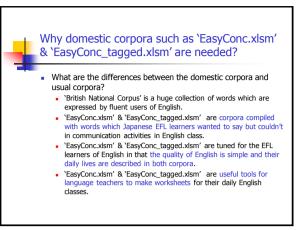
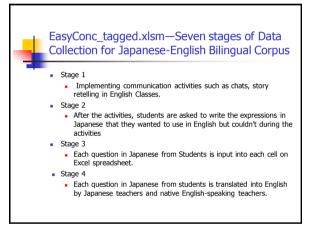
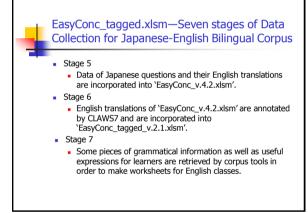
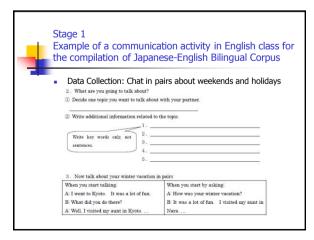
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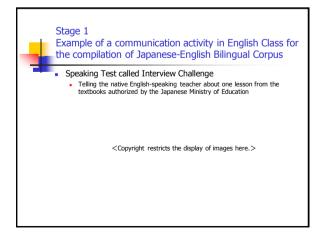






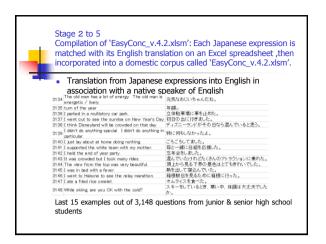


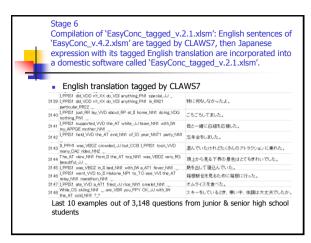




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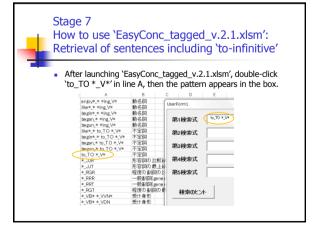
Postmodification: difficult grammar items for Japanese learners of English to acquire

- 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.



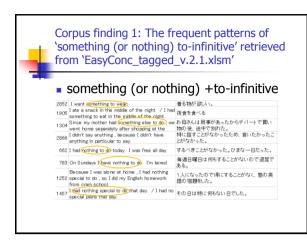
- The patterns of 'to-infinitive' in UCREL CLAWS7 Tagset are as follows;
 - to_TO *_VBI nb VBI be, infinitive (To be or not... It will be...) to_TO *_VDI VDI do, infinitive (I may do... To do...)

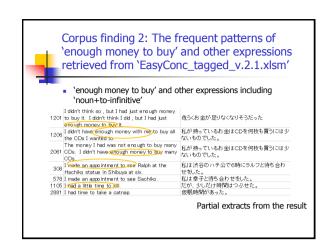
 - to_TO *_VHI VHI have, infinitive
 - to_TO *_VV0 VV0 base form of lexical verb (e.g. give, work) to_TO *_VVI VVI infinitive (e.g. to give... It will work...)
- All of the patterns above are rewritten as 'to_TO * V*' using a wild card.
- It is time-consuming and laborious work to retrieve 'to-infinitive' from an untagged corpus such as EasyConc_v.4.2.xlsm.

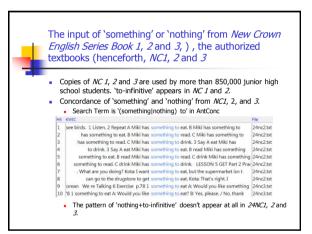


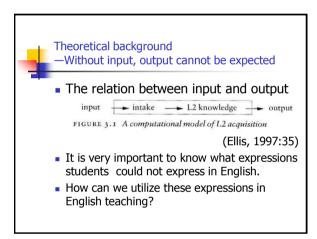


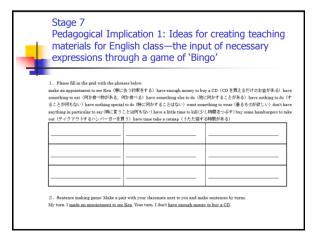
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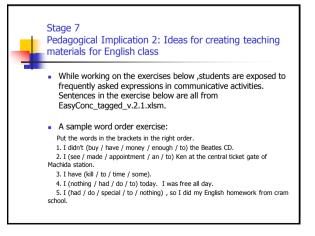






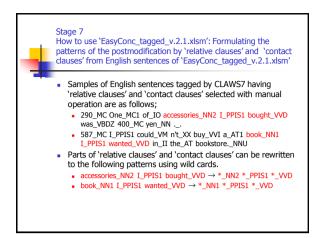


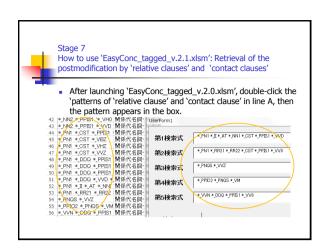


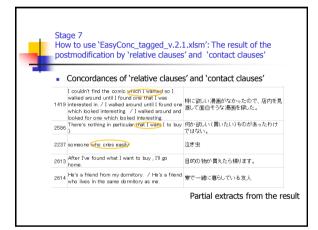


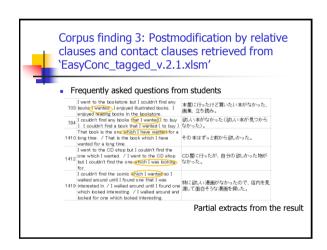
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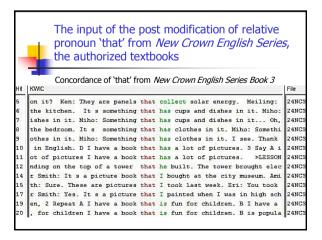
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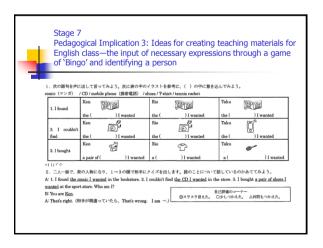














Three steps of vocabulary acquisition

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.



'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.

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