the concept of corpora; they declared they have never received training in corpora use. However, almost all of the respondents manifested their acceptance to undergo any training to learn about corpora. Furthermore, they believe that corpus use help in enhancing the supervisees dissertation writing. Finally, the teachers see that the lack of knowledge about corpus and its effectiveness, lack of training, and lack of technological tools are strong reasons for not using the corpus by the students.

2.5. Discussion of the Overall Results

Based on the results from students and teachers questionnaires, which were administered to second year MA students and supervisors of the English Department at Mohamed Seddik Ben Yahia University – Jijel to investigate their views on integrating corpora in dissertation writing, it is concluded that both students and teachers have positive attitudes towards this trendy tool. However, they face some challenges in using corpora.

The gathered data revealed both students and teachers agreed to the fact that EFL supervisees generally face problems in some aspects in writing their dissertation. As a result, they rely on traditional technological tool and software programmes like electronic dictionaries that remain a helping tool for correcting their writing errors. However, the

majority of teachers provide their students with techniques and tools to improve their writing skills and cover their needs, but do not recommend corpus use for them. On the other hand, an overwhelming number of the participants in both questionnaires stressed the effectiveness of corpora use in developing the writing skills and they also showed their willingness to adopt and learn corpora use in the EFL classes.

Moreover, the results confirmed the study's hypothesis. It is revealed that the vast majority of both students and teachers are unfamiliar with the notion of corpus and its use. They often depend on the teachers' output and traditional techniques, rather than searching for new techniques that facilitate the process of learning the writing aspects despite the fact that they believe in its effectiveness in raising the sense of creativity in writing and knowledge of properly writing dissertations.

Accordingly, the findings answered the research questions. Almost all of the EFL students and teachers hold positive attitudes towards implementing corpora in teaching and learning English as a foreign language. It is clearly mentioned that both of them are ready to take classes and training to learn its use. However, they strongly stressed and agreed to some reasons for not using corpora by both of the participants. They shed light on the lack of awareness and knowledge of corpora, training on its use, and the absence of technological tools and requirements such as computers and Internet access and speed.

2.6.Limitations of the Study

Despite the success of the research study to reach its objective, it is important to point out some limitations that might help future researchers in being alert to when doing similar research. The researchers faced the following obstacles:

The lack of references and literature related to the effectiveness of corpora use in writing improvement.

- The concept of corpora use in a new one for both Algerian students and teachers in the field of the language teaching and learning, which means it required more attention to the smallest details in the practical part while the research work was limited in time.
- The students answered randomly to some questions in the online questionnaire since they lack awareness about the concept of corpora.
- Difficulty was faced when trying to access some important literature and references that are related to corpora use in language teaching and learning.

2.7.Recommendations and Suggestions for Further Research

Due to the time constraints, an experimental study to verify whether implementing corpora would really improve students' dissertation writing at the Department of English, University of Jijel, was not possible. Thus, it is highly recommended that future researchers conduct an experimental study and contribute to exploring corpora use in the Algerian context. Furthermore, although almost all the students and teachers expressed their willingness to use corpora, they are not using it due to lack of the appropriate training and tools at the department. It is suggested, therefore, to include the topic of corpora in Computer-Assisted Language Learning and Applied Linguistics modules to get students familiar with the corpus and its effectiveness; and to provide internet access with the necessary equipment at the university to learn and teach corpora use.

Conclusion

The present chapter is devoted to the practical part of the research work, which aims at investigating the students' and teachers' background information about corpora and their attitudes towards corpus integration in the dissertation writing. It included a presentation of the research instruments represented in two questionnaires administered to a sample of second year MA students and supervisors. The chapter provided an analysis and

interpretation of the gathered data. The results were displayed in form of quantitative tables and visual charts. The findings of the research indicated that MA students and supervisors have positive perspectives towards corpora use, and that the corpus approach could be effective if it is implemented properly. In the end, of the chapter, the results closed up with a set of pedagogical recommendations for further research.

General Conclusion

Academic writing, in general, requires knowledge of some language basics, such as grammar and vocabulary, and effective methods and tools to learn them. Corpora use came as a modern method to help and facilitate the teaching-learning process of the different language skills, in particular writing.

Chiefly, the present study aimed at investigating the views of supervisors and students towards corpora implementation to enhance their dissertation writing. This research study consists of two major chapters. The first chapter presented the theoretical side of the research work, while the second chapter was devoted the practical side. The theoretical part took a closer look into academic writing, a preamble to corpora, and the corpus approach. It provided some definitions of corpora and an explanation of the corpus use through some specific approaches. It outlined the direct and indirect approaches of integrating corpora inside and outside the classroom and shed light on the corpus effectiveness, concluding with the relation between corpus use and the writing skill improvement. The practical, on the other hand, highlighted the procedures and methods followed to gather data about the topic. The research study adopted two questionnaires, one directed online to second year MA students and the other was administered to the supervisors. Besides, a detailed analysis and discussion were displayed in this chapter.

The research study yielded interesting results with respect to the attitudes towards corpora use at the Department of English, University of Jijel. The majority of students hold positive views about the use of corpora. They even expressed their readiness to learn about corpora. Similarly, teachers believe that corpus use has a positive impact and efficiency in enhancing the writing skill. They stated that there are some difficulties in using corpora, and this is mainly due to the lack of awareness about corpora and their effectiveness, and

the absence of the technological tools. To summarise, the participants agreed on the effectiveness of corpora use and welcomed its integration in EFL teaching and learning.

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Appendices

Appendix A

University of Jijel
Faculty of Letters and Languages
Department of English

The Student Questionnaire

Dear participant, profuse thanks for taking part in our research study entitled “Master Two Students’ Attitudes towards Integrating Corpora in Their Dissertation Writing”. The objective of the present questionnaire is to collect your opinions about corpora and their use for developing the writing skill.

The following definition of corpora will help you in answering the questions.

Corpora Definition:

Corpora, the plural form of “corpus”, refer to the collections of authentic texts and samples of real-life written and spoken language, represented in an electronic format; in other words, they are stored in the computer database. One of corpora’s advantages is to help verify and learn the correct written constructs. For instance, the expression “access” appears in the form of portions of sentences which provides you with a series of concordance. This may help you to know the right use of the word or expression (Yoon and Hirvela).¹

A/ Students’ Academic Writing Skills:

1) Rate your academic writing skills:

- Poor
- Average
- Good
- Excellent

2) Select the academic writing aspects you found most difficult when writing your dissertation.

- | | | | |
|---------------|--------------------------|-----------------------|--------------------------|
| ▪ Grammar | <input type="checkbox"/> | ▪ Paraphrasing | <input type="checkbox"/> |
| ▪ Word Choice | <input type="checkbox"/> | ▪ Citation | <input type="checkbox"/> |
| ▪ Punctuation | <input type="checkbox"/> | ▪ Unity and Coherence | <input type="checkbox"/> |

- Others, please specify

3) Have you tried to improve your academic writing while writing your dissertation?

Yes No

4) Which techniques did you specifically use to improve your academic writing?

.....
.....
.....

B/ Students' Use of Computer:

1) In general, do you like using computer?

Yes No

2) Do you have Internet access at home?

Yes No

3) How often do you use the computer for personal purpose? Check one.

- Several times a day
- About once a day
- Several times a week
- About once a week
- About once a month
- Seldom
- Others (List)

4) When you use the computer for personal purposes, do you use English or your native language?

- English
- Native language
- Both

5) How often do you use computer for academic purposes?

- Several times a day
- About once a day
- Several times a week
- About once a week
- About once a month
- Seldom
- Others

6) What are the technological tools and techniques you use while composing or revising your dissertation?

- Electronic dictionary
- Online database
- Microsoft Word
- Others:

C/ Students' Use of Corpora:

1) Have you ever heard of corpora?

Yes No

2) If yes, which kind of corpora do you prefer?

.....

3) Do you use corpora?

Yes No

4) If you know that corpora provide their users with a large collection of texts, words and expressions which help improving the writing skill, do you wish to take classes to learn corpora use?

Yes No

5) Has your supervisor ever recommended corpora for you to enhance your academic writing?

Yes

No

In order to get access to corpora you should follow these steps:

- Get access to the Internet.
- Search the suitable type of corpora (such as British National Corpus) and enter.
- Download it or go to “Search” zone and type any word or phrase you like.
- The results provide you with a large list of authentic texts and samples in which your chosen word is used correctly.
- Choose the suitable use of the concerned word that you need.

Please use the scale below to tick the responses that most suit your perspectives. Note that:

1: Strongly agree

2: Agree

3: Somewhat agree

4: Somewhat disagree

5: Disagree

6: Strongly disagree

Statements	1	2	3	4	5	6
1. The traditional techniques take too much time to revise my dissertation.						
2. The traditional techniques do not sufficiently help in composing a well written piece.						
3. I have some difficulty in using corpora due to the lack of knowledge about it.						
4. Corpora use needs knowledge of computer use and Internet access.						
5. Corpora are easier than the traditional tools to access and use.						
6. I have some difficulty in using corpora due to limited access to computer/ Internet.						
7. I have some difficulty in using the corpora due to the speed of Internet connection.						
8. Corpora allow me to be creative in my English writings.						

9. I wish I had classes to learn how to use corpora.						
10. Corpora should be taught to EFL students in my home country due to its effectiveness.						
11. Teachers should recommend corpora use to their learners in order to facilitate the teaching-learning process.						
12. I recommend teaching the corpora use to EFL students in the future.						
13. I will use corpora for my English writings in the future.						

Thank You!

Appendix B

University of Jijel
Faculty of Letters and Languages
Department of English

Teacher Questionnaire

Corpus has recently been worldwide adopted in teaching nearly all the linguistic branches and language skills. The present research work is an investigation of the attitudes towards corpus integration in academic and dissertation writing and we would be extremely grateful to you for helping us in gathering data through this questionnaire to gain insight into the use of corpus at the Department of English.

Section One: Background Information

1. Which academic degree do you hold?

a) Magistère b) PhD

2. How long have you been supervising MA students?

1-5 years 6-10 years +10 years

Section Two: Teachers' Views about Dissertation Writing

3. Please rate your students' academic writing:

Poor Average Good Excellent

4. Which writing aspects do your supervisees find most difficult when writing their dissertations?

- | | | | |
|---------------|--------------------------|-----------------------|--------------------------|
| • Grammar | <input type="checkbox"/> | • Unity and coherence | <input type="checkbox"/> |
| • Word choice | <input type="checkbox"/> | • Paraphrasing | <input type="checkbox"/> |
| • Punctuation | <input type="checkbox"/> | • Citation | <input type="checkbox"/> |

5. What are the techniques you generally recommend to your supervisees for improving their writing skill?

.....
.....

.....
.....
.....

Section Three: Teachers' Views about Corpus Use

6. To what extent do you find the use of technological tools by your supervisees when writing their dissertations important?

- Not important
- Slightly important
- Important
- Very important
- Extremely important

7. Are you familiar with the use of corpus?

- Not at all familiar
- Slightly familiar
- Somewhat familiar
- Moderately familiar
- Extremely familiar

8. Have you ever received any training to learn how to use corpus?

Yes No

9. If yes, where did you undergo the training?

At university Online

10. If no, would you accept to undergo training in corpus use?

Yes No

11. Do your supervisees use corpus when writing their dissertations?

Yes No

12. Do you think that teaching corpus use to students will help them in ameliorating their dissertation writing?

Yes

No

13. Have you ever recommended the use of corpus to your students for enhancing their dissertation writing?

Yes

No

14. Please indicate the extent to which you agree with following statements:

The supervisees do not use corpus to improve their writing for the following reasons:

1: Strongly agree

2: Agree

3: Somewhat agree

4: Somewhat disagree

5: Disagree

6: Strongly disagree

Reasons	1	2	3	4	5	6
• Lack of the required tools (computer, Internet, etc.)						
• Lack of knowledge about corpus.						
• Lack of training to use corpus.						
• Teachers have never recommended corpus use.						
• Lack of awareness about the effectiveness of corpus.						

Thank you!

Résumé

De nombreuses études récentes ont appliqué l'approche corpus à l'enseignement/apprentissage de l'EFL et en particulier à l'écriture académique, car cela reste une tâche difficile pour les apprenants de l'EFL. L'étude à portée de main a été menée avec un objectif principal d'enquêter sur les points de vue des étudiants de deuxième année de maîtrise et de leurs superviseurs sur l'intégration des corpus dans la rédaction de la thèse ainsi que sur l'efficacité de l'utilisation des corpus dans l'amélioration des compétences en écriture. Il a été émis l'hypothèse que les étudiants et les encadreurs ont une faible connaissance des corpus, de leur utilisation et de leur efficacité surtout dans l'amélioration des compétences en écriture. Pour répondre aux questions de recherche de cette étude, un questionnaire en ligne a été adressé à 44 étudiants en MA, et un autre questionnaire a été administré à dix superviseurs du Département d'anglais de l'Université Mohamed Seddik Ben Yahia, Jijel. Les résultats obtenus par les deux questionnaires ont montré que les enseignants et les étudiants perçoivent positivement l'approche par corpus. Cependant, les réponses des participants ont mis en évidence certaines difficultés rencontrées dans sa mise en œuvre, telles que la méconnaissance des corpus tant par les étudiants que par les enseignants, et le manque de formation et de matériel nécessaires à cette approche. Pour surmonter les anciennes difficultés d'utilisation des corpus, il est suggéré de fournir le matériel et les outils nécessaires, et surtout, de sensibiliser les étudiants aux corpus et à l'efficacité de leur utilisation.

ملخص

تبنت العديد من الدراسات الحديثة منهج الاعتماد على المدونات اللغوية في تدريس و تعلم اللغة الإنجليزية كلغة أجنبية وخاصة الكتابة الأكاديمية، لأنها لا تزال مهمة صعبة لمتعلمي هذه اللغة. أجريت الدراسة الحالية بهدف أساسي هو التحقق من آراء طلاب السنة الثانية ماستر ومشرفيهم حول دمج المدونات اللغوية في كتابة الأطروحة وكذلك استخلاص فاعلية استخدامها في تحسين مهارة الكتابة. للإجابة على أسئلة البحث في هذه الدراسة، تم توجيه استبيان عبر الإنترنت إلى 44 طالب ماستر ، وتم إرسال استبيان آخر إلى عشرة أساتذة مشرفين في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى ، جيجل. أظهرت النتائج التي توصل إليها كلا الاستبيانين أن المعلمين والطلاب ينظرون إلى المدونات اللغوية بشكل إيجابي. و مع ذلك، فإن إجابات المشاركين سلطت الضوء على بعض الصعوبات التي تمت مواجهتها في استعمالها، مثل قلة المعرفة بالمدونات اللغوية من قبل كل من الطلاب والمعلمين، ونقص التدريب والأجهزة اللازمة لهذا المنهج. للتغلب على الصعوبات السابقة في استخدام المدونات اللغوية، يُقترح توفير المعدات والأدوات المطلوبة، وعلى وجه الخصوص، لرفع وعي الطلاب بالجامعة حول فعالية استخدامها.