

Finding the Expressions EFL Learners Find Difficult: the Compilation and Use of "EasyConc_tagged.xmlsm"

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Shigeyuki Hidai
hidai_ki@lit.tamagawa.ac.jp
Tamagawa University, Tokyo

Why domestic corpora such as 'EasyConc.xmlsm' & 'EasyConc_tagged.xmlsm' are needed?

- What are the differences between the domestic corpora and usual corpora?
 - 'British National Corpus' is a huge collection of words which are expressed by fluent users of English.
 - 'EasyConc.xmlsm' & 'EasyConc_tagged.xmlsm' are corpora compiled with words which Japanese EFL learners wanted to say but couldn't in communication activities in English class.
 - 'EasyConc.xmlsm' & 'EasyConc_tagged.xmlsm' are tuned for the EFL learners of English in that the quality of English is simple and their daily lives are described in both corpora.
 - 'EasyConc.xmlsm' & 'EasyConc_tagged.xmlsm' are useful tools for language teachers to make worksheets for their daily English classes.

EasyConc_tagged.xmlsm—Seven stages of Data Collection for Japanese-English Bilingual Corpus

- Stage 1
 - Implementing communication activities such as chats, story retelling in English Classes.
- Stage 2
 - After the activities, students are asked to write the expressions in Japanese that they wanted to use in English but couldn't during the activities
- Stage 3
 - Each question in Japanese from Students is input into each cell on Excel spreadsheet.
- Stage 4
 - Each question in Japanese from students is translated into English by Japanese teachers and native English-speaking teachers.

EasyConc_tagged.xmlsm—Seven stages of Data Collection for Japanese-English Bilingual Corpus

- Stage 5
 - Data of Japanese questions and their English translations are incorporated into 'EasyConc_v.4.2.xmlsm'.
- Stage 6
 - English translations of 'EasyConc_v.4.2.xmlsm' are annotated by CLAWS7 and are incorporated into 'EasyConc_tagged_v.2.1.xmlsm'.
- Stage 7
 - Some pieces of grammatical information as well as useful expressions for learners are retrieved by corpus tools in order to make worksheets for English classes.

Stage 1
Example of a communication activity in English class for the compilation of Japanese-English Bilingual Corpus

- Data Collection: Chat in pairs about weekends and holidays

2. What are you going to talk about?
① Decide one topic you want to talk about with your partner.

② Write additional information related to the topic.

Write key words only, not sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Now talk about your winter vacation in pairs

| | |
|--|---|
| When you start talking: A: I went to Kyoto. It was a lot of fun. B: What did you do there? A: Well, I visited my aunt in Kyoto. ... | When you start by asking: A: How was your winter vacation? B: It was a lot of fun. I visited my aunt in Nara. ... |
|--|---|

Stage 1
Example of a communication activity in English Class for the compilation of Japanese-English Bilingual Corpus

- Speaking Test called Interview Challenge
 - Telling the native English-speaking teacher about one lesson from the textbooks authorized by the Japanese Ministry of Education

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Stage 2 to 5

Compilation of 'EasyConc_v.4.2.xlsm': Each Japanese expression is matched with its English translation on an Excel spreadsheet, then incorporated into a domestic corpus called 'EasyConc_v.4.2.xlsm'.

- Translation from Japanese expressions into English in association with a native speaker of English

| | |
|--|----------------------------|
| 3134 The old man has a lot of energy. The old man is energetic / lively. | 元気なおじいちゃんだね。 |
| 3135 turn of the year | 年越し |
| 3136 I parked in a multistory car park. | 立体的な駐車場に車を止めた。 |
| 3137 I went out to see the sunrise on New Year's Day. | 初日の出に行きました。 |
| 3138 I think Disneyland will be crowded on that day. | ディズニーランドがその日なら混んでいると思う。 |
| 3139 I didn't do anything special. I didn't do anything in particular. | 特に何もしなかったよ。 |
| 3140 I just lay about at home doing nothing. | ごろごろしていました。 |
| 3141 I supported the white team with my mother. | 母と一緒に白組を応援した。 |
| 3142 I held the end of year party. | 忘年会をしました。 |
| 3143 It was crowded but I took many rides. | 混んでいたけれどたくさんのアトラクションに乗れた。 |
| 3144 The view from the top was very beautiful. | 頂上から見る下界の景色はとてもきれいでした。 |
| 3145 I was in bed with a fever. | 熱を出して寝込んでいた。 |
| 3146 I went to Hakone to see the relay marathon. | 箱根駅伝を見るために箱根に行った。 |
| 3147 I ate a fried rice omelet. | オムライスを食べた。 |
| 3148 While skiing, are you OK with the cold? | スキーをしているとき、寒い中、体調は大丈夫でしたか。 |

Last 15 examples out of 3,148 questions from junior & senior high school students

Stage 6

Compilation of 'EasyConc_tagged_v.2.1.xlsm': English sentences of 'EasyConc_v.4.2.xlsm' are tagged by CLAWS7, then Japanese expression with its tagged English translation are incorporated into a domestic software called 'EasyConc_tagged_v.2.1.xlsm'.

- English translation tagged by CLAWS7

| | |
|--|-----------------------------|
| 1.PPST1 did_VCD n1,XX do_VB1 anything.PH1 special_JJ ... | 特に何もしなかったよ。 |
| particular.RR22 ... | |
| 3140 1.PPST1 just_RR lay_VVD about_RP at_H1 home_NNH doing_VDG nothing.PH1 ... | ごろごろしていました。 |
| 3141 1.PPST1 supported_VVD the_AT white_JJ team_NNH with_JW my_APRKSE mother_NNH ... | 母と一緒に白組を応援した。 |
| 3142 1.PPST1 held_VVD the_AT end_NNH of_JO year_NNH1 party_NNH ... | 忘年会をしました。 |
| It_PPH1 was_VBE0Z crowded_JJ but_COB 1.PPST1 took_VVD many_DAZ rides_NNH ... | 混んでいたけれどたくさんさんのアトラクションに乗れた。 |
| 3144 The_AT view_NNH from_H1 the_AT top_NNH was_VBE0Z very_RG beautiful_JJ ... | 頂上から見る下界の景色はとてもきれいでした。 |
| 3145 1.PPST1 was_VBE0Z in_H1 bed_NNH with_JW a_AT1 fever_NNH ... | 熱を出して寝込んでいた。 |
| 3146 1.PPST1 went_VVD to_H1 Hakone_NPH1 to_T1 see_VV1 the_AT relay_NNH1 marathon_NNH ... | 箱根駅伝を見るために箱根に行った。 |
| 3147 1.PPST1 ate_VVD a_AT1 fried_JJ rice_NNH omelet_NNH ... | オムライスを食べた。 |
| 3148 While_CS skiing_NNH ... are_VBR you_PPY OK_JJ with_JW the_AT cold_NNH ?? | スキーをしているとき、寒い中、体調は大丈夫でしたか。 |

Last 18 examples out of 3,148 questions from junior & senior high school students

Postmodification: difficult grammar items for Japanese learners of English to acquire

- Postmodification is one of the difficult grammar items for Japanese learners of English to acquire because of its different grammar system.
- Does your mother tongue have the grammar system like postmodification?
- In this presentation I would like to focus on 'to-infinitive' and 'relative clauses' and 'contact clauses' used as postmodification, which appear in the junior high school textbooks made on the basis of the teaching guideline called Course of Study directed by the Japanese Ministry of Education, Culture, Sports, Science and Technology.

Stage 7

How to use 'EasyConc_tagged_v.2.1.xlsm': Information about UCREL CLAWS7 Tagset

- The patterns of 'to-infinitive' in UCREL CLAWS7 Tagset are as follows;
 - to_TO *_VBI nb VBI be, infinitive (To be or not... It will be...)
 - to_TO *_VDI VDI do, infinitive (I may do... To do...)
 - to_TO *_VHI VHI have, infinitive
 - to_TO *_VVO VVO base form of lexical verb (e.g. give, work)
 - to_TO *_VVI VVI infinitive (e.g. to give... It will work...)
- All of the patterns above are rewritten as 'to_TO *_V*' using a wild card.
- It is time-consuming and laborious work to retrieve 'to-infinitive' from an untagged corpus such as EasyConc_v.4.2.xlsm.

Stage 7

How to use 'EasyConc_tagged_v.2.1.xlsm': Retrieval of sentences including 'to-infinitive'

- After launching 'EasyConc_tagged_v.2.1.xlsm', double-click 'to_TO *_V*' in line A, then the pattern appears in the box.

| A | B | C | D | E |
|--------------------|----------|---|---|---|
| enjoy# = *ing_V# | 動名詞 | | | |
| like# = *ing_V# | 動名詞 | | | |
| begin# = *ing_V# | 動名詞 | | | |
| begin# = *ing_V# | 動名詞 | | | |
| begin# = *ing_V# | 動名詞 | | | |
| like# = *_to_*_V# | 不定詞 | | | |
| begin# = *_to_*_V# | 不定詞 | | | |
| begin# = *_to_*_V# | 不定詞 | | | |
| begin# = *_to_*_V# | 不定詞 | | | |
| like# = *_to_*_V# | 不定詞 | | | |
| to_TO *_V# | 不定詞 | | | |
| *_JJR | 形容詞の比較級 | | | |
| *_JJT | 形容詞の最上級 | | | |
| *_RGR | 程度副詞の最上級 | | | |
| *_RRR | 一般副詞(程度) | | | |
| *_RRT | 一般副詞(程度) | | | |
| *_RST | 程度副詞の最上級 | | | |
| *_VB# *_VNH | 動け身形 | | | |
| *_VB# *_VDN | 受け身形 | | | |

Stage 7

How to use 'EasyConc_tagged_v.2.1.xlsm': The sentences including 'to infinitive' appears without tags.

- Concordances of 'to-infinitive'

| | |
|--|---------------------------------------|
| 2821 In fact I wanted <u>to go</u> home. | ほんとうは実家に帰りたいかった。 |
| 2837 I wanted the Japan team <u>to win</u> in the World Baseball Championship. | WBCは日本に優勝して欲しかった。 |
| 2844 We went back home <u>to see</u> in the New Year with my friends and family. | 年越しを友達や家族と一緒に過ごすために実家に帰った。 |
| 2852 I want something <u>to wear</u> . | 着る物が欲しい。 |
| 2858 It took two hours <u>to get</u> home. | 帰るのに2時間かかった。 |
| 2864 I wanted my grandmother <u>to see</u> me drive, but now I can't show her. | 運転している姿をおばあちゃんに見せたかったが、結局、車を運転できなかった。 |
| 2866 I didn't say anything, because I didn't have anything in particular <u>to say</u> . | 特に話すことがなかったため、言いたかったことがなかった。 |

Partial extracts from the result

Corpus finding 1: The frequent patterns of 'something (or nothing) to-infinite' retrieved from 'EasyConc_tagged_v.2.1.xlsm'

■ something (or nothing) +to-infinite

| | | |
|------|--|----------------------------------|
| 2852 | I want something to wear . | 着る物が欲しい。 |
| 1905 | I ate a snack in the middle of the night. / I had something to eat in the middle of the night. | 夜食を食べる |
| 1304 | Since my mother had something else to do , we went home separately after shopping at the mall. | お母さんは用事があったからデパートで買い物した後、途中で別れた。 |
| 2066 | I didn't say anything, because I don't have anything in particular to say. | 特に話すことがなかったため、言いたかったことがなかった。 |
| 662 | I had nothing to do today. I was free all day. | するべきことがなかった、ひまな一日だった。 |
| 783 | On Sundays I have nothing to do . I'm bored. | 毎週日曜日は何もすることがないので退屈である。 |
| 1252 | Because I was alone at home, I had nothing special to do, so I did my English homework from cran school . | 1人になったので他にすることがなく、塾の英語の宿題をした。 |
| 1457 | I had nothing special to do that day. / I had no special plans that day. | その日は特に何も無い日でした。 |

Corpus finding 2: The frequent patterns of 'enough money to buy' and other expressions retrieved from 'EasyConc_tagged_v.2.1.xlsm'

■ 'enough money to buy' and other expressions including 'noun+to-infinite'

| | | |
|------|---|-------------------------------|
| 1201 | I didn't think so, but I had just enough money to buy it. I didn't think I did, but I had just enough money to buy it. | 危ぶくお金が足りなくなきそうだった |
| 1206 | I didn't have enough money with me to buy all the CDs I wanted to. | 私が持っているお金はCDを何枚も買うには少ないものでした。 |
| 2061 | The money I had was not enough to buy many CDs. I didn't have enough money to buy many CDs. | 私が持っているお金はCDを何枚も買うには少ないものでした。 |
| 306 | I made an appointment to see Ralph at the Hachiko statue in Shibuya at six. | 私は渋谷のハチ公で6時にラルフと待ち合わせをした。 |
| 578 | I made an appointment to see Sachiko. | 私は幸子と待ち合わせをした。 |
| 1105 | I had a little time to go . | だが、少しだけ時間はつぶせた。 |
| 2881 | I had time to take a catnap. | 仮眠時間があった。 |

Partial extracts from the result

The input of 'something' or 'nothing' from *New Crown English Series Book 1, 2 and 3*, the authorized textbooks (henceforth, *NC1, 2 and 3*)

- Copies of *NC 1, 2 and 3* are used by more than 850,000 junior high school students. 'to-infinite' appears in *NC 1 and 2*.
- Concordance of 'something' and 'nothing' from *NC1, 2, and 3*.
 - Search Term is '(something|nothing) to' in AntConc

| Hit | KWIC | File |
|-----|---|-----------|
| 1 | see birds. 1 Listen, 2 Repeat A Miki has something to eat. B Miki has something to | 24nc2.txt |
| 2 | has something to eat. B Miki has something to read. C Miki has something to | 24nc2.txt |
| 3 | has something to read. C Miki has something to drink. 3 Say A eat. Miki has | 24nc2.txt |
| 4 | to drink. 3 Say A eat Miki has something to eat. B read Miki has something | 24nc2.txt |
| 5 | something to eat. B read Miki has something to read. C drink Miki has something | 24nc2.txt |
| 6 | something to read. C drink Miki has something to drink. LESSON 5 GET Part 2 Prac | 24nc2.txt |
| 7 | . What are you doing? Kota: I want something to eat. Kota: That's right. I | 24nc2.txt |
| 8 | can go to the drugstore to get something to eat. Kota: That's right. I | 24nc2.txt |
| 9 | orean We're Talking 6 Exercise p.78 1 something to eat A: Would you like something | 24nc3.txt |
| 10 | 78 1 something to eat A: Would you like something to eat? B: Yes, please. / No, thank | 24nc3.txt |

- The pattern of 'nothing+to-infinite' doesn't appear at all in *24NC1, 2 and 3*.

Theoretical background —Without input, output cannot be expected

■ The relation between input and output



FIGURE 3.1 A computational model of L2 acquisition

(Ellis, 1997:35)

- It is very important to know what expressions students could not express in English.
- How can we utilize these expressions in English teaching?

Stage 7 Pedagogical Implication 1: Ideas for creating teaching materials for English class—the input of necessary expressions through a game of 'Bingo'

1. Please fill in the grid with the phrases below.
make an appointment to see Ken (他に会う約束をする) have enough money to buy a CD (CDを買えるだけのお金がある) have something to eat (何か食べ物があある、何か食べる) have something else to do (他に何かすることがある) have nothing to do (することが何もない) have nothing special to do (特に何かすることは無い) want something to wear (着るものが欲しい) don't have anything in particular to say (特に言うことは何もない) have a little time to kill (少し時間をつぶす) buy some hamburgers to take out (ドライブアウトするハンバーガーを買う) have time take a catnap (たうた仮眠する時間がある)

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

2. Sentence making game: Make a pair with your classmate next to you and make sentences by turns.
My turn: I made an appointment to see Ken. Your turn: I don't have enough money to buy a CD.

Stage 7 Pedagogical Implication 2: Ideas for creating teaching materials for English class

- While working on the exercises below, students are exposed to frequently asked expressions in communicative activities. Sentences in the exercise below are all from EasyConc_tagged_v.2.1.xlsm.
- A sample word order exercise:
Put the words in the brackets in the right order.
 1. I didn't (buy / have / money / enough / to) the Beatles CD.
 2. I (see / made / appointment / an / to) Ken at the central ticket gate of Machida station.
 3. I have (kill / to / time / some).
 4. I (nothing / had / do / to) today. I was free all day.
 5. I (had / do / special / to / nothing), so I did my English homework from cran school.

Stage 7

How to use 'EasyConc_tagged_v.2.1.xslm': Formulating the patterns of the postmodification by 'relative clauses' and 'contact clauses' from English sentences of 'EasyConc_tagged_v.2.1.xslm'

- Samples of English sentences tagged by CLAWS7 having 'relative clauses' and 'contact clauses' selected with manual operation are as follows;
 - 290_MC One_MC1 of_IO accessories_NN2 I_PPIS1 bought_VVD was_VBDZ 400_MC yen_NN _.
 - 587_MC I_PPIS1 could_VM n't_XX buy_VVI a_AT1 book_NN1 I_PPIS1 wanted_VVD in_II the_AT bookstore_NNU
- Parts of 'relative clauses' and 'contact clauses' can be rewritten to the following patterns using wild cards.
 - accessories_NN2 I_PPIS1 bought_VVD → *_NN2 *_PPIS1 *_VVD
 - book_NN1 I_PPIS1 wanted_VVD → *_NN1 *_PPIS1 *_VVD

Stage 7

How to use 'EasyConc_tagged_v.2.1.xslm': Retrieval of the postmodification by 'relative clauses' and 'contact clauses'

- After launching 'EasyConc_tagged_v.2.0.xslm', double-click the 'patterns of relative clause' and 'contact clause' in line A, then the pattern appears in the box.

Stage 7

How to use 'EasyConc_tagged_v.2.1.xslm': The result of the postmodification by 'relative clauses' and 'contact clauses'

- Concordances of 'relative clauses' and 'contact clauses'

| | | |
|------|--|------------------------------------|
| 1419 | I couldn't find the comic which I wanted so I walked around until I found one that I was interested in. / I walked around until I found one which looked interesting. / I walked around and looked for one which looked interesting. | 特に欲しい漫画がなかったので、店内を見渡して面白そうな漫画を探した。 |
| 2586 | There's nothing in particular that I want (to buy) for a long time. / That is the book which I have wanted for a long time. | 何か欲しい(買いたい)ものがあったわけではない。 |
| 2237 | someone who cries easily . | 泣き虫 |
| 2613 | After I've found what I want to buy , I'll go home. | 目的の物が買えたら帰ります。 |
| 2614 | He's a friend from my dormitory. / He's a friend who lives in the same dormitory as me. | 寮で一緒に暮らしている友人 |

Partial extracts from the result

Corpus finding 3: Postmodification by relative clauses and contact clauses retrieved from 'EasyConc_tagged_v.2.1.xslm'

- Frequently asked questions from students

| | | |
|------|---|------------------------------------|
| 703 | I went to the bookstore but I couldn't find any books that I wanted . I enjoyed illustrated books. I enjoyed reading books in the bookstore. | 本屋に行きたくて買いたい本がなかった。漫画、立ち読み。 |
| 784 | I couldn't find any books that I wanted (to buy) . I couldn't find a book that I wanted (to buy) . | 欲しい本がなかった(欲しい本が見つからなかった)。 |
| 1410 | That book is the one which I have wanted for a long time. / That is the book which I have wanted for a long time. | その本はずっと前から欲しかった。 |
| 1412 | I went to the CD shop but I couldn't find the one which I wanted. / I went to the CD shop but I couldn't find the one which I was looking for. | CD屋に行ったが、自分の欲しいものがなかった。 |
| 1419 | I couldn't find the comic which I wanted so I walked around until I found one that I was interested in. / I walked around until I found one which looked interesting. / I walked around and looked for one which looked interesting. | 特に欲しい漫画がなかったので、店内を見渡して面白そうな漫画を探した。 |

Partial extracts from the result

The input of the post modification of relative pronoun 'that' from *New Crown English Series*, the authorized textbooks

Concordance of 'that' from *New Crown English Series Book 3*

| Hit | KWIC | File |
|-----|---|-------|
| 5 | on it? Ken: They are panels that collect solar energy. Mei-ling: | 24NC3 |
| 6 | the kitchen. It s something that has cups and dishes in it. Miho: | 24NC3 |
| 7 | ishes in it. Miho: Something that has cups and dishes in it... Oh, | 24NC3 |
| 8 | the bedroom. It s something that has clothes in it. Miho: Somethi | 24NC3 |
| 9 | othes in it. Miho: Something that has clothes in it. I see. Thank | 24NC3 |
| 10 | in English. D I have a book that has a lot of pictures. 3 Say A i | 24NC3 |
| 11 | ot of pictures I have a book that has a lot of pictures. >LESSON | 24NC3 |
| 12 | nding on the top of a tower that he built. The tower brought elec | 24NC3 |
| 14 | r Smith: It s a picture book that I bought at the city museum. Ami | 24NC3 |
| 15 | th: Sure. These are pictures that I took last week. Eri: You took | 24NC3 |
| 17 | r Smith: Yes. It s a picture that I painted when I was in high sch | 24NC3 |
| 19 | en, 2 Repeat A I have a book that is fun for children. B I have a | 24NC3 |
| 20 | , for children I have a book that is fun for children. B is popula | 24NC3 |

Stage 7

Pedagogical Implication 3: Ideas for creating teaching materials for English class—the input of necessary expressions through a game of 'Bingo' and identifying a person

1. 次の語句を声に出して読んでみよう。次に表の中のイラストを参考に、()の中に書き込んでみよう。
comic (マンガ) / CD / mobile phone (携帯電話) / shoes / T-shirt / tennis racket

| | | | |
|------------|----------|---------|----------|
| 1. I found | Ken | Rie | Taku |
| the () | I wanted | the () | I wanted |
| the () | I wanted | the () | I wanted |

2. 二人一組で、表の人物になり、1-3の順で相手にクイズを出します。誰のこについて話しているのか考えてみよう。
A: I found the comic I wanted in the bookstore. B: I couldn't find the CD I wanted in the store. C: I bought a pair of shoes I wanted at the sport store. Who am I?
B: You are Ken.
A: That's right. (相手の間違っていたら、That's wrong. I am ~.)

自己評価のコーナー
◎イラストを見た。 ○少しづつ分かった。 △何とも分かった。

Three steps of vocabulary acquisition

- There are three important general processes that may lead to a word being remembered. These comprise **noticing** (through formal instruction, negotiation, the need to comprehend or produce, awareness of inefficiencies), **retrieval**, and **creative (generative) use**. These processes can be viewed as three steps with the later steps including the earlier steps.

(Nation, 2001: 63)

Pedagogical Implication 4: Ideas for creating teaching materials from the viewpoint of 'creative (generative) use'

- A sample exercise

Create a story with more than 50 words by using words below.
music shop / CD I wanted / cost 2,500 yen

e.g. I am a fan of the Beatles. One of my favorite songs is 'Yesterday'. Last Saturday I went to the music shop near my house. I found the CD I wanted. It cost 25,000 yen. It was a little expensive but I got it. I went straight home and listened to it. I was very happy.

(56 words)

'EasyConc_tagged_v.2.1.xlsm' as a useful freeware for teaching vocabulary

- The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading, and writing, and where the teaching deals with items that learners see as being very relevant for the activity.

(Nation, 2008: 97)

- 'EasyConc_tagged_v.2.1.xlsm' is a bilingual parallel corpus with the retrieval function which gives teachers expressions students need in their communication activities.

Conclusion

- It is important for teachers to know the expressions that learners want to use in English but can't through communication activities in your English classes.
- Why don't you compile bilingual corpus for your students? It will be a useful resource for your teaching.
- Bilingual corpus software such as 'EasyConc_tagged_v.2.1.xlsm' is easy to get from the Internet. Without that software, it would be impossible to retrieve necessary information from bilingual corpus.
- Even though your mother tongue is different from Japanese, if you collect the expressions which your students find difficult to say or write and paste your data onto 'EasyConc_tagged_v.2.1.xlsm', then you can create your own 'EasyConc_tagged.xlsm'.

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Thank you for your attention.

Shigeyuki Hidai
Tamagawa University, Tokyo, JAPAN
hidai_ki@lit.tamagawa.ac.jp