

**Title of Project:**

Examining the use of a corpus-assisted and contextualized lexicogrammatical approach to grammar instruction in ESL/EFL contexts

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**Project Summary:**

Research has advocated the use of corpus analysis, lexicogrammar, and discourse contextualization in grammar instruction respectively. Yet few studies have empirically examined the effectiveness of these practices, especially the effectiveness of these practices integrated as a unified comprehensive approach to grammar teaching. Using a case study methodology supplemented by survey and other assessment tools, this project examines the impact and effectiveness of incorporating a corpus-assisted and contextualized lexicogrammatical approach to grammar instruction in existing curricula in both EFL and ESL contexts. Learning contexts are included as a variable because the effectiveness of a teaching method is often context-dependent.

Through the analysis of a variety of data including students' and teachers' surveys and journals, we will first ascertain in each context how corpora are used, in what ways vocabulary and grammar teaching are integrated, and to what extent grammar teaching is contextualized. In the process of ascertaining the above, we will assess the approach in terms of instructional clarity and helpfulness, and content usefulness. We will also determine the impact of the approach on the teachers and students' language awareness and their views about grammar and grammar learning. Additionally, we will use tailor-made tests and mini corpus-analysis projects to assess students' grasp of contextualized grammar usages. Based on the results of this study, we plan next in our research agenda to refine the approach and design a quasi experimental study to compare the effectiveness of the teaching method with that of the traditional textbook-based sentence-level grammar explanation method.

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