

# Accept, Admit, and Recognise in Use: A Pedagogical Corpus Study

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This paper describes a pedagogical corpus study of the English verbs *accept*, *admit*, and *recognise*. The verbs were chosen because they can be problematic for Japanese learners due to semantic overlap with the Japanese verb *mitomeru*. The central aim was to obtain data that could be used to plan and implement data-driven learning (DDL) lessons designed to increase learner competencies with the three verbs. In order to do this, the verbs were semantically disambiguated, high frequency meanings and associated grammatical patterns were discovered, and top collocates were identified. Lesson plans and materials were then put together from the data. The 450-million-word Bank of English corpus was used for the study.

本稿では、教授法の観点から、動詞accept, admit, recogniseのコーパス研究を叙述する。これらの動詞群を選択した背景として、これらの動詞はいずれも日本語動詞「認める」の意味を有するため、英語を学ぶ日本人学習者に問題を引き起こしている点が挙げられる。本研究の主旨は、学習者が3つの動詞を使い分ける能力を向上させるために設計するデータドリブンラーニング(DDL)の授業計画および導入に利用可能なデータを得ることである。このため、3つの動詞の曖昧さの明確化、各動詞の使用頻度の高い意味とそれに関連した文法形式の検出、更にそれらの動詞の最も使用頻度の高い連語を特定した。最後に、このデータを利用して授業計画及び教材を提起した。本研究には4億5千万語が存在するBank of Englishコーパスを使用した。

**M**ANY LANGUAGE teachers are all too familiar with the difficulties presented by near synonymy. Addressing inevitable learner questions about similarities and differences between words is one of the most challenging aspects of the job, particularly as learners often expect teachers to be able to offer concrete answers on the spot. In such situations, teachers typically draw from their intuition to provide immediate responses, often painfully aware that their explanations seem incomplete or lacking in certainty. Research also suggests that this approach may be flawed. Hunston (2002) stated that intuition alone is a poor guide to language use, particularly regarding grammatical pattern and collocation, whereas Sinclair (1991) suggested that in such circumstances the senses of words explained by language teachers are often not those most frequently used in authentic communication. Teachers have to look beyond their intuition, therefore, if they are to deal with near synonymy effectively.

The English verbs *accept*, *admit*, and *recognise* pose problems for many learners. Japanese learners find them particularly difficult as some senses of the words are covered by the single verb *mitomeru* (認める) in their L1. In order to gain a deeper insight into the operation of these



verbs, I conducted a corpus study with a pedagogical purpose: to obtain data that could be used to plan and implement data-driven-learning (DDL) lessons. These lessons were to be taught at a private language school in Tokyo to a group of four upper intermediate adult learners who had previously raised questions about the meanings of the verbs.

### Corpora: Definition and Suitability for the Study

A corpus may be defined as “a collection of texts assumed to be representative of a particular language, put together so that it can be used for linguistic analysis” (Tognini-Bonelli, 2001, p. 2). The assumption is generally made that all modern corpora are machine readable. Electronic corpora allow vast quantities of data to be retrieved instantaneously and sorted in a number of ways. Output typically takes the form of concordance lines, which are vertically arranged lines of text taken from the corpus with the target word, termed the node, in the centre. The length of the line can be adjusted, but is typically set to less than 80 characters including punctuation and spaces.

The literature supports the use of corpora for this type of study. According to Hunston (2002), concordance lines are useful for investigating words that “have meanings that are similar . . . [yet] not able to be substituted one for the other” (p. 45). Johns (2002) also stated that the authentic language output in these lines can be used to dispel what he described as the “myth” of L1-L2 correspondence common amongst learners. Corpora allow researchers to investigate the frequencies of words, examine their discrete meanings, identify grammatical patterns associated with individual senses of words, and also explore collocation.

### The Bank of English

The 450-million-word version of the Bank of English (HarperCollins Publishers & the University of Birmingham, n.d.) is

one of the largest corpora available to researchers. As a general corpus constituted of 20 separate specialised subcorpora, it provides an enormously powerful resource. It also has a strong pedigree, having been used to compile the influential Collins COBUILD series of dictionaries in the past. For these reasons, I decided to use it for this study; all corpus data in this paper are drawn exclusively from this source.

### Data-Driven Learning

DDL is an inductive language-learning methodology that involves giving learners access to corpora so that they can test hypotheses on language use after the provision of training (Johns, 1997). This learning style is not always possible, however, as not all institutions have the IT facilities required. Despite this, corpus data can still be used in the classroom through the use of prepared printouts of concordance lines in a style of implementation described as “soft DDL” (Leech, 1997). Although learners do not have direct access to corpora, implementing DDL in this manner offers the potential benefit of allowing teachers to modify concordance lines before they are used in class, which may be appropriate for lower level learners. As the language school where I taught did not have sufficient IT provision for regular DDL, I chose to prepare soft DDL lessons.

### Study Aims and Methodology

In order to obtain a deeper understanding of the verbs, I set myself the following objectives:

- disambiguate the meanings of the verbs, identifying areas of semantic overlap;
- compare overall frequencies of the verbs in spoken and written modes;
- compare the frequencies of individual meanings in spoken and written modes;

- identify grammatical patterns associated with individual meanings;
- identify top collocates of each verb; and
- create classroom resources and lesson plans from data gathered in the investigation.

I decided to use the whole 450-million-word corpus to capture the broadest possible range of meanings for semantic disambiguation. I decided to disambiguate the verbs in this manner rather than adopting predefined definitions from a dictionary because I noticed some variation in both print and online sources in terms of the number, wording, and order of entries. As an example, the dictionary.com website (<http://dictionary.reference.com/browse/accept?s=t>) has five entries for *accept*; the Longman dictionary website (<http://www.ldoceonline.com/dictionary/accept>) lists eight; whereas the Collins dictionary website (<http://www.collinsdictionary.com/dictionary/english/accept?showCookiePolicy=true>.) offers 11. Classifications were made by analysing output in groups of 30 random concordance lines until no further new meanings presented themselves, adapting a technique recommended by Sinclair (1999) to investigate phraseology.

In my classes, I have found that learners often ask questions about differences in language use between spoken and written English. In order to investigate this aspect, the *US Spoken* and *UK Spoken* Bank of English subcorpora were combined into a separate corpus, hereinafter referred to as the *Spoken* corpus (22,102,383 tokens). These subcorpora were selected as they were judged to be those best representing natural speech in the Bank of English. Data gathered from the *Spoken* corpus were contrasted with a combination of *American Books* and *British Books* subcorpora, hereinafter the *Written* corpus (75,804,752 tokens). The rationale behind the selection of these two subcorpora was that many of my learners use Penguin Readers outside class to supplement their course of study, and I therefore felt

this choice was appropriate for them. To account for the discrepancy between the sizes of the two corpora, frequency data is presented in a words-per-million format.

To identify the highest frequency semantic usages of *accept*, *admit*, and *recognise*, I obtained 100 random concordance lines for each of the verbs from the *Spoken* and *Written* corpora, which amounted to 600 lines in total. Analysis consisted of classifying the usage of the verb in each line according to the meanings previously identified when semantically disambiguating them and then tallying up the results. Extended context was obtained from the corpus where the standard length concordance line was insufficient to make a classification.

I also used the 600 random concordance lines to look for grammatical patterns. Sorting the lines alphabetically one position to the right of the node word proved to be a particularly effective method of achieving this.

Top collocates for each verb across *Spoken* and *Written* corpora were identified through the use of computer software integrated into the Bank of English. Two types were gathered: those with high Mutual Information (MI) scores, and those with high t-scores. The MI score is a measurement of the extent to which the observed frequency of co-occurrence differs from what one would normally expect, whereas t-score calculations are biased towards raw frequency (The University of Birmingham, n.d.). The MI calculation is useful for identifying fixed phrases, whereas the t-score, generally considered the more accurate of the two (Hunston, 2002), tends to highlight *grammar* words such as articles and prepositions. According to Hunston (2002), words with an MI score of over 3 may generally be regarded as statistically significant, as are t-score collocates with a score of 2 or above. Concordance lines and key data were incorporated into classroom materials after the study was completed, and lesson plans were made.

## Results and Discussion

The following sections reveal the key points to emerge from my investigation, focusing on areas of particular relevance for teachers and learners. Throughout the study, where references to *recognise* are made, they also include the American spelling variant *recognize*, as all searches were conducted to include both spellings.

### Semantic Disambiguation

Searching the full 450-million-word corpus allowed me to produce a single chart showing the meanings of each verb (see Table 1). Six basic semantic groups were identified, often with two meanings embedded within them. More than one tick on each line shows an area of semantic overlap between verbs. Asterisks are used to highlight verbs that showed a tendency to appear in negative contexts.

Although the semantic groups are discrete, I found that making classifications was challenging in some instances. Wherever ambiguity was encountered in the study, judgements were made after obtaining extra context through the collection of extended concordance line data beyond the standard character limit. Examples from the corpus showing how the verbs are used to realise each meaning are included in Appendix A.

Table 1. Semantic Disambiguation of *Admit*, *Accept*, and *Recognise*

Group	Meaning	<i>Accept</i>	<i>Admit</i>	<i>Recognise</i>
Fact and truth	Understand or agree that something is factual	✓ *	✓ *	✓
	Understand that something is unchangeable	✓ *		
Wrongdoing and culpability	Acknowledge wrongdoing or culpability	✓ *	✓ *	
Institutional authority	Indicate something has official status or authority	✓	✓	✓
	Confer prestige			✓
Identification	Identify someone or something based on experience			✓
Take goods or take on responsibility	Agree to do something or take on responsibility	✓		
	Agree to receive something offered	✓		
Allow entry	Allow to join a group	✓	✓	
	Allow entry to a place	✓	✓	

## Verb Frequencies: Comparison of Spoken and Written Modes

The frequencies of each verb in words per million for the *Spoken* and *Written* corpora can be seen in Table 2.

Table 2. Frequencies of *Accept*, *Admit*, and *Recognise*

Corpus	Words per million		
	<i>Accept</i>	<i>Admit</i>	<i>Recognise</i>
<i>Spoken</i>	107.4	29.4	91.7
<i>Written</i>	209.9	101.1	160.7

Corpus data suggest that although all three verbs are common in both spoken and written modes, they are more commonly used in the latter. This finding may indicate that the verbs are often used in more formal contexts. According to the data, *admit* is the least frequently used verb of the three, particularly in spoken contexts.

## Meanings of Individual Verbs Ranked by Frequency

The results below are of substantial interest for learners and teachers. Findings reveal that the most common use across all three verbs is the shared *understand or agree that something is factual* meaning, and that although the meaning ranked second by frequency differed for each verb, a combined total of the top two meanings accounted for the clear majority of total uses according to the 600 concordance lines sampled. These results are presented in Table 3. These figures suggest that the top two meanings of each verb should be taught first. Supplementary materials should also be designed to reflect the high occurrence of these meanings.

Table 3. Proportion of Total Uses of Top Two Meanings by Frequency

Verb	<i>Admit</i>	<i>Accept</i>	<i>Recognise</i>
Meanings	understand or agree something is factual + acknowledge wrongdoing or culpability	understand or agree something is factual + understand that something is unchangeable	understand or agree something is factual + identify someone or something based on experience
<i>Spoken</i> corpus	91%	69%	89%
<i>Written</i> corpus	79%	50%	85%

The results showed that the rank order of the other meanings was not quite identical between written and spoken modes, although differences were minimal (see Appendix B). Regarding *accept*, which is the most complex verb in terms of the number of meanings identified, it was found that the uses were more evenly distributed than with *admit* or *recognise*, indicating that it is likely to be the most problematic verb of the three for learners. Tables featuring comprehensive frequency results from the study can be found in Appendix B.

## Grammatical Patterns

I next used the sample of 600 concordance lines to look for grammatical patterns associated with individual meanings of each verb, the most prominent of which are detailed below. Notation used to describe patterns follows that of Hunston and Francis (1999).

Related to the most frequent meaning, *understand or agree that something is factual*, the pattern **V that:** emerged for *accept*

and *recognise*, with each verb often followed by a *that* clause as shown in the following examples:

- this test should, not must, should **recognize** that by providing kids with
- ran away, Thea. I know why, and I **accept** that to some extent I pushed you
- of the body. It is generally **accepted** that prehistoric man was almost

(As reflected above, the word *that* was realised in the clause in a majority of cases for this meaning.)

The verb *admit* differed in relation to the *understand or agree that something is factual* meaning in that it was realised in the phrase **I must V that**: in a significant number of cases. This pattern seems to communicate a sense of reluctance on the part of the user that is quite distinct from the character of the other two verbs:

- when I was in the desert. I must **admit** I was slightly disappointed when it
- and I don't like the French I must **admit** I think they're very arrogant and
- wonder what's coming next." I must **admit** that my spirits were lifted at the

(Evidence from the corpus suggests *that* is often unrealised in clauses of this pattern, particularly in the spoken mode.)

Other grammatical patterns were identified. For *recognise*, the high frequency *identify someone or something based on experience* meaning tended to follow a **V n** pattern, where a noun, pronoun, or nominal group follows the verb:

- young Jeanne d'Arc first met and **recognized** the Dauphin, hiding disguised
- then as soon as I saw you I **recognised** you. Yeah. Yeah. And
- I have looked at it but I didn't **recognise** it. No because it was

(The noun is often a person according to the data.)

The **V n** pattern was also associated with the meanings of *admit* and *accept* ranked second by frequency, respectively to *acknowledge wrongdoing or culpability* and *understand that something is unchangeable*:

- I think subsequently they did **admit** their mistake
- causes each to face their own errors, **admit** them frankly and honestly, and co-
- to pull all his teeth out before he **admitted** it.
- it's a matter of **accept** it embrace it and let go. I mean
- It's just part of my situation and I **accept** it. But they're getting old
- I got to feel that MX didn't really **accept** reality. He he thought

(Corpus analysis suggests that the noun is often realised as *it* with both *admit* and *accept* related to these meanings.)

### Collocation

As data from preceding parts of the study showed strong similarities in language use between modes, I decided to combine *Spoken* and *Written* corpora to produce a larger corpus to search for collocation. This combined corpus consisted of 97,907,135 tokens.

Regarding the most frequent meaning, that of *understand or agree that something is factual*, it was noted during the disambiguation process that the contexts in which *accept* and *admit* are used to realise this function are generally negative. These observations were backed up by collocates identified through the Bank of English software.

According to MI scores, the top collocates of *admit* were *reluctantly* (5.34, 30 occurrences), *grudgingly* (6.87, 19 occurrences),

and *loath* (7.14, 14 occurrences), each conveying negativity. The t-score calculation highlighted *hospital* (11.01, 138 occurrences) as a particularly strong collocate.

Typically occurring one position to the left of the node, the adverbs *uncritically* (7.66, 23 occurrences) and *unquestioningly* (6.87, 19 occurrences) were identified as strong negative collocates of *accept*, similarly imbuing the node word with negative properties. *Offer* (15.16, 258 occurrences), *responsibility* (13.79, 211 occurrences), and *invitation* (13.98, 200 occurrences) were other noun collocates with a strong t-score.

Regarding *recognise*, the most common collocates according to MI scores were the adverbs *officially* (4.84, 44 occurrences), *internationally* (6.02, 33 occurrences), *universally* (4.73, 15 occurrences), and *nationally* (4.79, 12 occurrences), which also tended to occur one position to the left of the target word and appeared to relate to the *indicate that something has official status or authority* meaning. The grammar word *that* (39.63, 3936 occurrences) was identified as the top collocate according to the t-score.

### Summary

The most significant results for learners and teachers are summarised and presented in Tables 4, 5, and 6, which may be used as teaching and learning aids. Meanings appear in order according to frequency rank in the *Spoken* corpus.

Table 4. *Accept*: Reference Chart

Verb	Evaluation	High frequency meanings	Patterns	Key collocates
<i>Accept</i>	Negative	Understand or agree that something is factual	<b>V that:</b> <b>V n</b>	<i>that</i>
		Understand that something is unchangeable	<b>V n</b>	<i>it, as, pronouns</i>
	Neutral	Agree to do something or take on responsibility	<b>V n</b>	<i>invitation, offer, responsibility</i>

Table 5. *Admit*: Reference Chart

Verb	Evaluation	High frequency meanings	Patterns	Key collocates
<i>Admit</i>	Negative	Understand or agree that something is factual	<b>I must</b> <b>V that:</b>	<i>loath, reluctantly, grudgingly</i>
		Acknowledge wrongdoing or culpability	<b>V n</b> <b>V that:</b>	<i>it, that, wrongdoing, never</i>
	Neutral	Allow entry to a place	<b>V to n</b>	<i>to, hospital</i>

Table 6. *Recognise*: Reference Chart

Verb	Evaluation	High frequency meanings	Patterns	Key collocates
<i>Recognise</i>		Understand or agree that something is factual	<b>V that:</b>	<i>that</i>
	Neutral	Identify something or someone based on experience	<b>V n</b>	<i>voice, people / personal attribute words</i>
	Positive	Indicate that something has official status or authority	<b>V n</b> <b>V as n</b>	<i>widely, officially, internationally</i>

This study suggests that focusing on the meanings and associated linguistic features as set out above should ensure that learners are well equipped, both productively and receptively, to deal with the verbs in a majority of contexts.

### Pedagogic Applications

Although referring to the findings described above should ensure that teachers are well positioned to offer informed guidance in response to questions relating to the usages of *accept*, *admit*, and *recognise*, I was also able to use the results to create materials for soft DDL lessons designed to enable learners to discover these linguistic features for themselves. Details of how this was achieved are given below.

I gave the 600 random concordance lines gathered in this study (sample included in Appendix C) to learners in order to allow them to search for patterns, meanings, and collocations. I found the *Written* corpus concordance lines to be more suitable

for these purposes as grammatical structures were clearer in these than in the *Spoken* data. *Spoken* concordance lines offered alternative benefits, being especially useful for raising learner awareness of repetition, filler words, and other features of the grammar of authentic speech, which tend to be sparsely covered in many commercial EFL textbooks.

A blank version of my semantic disambiguation chart (Table 1) was given to learners to complete by using the concordance lines to identify discrete meanings. Concordance lines were also used to create gap-fill activities (sample included in Appendix D) to test learner understanding once they had identified properties of the verbs. The information contained in Tables 4, 5, and 6 was combined into a single reference chart for learners to use when checking their answers.

I have included two lesson plan outlines in Appendix E, which I followed with my own learners at the language school. The plans are easily adaptable for use by others working in different teaching contexts. Teachers can be assured that despite it being their first exposure to DDL, all four upper intermediate level learners participating in my classes responded very positively to the methodology, particularly those who favoured inductive learning.

### Conclusion

Prompted by a need to better understand three problem verbs for Japanese learners of English, the use of corpus linguistics in this investigation provided me with information beyond the resources of intuition and the learner dictionary, and allowed findings to be made with concrete pedagogic applications. The results show that corpora can inform teachers on the following questions related to problems of near synonymy.

- What meanings should be taught?
- What grammatical patterns should be used for presenting target language?

- What collocations should be highlighted?
- What are the evaluative differences between words?

This investigation has demonstrated some of the benefits that corpora offer to learners, teachers, and materials designers as research tools of unrivalled depth. It also made me recognise the value of taking risks with new methodologies in my own lessons as my learners responded positively to a very different activity style from the textbook-based Communicative Language Teaching to which they were accustomed. As the costs of IT continue to fall, and smartphones and tablet devices proliferate globally, the potential for teachers and learners to harness the power of corpora seems set to increase. In time, I believe that it is possible that the corpus will find a place alongside the dictionary as an indispensable companion to the classroom.

## Bio Data

**Martin A. Cater** has been teaching English for over a decade. Currently based in Japan, his research interests include language teaching methodology, the role of English as a global language, and native-speakerism. <m.a.cater@outlook.com>

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## Appendix A

### Examples of Verb Meanings by Group (from Multiple Bank of English Subcorpora)

Fact and truth group	
Meaning	Examples
Understand or agree that something is factual	<i>Accept</i> : It's a concept I accept. And it's becoming more well <i>Admit</i> : greatest difficulty with stress is admitting to it: doing something about it <i>Recognise</i> : we felt, we understood, we recognized - in a word, we acknowledged -
Understand that something is unchangeable	<i>Accept</i> : changed perspective, we are able to accept, at last, what has happened to us.

## Wrongdoing and culpability group

Meaning	Examples
Acknowledge wrongdoing or culpability	<i>Admit</i> : a speech to a stunned audience. He admitted that he had cheated and taken <i>Accept</i> : he said. "I accept it was wrong I just

## Institutional authority group

Meaning	Examples
Indicate something has official status or authority	<i>Accept</i> : though 8-bit has also come to be accepted as one byte). electronic data <i>Admit</i> : Synovus Securities, Inc. and Clark L. Reed Jr., admit the jurisdiction of the Commission over them <i>Recognise</i> : governments whom he refuses to recognize -- it may be that that power to
Confer prestige	<i>Recognise</i> : Isigny in Normandy has been recognised as the premier butter-making

## Identification group

Meaning	Examples
Identify someone or something based on experience	<i>Recognise</i> : politics had taught him how to recognize a payoff or contract scam

## Take goods or responsibility group

Meaning	Examples
Agree to do something or take on responsibility	<i>Accept</i> : for world missions but obediently accepted papal appointment to head a
Agree to receive something offered	<i>Accept</i> : to sit down at Kirk's desk and accepted one of the president's cigars,

## Allow entry group

Meaning	Examples
Allow to join a group	<i>Accept</i> : enlist. He was jubilant when he was accepted in the Air Force and sent off to <i>Admit</i> : ethnological findings; she would be admitted to the Royal Geographical Society
Allow entry to a place	<i>Accept</i> : right. and well polys they'll accept me without maths. Mm <i>Admit</i> : opponents denounced the policy of admitting disease-bearing refugees.

## Appendix B

### Meanings of Verbs Ranked by Frequency (from Selected Spoken and Written Subcorpora)

<i>Accept</i>				
Meaning	<i>Spoken</i>		<i>Written</i>	
	Frequency	Rank	Frequency	Rank
Understand or agree that something is factual	40	1	31	1
Understand that something is unchangeable	29	2	19	3
Agree to do something or take on responsibility	17	3	24	2
Agree to receive something	5	4	13	4
Indicate something has official status or authority	4	5	9	5
Allow to join a group	4	5	3	6
Allow entry to a place	1	7	1	7
Acknowledge wrongdoing or culpability	0	8	0	8

<i>Admit</i>				
Meaning	<i>Spoken</i>		<i>Written</i>	
	Frequency	Rank	Frequency	Rank
Understand or agree that something is factual	73	1	62	1
Acknowledge wrongdoing or culpability	18	2	17	2
Allow entry to a place	6	3	15	3

Allow to join a group	2	4	6	4
Indicate something has official status or authority	1	5	0	5

<i>Recognise</i>				
Meaning	<i>Spoken</i>		<i>Written</i>	
	Frequency	Rank	Frequency	Rank
Understand or agree that something is factual	55	1	34	2
Identify something/ someone based on experience	34	2	51	1
Indicate something has official status or authority	6	3	13	3
Confer prestige	5	4	2	4

## Appendix C

### Sample of Random Concordance Lines

401	historian Israel Regardie likewise	accepts	1887 as the date of the Order's
402	Then perhaps you'll find you can	accept	Her shoulders dropped. He was
403	necessity to educate this class to	accept	a subservient role in society and
404	a rise or as serious as whether to	accept	a job abroad. Knowing the

405	and longings every- thing we don't	accept	about ourselves. A man who prides
406	accept just any an- swer, but she does	accept	all answers for which students can
407	countries, they would be prepared to	accept	an interest rate ap- proximately 5%
408	became irksome. One evening I	accepted	an invitation from the Sieffs
409	out of the Employ- ment Fund than	accept	any sacrifice. The result is to
410	and emphasizes im- possibility my	accept- ing	any post under the Crown. I

## Appendix D

### Gap Fill Activity Extract

1. In 1993, IBM searched for a new CEO and had trouble finding a prominent executive who would \_\_\_\_\_ the job.
2. As soon as he walked into the room, I \_\_\_\_\_ him.
3. The victors forced Germany to \_\_\_\_\_ responsibility for having caused the war, an act of senseless vindictiveness as well as a gross oversimplification.
4. I have no son. He is dead. He died as a child. Years ago, I \_\_\_\_\_ it.
5. Indonesia's rule over East Timor is not internationally \_\_\_\_\_.

## Appendix E

### Soft DDL Lesson Plans

The following lesson plans were written for upper intermediate and advanced adult learners of English, and were designed for 60-minute classes.

### Lesson One

Time	Stage	Procedure
5 mins	Pretask	The teacher asks learners to discuss what meanings <i>accept</i> , <i>admit</i> , and <i>recognise</i> have. Brief feedback is shared with the whole class.
15 mins	Task	In pairs, learners examine written concordance lines to check their ideas and discover new meanings.
5 mins	Posttask	Learners share their findings as a group. Opportunity for teacher input.
5 mins	Pretask	Learners are given a copy of the semantic disambiguation chart (Table 1, one per pair) which has been modified to have the ticks removed. Learners are told that the verbs have some of the meanings written on the paper.
15 mins	Task	Learners are asked to use the concordance lines to complete the chart in pairs, putting ticks in the empty boxes to assign meanings to verbs.

Time	Stage	Procedure
10 mins	Posttask	Learners report their findings to other pairs and the whole class. Opportunity for revision, discussion, and teacher input. The teacher then provides learners with the model. Answers are compared with the model, with further opportunities for teacher input.
5 mins	Home-work setting	The teacher hands out written concordance lines and a gap fill activity for homework. An example is done in class. Answers are to be shared the following lesson.

### Lesson Two

Time	Stage	Procedure
10 mins	Home-work check	The teacher asks learners to check homework from lesson one as a group.
5 mins	Posttask	The teacher offers feedback and answers learner questions.
5 mins	Pretask	The teacher shows the learners reference charts (Tables 4, 5, and 6) which have selected information removed in evaluation, meaning, and pattern sections. The teacher explains how the chart is to be understood.
15 mins	Task	Learners work in pairs to use the concordance lines to fill in the missing information in the chart.

Time	Stage	Procedure
10 mins	Posttask	Learners report back as a group. After sharing ideas, answers are compared with the teacher's version of the chart. Learners have the opportunity to ask questions to the teacher.
10 mins	Pretask	The teacher asks the learners what they understand by the terms written grammar and spoken grammar. Learners are given a few minutes to discuss this and report back.
5 mins	Home-work task	The teacher hands out spoken concordance lines. Learners are told to compare these with the written concordance lines for a discussion of the differences between spoken and written language the following week.