

**Teaching Linking Adverbials Using a Task-based Language Teaching and Data-Driven Learning Approach**

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### **Introduction**

A Linguistic corpus is one practical and often underutilized pedagogical tool for second language acquisition (SLA) or foreign language acquisition (FLA). Linguistic corpora provide second language learners with ample opportunities to experience authentic text using different genres and provide teachers with different ways to implement pedagogical approaches in their classes. One of these approaches is the Data-Driven Learning (DDL) approach.

The integration of a Data-Driven Learning (DDL) with corpus consultation emanated from concordance output work to improve student's use of English (Johns, 1991). Johns' (1991) experience concluded with three primary effects in the use of concordancers. One effect is that it developed students' ability to see patterns in the target language and generalize them using such patterns. The second effect implicates changing the role of the teacher so that it supports student's research initiatives. The third effect is the "revaluation of grammar in language-learning and language-teaching" (Johns, 1991; p. 3).

Although some researchers find DDL suitable for English learners with intermediate or above competency levels (i.e., Boulton, 2010; Garner, 2013), other researchers have found more success with students of lower English competency levels (i.e., Yoon & Hirvela, 2004). The integration of DDL with corpus consultation can be applied to learn just about any aspects of the English language, such as vocabulary, phraseology, collocations, or the acquisition of linking adverbials (LAs).

The purpose of this project is to teach linking adverbials (LAs) to a Japanese learner of English with a pre-intermediate to upper-intermediate English proficiency level, using corpus

consultations via a DDL approach while using a Task-based language teaching approach (TBLT) with a priming task, main task, and post-task design. This multi-pronged approach will also use images as supporting pedagogical materials.

## **Literature Review**

### *Linking Adverbials*

Transition words are words or phrases that link main ideas between paragraphs or within sentences (e.g., *In addition, moreover, eventually, simultaneously, however, instead, therefore, otherwise*). In grammar and writing literature, transition words are also referred to as conjunctive adverbs (DeCapua, 2008), logical connectives (Vasiljevic, 2013), internal connectors, adverbial connectors, cohesive markers, conjuncts, or conjunctive ties (Cotos, 2014). In data-driven learning (DDL) pedagogy, however, these transition words are known as linking adverbials (LAs) (e.g., Garner, 2013; Cotos, 2014; Larsen-Walker, 2017). Although different terminology is used to describe transition words, their function is to provide coherence relations (Halliday & Hasan, 1976). These coherence relations refer to “relations of meaning that exist within the text” (Halliday & Hasan, 1976, p. 4), and these relations also serve to unite different segments of discourse (Vasiljevic, 2013). The union of these different segments through LAs provides essential functions in academic writing such as topic introduction, additional information, contrasting ideas, concluding, etc. (Peromingo, 2012).

Linking Adverbials (LAs) are categorized according to the meanings they provide, and these semantic categorizations vary depending on whose book you are reading (e.g., Halliday & Hasan, 1976; DeCapua, 2008). DeCapua (2008) used five categories (i.e., contrast, addition, result, time sequence, condition), while Halliday and Hasan (1976) identified four types (i.e., additive, adversative, causal, temporal). DeCapua (2008) classified the word *otherwise* as a

condition category, whereas Halliday and Hasan (1976) used the causal category to include the word *otherwise*. The more concise classification system Halliday and Hasan (1976) used led me to implement it as a categorization guide in this project. As such, going forward or unless otherwise specified, this project will use Halliday and Hasan's (1976) categorization system to refer to the LAs introduced above.

### *Data-Driven Learning (DDL)*

Recent Data-Driven Learning (DDL) researchers describe DDL as an approach that uses language corpora and offers direct corpora access to learners to meet their language needs (Garner, 2013; Cotos, 2014; Larsen-Walker, 2017). In a DDL approach, second language (L2) students can use concordancers to analyze patterns of their target language use, and some of the advantages often mentioned are authenticity and salience (Cotos, 2014). The use of authentic data lets L2 learners observe how different effective writing components are used (Larsen-Walker, 2017).

In terms of more recent practical uses, Larsen-Walker (2017) identified three strands of the DDL approach. One of the strands entails applying either an inductive or a deductive approach. In an inductive approach, the teacher guides a learner using materials with the intention that the learner gains self-discovery. In a deductive approach, the teacher provides a traditional instructional sequence that includes target forms and rules. A second strand consists of using various materials, including pre-selected printouts of concordance lines, using websites that link to one or more corpora, or directly guiding a learner using a corpus. The third strand involved using learner corpus so learners can notice the difference between expert and novice writing.



In this project, I opted to use the first two strands to teach the participant LAs. I used an inductive approach and guided the learner to use the Corpus of Contemporary American English (COCA) as an LA pattern identification method.

### *Task-based Language Teaching (TBLT)*

Ellis (2009) and Ellis (2011) described Task-based language teaching (TBLT) as a strong form of communicative language teaching where learners develop and use a second language (L2) knowledge to communicate using a series of communicative tasks. The definition of a task provided by Ellis consisted of satisfying four criteria. The first of these criteria was a focus on semantic and pragmatic meaning. The second called for the existence of a gap where meaning or opinion could be expressed or inferred. The third criteria urged reliance on learners' linguistic and non-linguistic resources to complete the activity. Finally, the fourth criteria encouraged the use of language to achieve a communicative outcome.

Ellis (2011) also offered different distinctions when referring to a task. He stated a task could be 'unfocused' (i.e., using language communicatively) or 'focused' (i.e., using a specific grammatical structure). He also mentioned that a task could be 'input-providing' (i.e., listening or reading) or 'output-prompting' (i.e., speaking or writing). Lastly, Ellis (2011) differentiated tasks as having 'closed outcomes' (i.e., having a single or limited number of outcomes) or 'open outcomes' (i.e., having multiple possible numbers of outcomes). This project allowed me to use a combination of unfocused, input-providing with open outcomes tasks.

### *Image Schema ICMs (Idealized Cognitive Models)*

Another concept applied in this teaching project is using images as a teaching technique to support LA learning. This technique uses schematic mental representations found throughout our interaction in the real world and are known as image schema ICMs (Littlemore, 2009), and

have been used to “influence links between words in the mental lexicon” (Littlemore, 2009, p. 83–84). Littlemore (2009) explained how images could be used in grammar teaching. She used Talmy’s (1988) force dynamics system to exemplify images to teach certain grammatical aspects (Littlemore, 2009). Littlemore (2009) interpreted Talmy’s (1988) use of these images as “contribut[ing], along with contextual information, to our overall understanding of language” (Littlemore, 2009, p. 131). In other words, the use of images can aid learners in understanding language.

The instructional project intended to teach the proper usage of linking adverbials (LAs) using a combination of approaches to maximize participant’s understanding of correct LA usage. This project used the Corpus of Contemporary American English (COCA) for the Data-Driven Learning (DDL) approach. It used a Task-based language teaching (TBLT) method to introduce the participant to different COCA-related tasks. Additionally, images were used to offer priming support to COCA tasks. Learning was operationalized by comparing participant’s pretest (PT) and posttest (POST) scores, with learning indicated by a POST score higher than the PT score.

## **Methods**

### **Participant**

The participant was a 52-year-old Kumon instructor and Japanese language instructor at a local University, Mary (pseudonym), and uses English to communicate with her students. The participant began studying English in the Japanese elementary school system and through private English cram school lessons since she was 11 years old. However, she did not find her English learning experience enjoyable. Despite this lack of enjoyment in her English language education experiences, the participant has had various opportunities to use English outside of Japan for work and leisure-related purposes. Although the participant could not recall her English

proficiency scores, I classify her English proficiency at a pre-intermediate to upper-intermediate level based on past conversations and electronic message exchanges.

## **Pedagogical Materials**

### ***Corpus of Contemporary American English (COCA)***

One of the pedagogical materials used in this project was the Corpus of Contemporary American English (COCA). The COCA corpus contains more than 1 billion words from 1990–2019 and includes eight genres (i.e., spoken, fiction, magazines, newspapers, academic, web (Genl), web (Blog), and TV/Movies) (Davies, 2020). The reasons for using COCA were the benefits in coverage, amount of data, and search and display options. The magazine genre uses about 100 different magazines incorporating different domains such as news, health, home, gardening, and others (Davies, 2020). Some of the topics in these magazines were of interest to the participant, so they seemed appropriate to support the lessons.

### ***PowerPoint slides***

The other pedagogical materials used to teach linking adverbials (LAs) were as a set of 37 PowerPoint slides (see Appendix A). The PowerPoint slides were divided into three different groups. The first group was composed of five slides. Their purpose was to give an overview of the project, explain cohesion, describe COCA, and identify the eight different LAs (i.e., *In addition, moreover, eventually, simultaneously, however, instead, therefore, otherwise*) that would be used in the project. The second group of slides covered the use of additives (i.e., *In addition, moreover*) and temporals (i.e., *eventually, simultaneously*) LAs. These 17 slides included images to help describe the additive and temporal LAs, COCA passages, and activities that instructed the participant to use COCA. The purpose of the third group of 15 slides was to teach the adversatives (i.e., *however, instead*) and causals (i.e., *therefore, otherwise*) categories

of LAs. These slides included images, passages from COCA, activities to use COCA, and a link to the posttest.

### ***Extra PowerPoint Slides (Additives)***

In addition to the slides mentioned above, this project also used four slides for the additive categories (i.e., *In addition, moreover*). These slides were not used for other linking adverbials (LAs) as they proved time-consuming and confused the participant. The additive category slides also contained passages from COCA, but this time two passages were presented to the participant on one slide side by side. Both sides of the slide included a different passage with LAs in bold. However, one passage was copied without modifications, while the linking adverbial (LA) in the other passage was replaced. This replacement resulted in two different passages using the same LA but only one passage using a LA that made the passage cohesive and the other passage not cohesive. The participant was asked to choose the passage that used the most accurate LA from the two. The correct choices and explanations were given to the participant in a subsequent slide.

### ***Images***

The 10 different images used throughout the slides were extracted from Google Images. The intention was to explain the meaning of the LA categories and the LA themselves using these images and will be discussed further in the procedures section.

### **Assessment Instruments**

The assessment instruments consisted of a pretest (PT), a posttest (POST), and a questionnaire (QUES). The PT comprised eight passages (see Appendix B), and the POST consisted of 16 passages (see Appendix C), and they were both developed with a multiple-choice cloze test design. The first eight passages of the POST were the same as those administered in

the PT, and the last eight in the POST were different passages. However, they both contained the identical LAs listed in Table 1.

The reason for including the same PT passages to the POST and adding eight additional passages to the POST was to compare if it was easier for the participant to apply learned skills to a set of new passages. After reading the PT and POST passages, the participant selected the LA that would correctly complete the missing information in the passage from among three options. The passages of both the PT and POST were all extracted from COCA.

In addition to the PT and POST, a short questionnaire (QUES) was administered (see Appendix D). The questionnaire contained five questions, three 5-point Likert scale questions, and two open questions.

**Table 1**

*Categorized Linking Adverbials*

Additive	Temporal	Adversative	Causal
In addition	Eventually	However	Therefore
Moreover	Simultaneously	Instead	Otherwise

## Procedures

The project was conducted over Zoom via PowerPoint presentations and lasted from July 24, 2021, to August 2, 2021. Table 2 offers the Project Design Overview.

**Table 2**

*Project Design Overview*

	M1		M2	M3	POST	
Topic	PT	PO	T1	T2	RES	QUES
Date	July 24, 2021		July 28, 2021	July 31, 2021	August 2, 2021	
Time	1 hour		2.5 hours	1 hour	N/A	

*Note.* M1 = first meeting; M2 = second meeting; M3 = third meeting; PT = pretest; PO = project overview; T1 = first treatment; T2 = second treatment; POST = posttest; RES = results; QUES = questionnaire

### *Meeting 1*

The first Zoom meeting (M1) lasted about 1 hour. The purpose of the first meeting was to administer a pretest (PT) and provide a project overview (PO). Ten minutes before the first meeting, I emailed the participant the PT via Google Forms, and once the meeting started, we briefly greeted and confirmed if the participant had received the PT. After the participant confirmed receipt of the PT, I advised the participant that she could take as much time as needed to complete it. It took the participant about 17 minutes to complete the PT, and I told the participant I would review her results after our meeting. The remaining 43 minutes of M1 was spent giving the participant an overview of the project (PO). The overview covered the concept of cohesion, COCA, and the eight linking adverbials (LAs) we would be covering during the upcoming treatment sessions.

## ***Meeting 2***

The second meeting's (M2) purpose was to administer the first treatment (T1), which took about 2.5 hours to complete. The T1 consisted of task sequences that used images as priming tasks, COCA reading passages as the main tasks, and text completion as the post-task. They all involved teaching two additives (i.e., *In addition, moreover*) and two temporals (i.e., *eventually, simultaneously*) linking adverbials.

**Priming Tasks (Additive & Temporals).** The participant was presented with four images as part of the priming task for the additive and temporal categories. The participant was then instructed to keep the images in mind during the lessons. However, she was also told she could replace and update those images with self-generated mental images as she learned more about linking adverbials (LAs).

The image for *In addition* and *moreover* was an image of a person adding a Jenga game piece. The same image was used for both linking adverbials (LAs), and I explained to the participant that a Jenga piece represented an idea, so the use of these LAs was to add more ideas. The image of a calendar and clock were used with the words *eventually* and *simultaneously* to symbolize the relationship with time. However, these two words convey a different meaning related to time, so additional images were used to distinguish them. An image of a plane flying towards a target was used to symbolize the word *eventually*. A picture of a person multi-tasking was used to represent the word *simultaneously*.

**Main Tasks (Additive & Temporals).** The main tasks consisted of authentic reading passages extracted from COCA and included two subtasks. The intention of the first subtask was an input-providing (listening) task (see Appendix E). The purpose was to show how a particular linking adverbial (LA) was used in an authentic text. I read the participant the reading passage

while the participant silently followed along. I asked the participant to keep a LA image in mind as I read. I also asked her to update the image in her mind as she read, or she could keep using the same picture I presented earlier. After the reading passage, I would then explain the function of the LA in context and how it helped bring ideas expressed in the passage together.

The reading passages were obtained by typing the desired LA into COCA's KWIC (Keyword in Context). The reading passages were limited to the first 200 magazine searches produced from 2015 to 2019. The reading passage selection criteria used relied on my belief that the participant would understand the passage with as little explanation as possible. Once an appropriate reading passage was found, I would copy the title and passage onto a PowerPoint slide and highlighted the LA in bold letters. I also included the link to the original magazine article if the participant wanted to see the original version of the magazine article.

The second subtask was a combination of input-providing (reading) and output-providing (speaking) tasks (see Appendix F). Following the COCA reading passages participant was presented with COCA tasks. The participant was given a series of tasks requiring her to search for one to three sentences containing a linking adverbial (LA) using KWIC and observe LA usage patterns. The participant read the title and entire paragraph containing the LA, and the participant was instructed to describe the meaning of the sentence before and after the LA. Furthermore, the participant needed to write a definition of the LA using her own words. However, the participant was asked to give a verbal description instead of writing it due to time constraints.

**Post-Tasks (Additives & Temporals).** Finally, the post-tasks were an open outcomes (sentence completion) task (see Appendix G) and a closed outcome (spot incorrect usage) task (see Appendix H). In the sentence completion subtask, the participant was asked to complete a



sentence containing a linking adverbial (LA). The first half of the sentence, including the LA, was presented to the participant, and the participant verbally produced the last half. The sentence completion task represented the end of the lesson for a particular LA. The spot incorrect usage task was only used for LAs *In Addition* and *moreover* and not used in the remainder of the project, as this task was time-consuming and challenging for the participant to complete. However, the participant was instructed to compare two passages using an additive LA and identify which passage correctly used the LA in this task.

### ***Meeting 3***

The third meeting (M3) was used to administer the second treatment (T2) and took about 1 hour to complete. The T2 followed the identical task sequences as in the T1 (i.e., priming tasks, main tasks, and post-task). However, one of the differences was in the images and the subtasks in the main tasks used to explain the adversatives (i.e., *however*, *instead*) and causals (i.e., *therefore*, *otherwise*). The time allocated to teach the adversatives and causals was also 2.5 hours; however, on the day of the T2 participant told me she would only have time for one hour because she had a last-minute appointment with one of her students. Therefore, all the prepared main tasks were not performed, and only the administered ones will be discussed in the upcoming sections.

**Priming Tasks (Adversatives & Causals).** The images introducing adversative linking adverbial (LA) categories were two traffic sign arrows pointing in different directions and a separate image of two people bound by a rope but trying to run in different directions. These same images were used to explain the contradicting function of, *however*. A picture of a person removing a light bulb from its socket with one hand while holding two light bulbs, on the other

hand, was used to represent *instead*. The idea of the image was to explain how the word *instead* is used when a person wants to express alternative ideas.

Finally, the two images used to introduce the causal LA categories were a domino effect produced by a person pushing one domino piece and causing a chain reaction. The image of the domino effect was also used to illustrate the function of the word, *therefore*. The image used to describe the function of the word *otherwise* was that of a child whose shoe was untied. The child in the image happened to step on the untied shoelace causing her to drop the food she was carrying on her food tray.

**Main Tasks (Adversatives & Causals).** The main tasks sequences for this section were the same as in the T1 (i.e., listening, reading, and speaking tasks); however, the content of the input providing (listening) tasks used different passages. All the passages can be found in the PowerPoint presentations. The input-providing (reading) and output-providing (speaking) tasks were also tailored to the adversative and causal categories; however, due to time constraints, only the step where participant analyzed the sentences before and after the transition words was omitted (i.e., Step 3 in Appendix F was omitted).

**Post-Task (Adversatives & Causals).** As mentioned previously, the closed outcomes (Spot Incorrect Usage) task was eliminated because it was determined to be a time-consuming and challenging task in the T1; therefore, only the open outcomes (sentence completion) tasks were administered. The sentence completion task sequences were the same as in the T1. The only difference was that they contained different passages (see Appendix A) that used adversative and causals linking adverbials.

## Analyses

The instruments used in this project to measure participant's understanding of correct linking adverbial (LA) usage were a pretest (PT) and posttest (POST), and a questionnaire (QUES). The correct and incorrect answers of the PT and POST were organized and compared in the results section in conjunction with the participant's questionnaire responses.

## Results and Discussion

The participant's PT and POST scores were compared and analyzed. Overall, the participant increased her PT score by 32% compared with her POST results. The PT consisted of eight multiple-choice questions, and the participant was able to score 38%. She correctly identified three questions, two additive LAs (i.e., *In addition, moreover*) and one adversative LA (i.e., *instead*).

The POST consisted of 16 questions, and the participant was able to score 50%. (See Table 3). She correctly identified eight questions, three additive LAs (i.e., *In addition, 2 x moreover*), two temporal LAs (i.e., *eventually, simultaneously*), one adversative LA (i.e., *however*), and two causal LAs (i.e., *otherwise, therefore*). A summary of correct and incorrect LA answers for both the PT and POST can be found in Appendix I and Appendix J.

**Table 3**

### *Pretest and Posttest Comparisons*

PT Score (8 Questions)	38%
POST Score (16 Questions)	50%

Overall, the participant was more accurate at identifying additive linking adverbials (LAs) in both the PT (see Table 4) and the POST (see Table 5) and more challenging to identify

temporals and causals in the PT and adversative LAs in the POST. There were equal correct and incorrect answers for the temporal and causal LAs in the POST, so it is difficult to judge which linking adverbial (LA) category (i.e., temporal or causal) was more difficult for the participant (See Table 5).

**Table 4**

*Pretest Categorical Results (Correct and Incorrect answers)*

	Additive	Temporal	Adversative	Causal
Correct Answers	2	0	1	0
Incorrect Answers	0	2	1	2

**Table 5**

*Posttest Categorical Results (Correct and Incorrect Answers)*

	Additive	Temporal	Adversative	Causal
Correct Answers	3	2	1	2
Incorrect Answers	1	2	3	2

It is difficult to state for sure the reason participant could not score higher than she did. However, the reason could stem from an unbalanced amount of time spent teaching in the M2 and the M3. It is important to remember that the instruction session for the adversative and causal LA categories was shorter (i.e., M3 = 1 hour) and covered fewer tasks than the instruction session for the additive and temporal LA categories (i.e., M2 = 2.5 hours). A shorter session in M3 could have affected the participant's overall performance.

In particular, the analyzing activities of the meaning before and after a LA task (i.e., the Output-Providing (speaking) task) was omitted. This task can take more cognitive processing than passively listening to a passage reading, or examining an image, as a person needs to perform a lot of work before answering. Therefore, the participant's shorter task exposure during the M3 could explain some of the incorrect scores in the POST.

One evidence that could help elucidate this matter is focusing on the participant's incorrect answers in questions 9–16 of the POST. Although these eight questions tested a balanced number of linking adverbials (LAs) categories (i.e., two additives, two temporals, two adversatives, and two causals), the participant incorrectly decided to use the word *moreover* on three occasions (See Appendix J). Such a higher usage frequency of the word *moreover* could be due to the familiarity gained from the lessons covering additives and her past experiences using this word before the lessons. Although these usages were incorrect, these combined experiences could help explain a preference for using the word *moreover*. Her familiarity with that word could have made her interpret the passage as needed to make the paragraph cohesive.

Lastly, although the participant learned appropriate usage of LAs as shown by the higher POST score, her questionnaire responses shed light on her learning experience. The questionnaire asked three 5-point Likert scale type questions (a score of 1 indicated either *not at all* or *nothing*, whereas a score of 5 meant *very, a great deal, yes very much*).

The first question asked, “How helpful has the use of COCA been for learning Transition words?” The second question asked, “How much have you learned from the use of COCA?” The third question asked, “Would you like to include the use of COCA for your future English learning? Participant answered these questions by indicating a score of “2”, which means she did not find the experience that helpful, and what she gained was limited that she did not feel like

using COCA in future English lessons. However, the scores participant selected did not reflect the answers in the open-ended questions, so it is possible that this part of the questionnaire's design and wording could have confused the participant.

Participant's answers to the open-ended questions indicated an almost opposite reaction to her learning experience compared to the responses obtained from the closed questions. The first open-ended question asked: "What are the most useful and valuable things you have learned in the meetings?". The participant responded with, "I understand the general meaning of conjunction and some uses of it." Participant's answer to the first open-ended question indicated participant gained a general meaning and usage of LAs, and this answer is compatible with her PT/POST score improvements, so overall the approach did have a positive effect. These results align with researchers who have implemented a DDL approach and could observe improvements in LA usage (e.g., Boulton, 2010; Garner, 2013; Cotos, 2014; Larsen-Walker, 2017) and have also shown improvements in LA acquisition.

The second open-ended question asked: "What do you think are the greatest challenge(s) in the use of COCA for English learning?" and the participant responded with, "I was able to see what was used in the article." The participant's answer to the second open-ended question did not follow the question directly. Instead of offering challenges with COCA, she used the question to state more benefits about article readings. Therefore, it is possible that the participant's score increase was due to the cognitive involvement in the learning process during the COCA reading passages analysis as the participant mentioned the articles in her open-ended response and. These results align with Cotos' (2014) study whose participants were cognitively involved also expressed benefits of DDL instructions.

## Conclusions

The purpose of this instructional project was to teach the participant the appropriate usage of eight linking adverbials (i.e., *in addition, moreover, eventually, simultaneously, however, instead, therefore, otherwise*), using a data-driven learning (DDL) approach and by analyzing authentic text using the Corpus of Contemporary American English (COCA).

The DDL approach was administered via tasks using a Task-based language teaching (TBLT) approach. The task sequences used in the TBLT approach used images as priming tasks, input providing (listening) tasks, input providing (reading) and output-providing (speaking) tasks as the main tasks, and open outcomes (sentence completion) and closed outcomes (spot incorrect usage) tasks for the post-tasks.

Although care was taken at offering the participant a balanced amount of time while she received the two treatments, the participant could only partially meet during the second treatment. Nevertheless, the participant was able to show an improvement, scoring a 38% on her pretest (PT) and a 50% on her posttest (POST). However, despite this score improvement, participant's questionnaire responses towards the use of COCA were conflicting. On the one hand, participant responses to the closed questions indicated that she did not gain much from COCA use. On the other hand, participant responses to the open questions indicated a positive response to COCA reading passages and having obtained a general meaning and use of linking adverbials. Nevertheless, I interpreted these conflicting responses due to the closed questions' design and wording. I believe the participant had an overall positive experience, as indicated by her positive open question responses.

Overall, participant's cognitive involvement with the DDL approach seemed to have had played a role in acquiring some of the linking adverbials, and participant's results also seem to

parallel some of the results found in other studies (e.g., Boulton, 2010; Garner, 2013; Cotos, 2014; Larsen-Walker, 2017) where DDL showed positive results in linking adverbial acquisition.



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## Appendix A

### PowerPoint Slides

Slide 1

## Transition Words

Linking Adverbials


Slide 2

## Meeting 1

Pre-Test, Cohesion, COCA, & Transition Words

Slide 3

## Cohesion



Slide 4

## Corpus of Contemporary American English (COCA)

<https://www.english-corpora.org/coca/>

Slide 5

## Types

Additive	Temporal	Adversative	Causal
In addition	Eventually	However	therefore
Moreover	Simultaneously	Instead	otherwise

Slide 6

## Meeting 2

Additives & Temporals

Slide 7

### Additives



Slide 8

### Additive - In addition

#### Trump Should Demand More of Cuba, But Keep the Opening in Place

Jet Blue and American Airlines, soon to be joined by United Airlines, are making direct flights to Cuba from the U.S. six times a day. Also, now permitted are tours of Cuba by ships especially built to circle the island with American visitors abroad. Major cruise lines have already gained permission to make Cuba one of the stops on their Caribbean routes. **In addition**, Master Card is now allowed to be used by American citizens while in Cuba, and direct telephone service with the United States has been started.

<https://www.thedailybeast.com/trump-should-demand-more-of-cuba-but-keep-the-opening-in-place>

Slide 9

### Additive - In addition Freq: 78396

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Kumon is a great method to learn English because the worksheets are easy to complete. In addition, \_\_\_\_\_ (example give the reader another idea why Kumon is great)

Slide 10

### Additive - moreover

#### Route 50: Driving America's 'Loneliest Road'

I rarely stopped during the two-day journey. Not because I had anywhere to be, but because the smack of rubber on asphalt was a sort of symphony, and to disrupt that music would be like taking a phone call during Beethoven's Fifth. There was, **moreover**, something psychologically unpleasant about stopping...

<https://www.newsweek.com/2015/06/26/route-50-ride-nowhere-343735.html>

Slide 11

### Additive – Moreover Freq: 29856

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Living in Yamanashi is great because of the different types of fruits and vegetables grown. Moreover, \_\_\_\_\_

Slide 12

### Read both A & B below and identify the most accurate linking adverbial in bold.

#### A. Ikea to Pay Parents of Kids Crushed by Falling Dressers \$50 Million

On Wednesday, lawyers representing the families of three toddlers killed by recalled Ikea dressers said the company has agreed to settle their wrongful death lawsuits, paying the parents a collective \$50 million. **In addition**, Ikea will donate \$250,000 to various children's organizations and increase funding for a campaign highlighting the dangers of tipping furniture.

<https://cnn.com/2015/06/26/ikea-to-pay-parents-of-kids-crushed-by-falling-dressers-1790385423>

#### B. Death of the American Trucker Will automated trucking be Trump's greatest betrayal of his blue-collar base?

Robotic trucking may go down easy – at first. Modern road offers semi-autonomous cruise control and other advances to ease the work burden on truckers, without making them redundant. But the slippery slope of automation leads to a cliff. Trucks with no rule – or room – for a human. **In addition**, "none of the new trucks will have a cab on them," predicted Anthony Levandowski, Uber's former star automation engineer, in 2016. "It just doesn't make sense to have that."

<https://www.bloomberg.com/politics/politics/features/death-of-the-american-trucker-2017-03-12/>

Slide 13

### Correct choice: A

#### A. Ikea to Pay Parents of Kids Crushed by Falling Dressers \$50 Million

On Wednesday, lawyers representing the families of three toddlers killed by recalled Ikea dressers said the company has agreed to settle their wrongful death lawsuits, paying the parents a collective \$50 million. In addition, Ikea will donate \$250,000 to various children's organizations and increase funding for a campaign highlighting the dangers of tipping furniture.

<https://gizmodo.com/ikea-to-pay-parents-of-kids-crushed-by-falling-dressers-1790385423>

#### B. Death of the American Truckers Will automated trucking be Trump's greatest betrayal of his blue-collar base?

Robotic trucking may go down easy – at first. Market-ready tech offers semi-autonomous cruise control and other advances to ease the work burden on truckers, without making them redundant. But the slippery slope of automation leads to a cliff: Trucks with no rule – or room – for a human. Eventually, "none of the new trucks will have a cab on them," predicted Anthony Levandowski, Uber's former star automation engineer, in 2016. "It just doesn't make sense to have that."

<https://www.cnn.com/2018/05/16/politics/politics-features/death-of-the-american-truckers-253712/>

Slide 14

### Read both A & B below and identify the most accurate linking adverbial in bold.

#### A. How to upgrade to Windows 10: What you need to know

Basically, if you own a "Pro" version of Windows, you'll migrate to the Professional version of Windows 10. **Moreover**, expect to receive a copy of Windows 10 Home. Be aware, though, that on Aug. 2, you'll also receive the first major update to Windows 10: the Anniversary Update. More on that later.

<https://www.pcmag.com/how-to/upgrade-to-windows-10>

#### B. Block 5 rocket launch marks the end of the beginning for SpaceX

Achieving such low-cost, rapid access to space would represent a huge achievement for SpaceX. For a company that looks forward to one day land humans on Mars, this is the required first step. **Moreover**, by delaying the design of the Falcon 9 rocket, SpaceX can free up its engineers to focus on the "Big Falcon Rocket" and its upper stage spaceship.

<https://spaceflightnow.com/news/2018/05/block-5-rocket-launch-marks-the-end-of-the-beginning-for-spacex/>

Slide 15

### Correct choice: B

#### A. How to upgrade to Windows 10: What you need to know

Basically, if you own a "Pro" version of Windows, you'll migrate to the Professional version of Windows 10. **Otherwise**, expect to receive a copy of Windows 10 Home. Be aware, though, that on Aug. 2, you'll also receive the first major update to Windows 10: the Anniversary Update. More on that later.

<https://www.pcmag.com/how-to/upgrade-to-windows-10>

#### B. Block 5 rocket launch marks the end of the beginning for SpaceX

Achieving such low-cost, rapid access to space would represent a huge achievement for SpaceX. For a company that looks forward to one day land humans on Mars, this is the required first step. **Moreover**, by delaying the design of the Falcon 9 rocket, SpaceX can free up its engineers to focus on the "Big Falcon Rocket" and its upper stage spaceship.

<https://spaceflightnow.com/news/2018/05/block-5-rocket-launch-marks-the-end-of-the-beginning-for-spacex/>

Slide 16

### Temporal



Slide 17

### Eventually



Slide 18

### Temporal - Eventually

The researchers estimate that wind speeds are almost four times as strong at the bottom of the dark vortex as they are at the surface. The winds at depth are moving at 100 meters per second (328 feet per second), which is comparable to Jupiter's Great Red Spot. But unlike the Jovian storm, which is relatively fixed in place, the dark vortices on Neptune drift across latitudes. **Eventually**, strong winds cause the storms to break apart and disappear.

<https://gizmodo.com/formation-of-dark-vortex-on-neptune-captured-for-the-ve-1833555871>



Slide 19

### Additive - Eventually

Freq: 81497

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Steve has been studying Japanese at Kumon for a long time, if he continues, he will eventually \_\_\_\_\_

Slide 20

### Simultaneously



Slide 21

### Temporal - simultaneously

It is essentially the outline for a series of bills Ocasio-Cortez and her congressional allies plan to write. The Green New Deal's ultimate goal is to make the US economy carbon-neutral by moving to 100% renewable energy, while **simultaneously** creating jobs and stimulating the economy.

<https://www.businessinsider.com/alexandria-ocasio-cortez-ed-markey-green-new-deal-climate-change-2020-democrats-2019-2>

Slide 22

### Additive - simultaneously

Freq: 16647

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Many Kumon students choose to study while simultaneously,

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### Meeting 3

Adversatives & Causals

Slide 24

### Adversatives



Slide 25

### Adversatives - However

**Over 92% of kale samples contained two or more pesticides, study finds**

Altogether, some 70% of the conventionally-grown produce sold in the U.S. has pesticide residues, according to the report. **However**, consumers should not stop eating fruits and vegetables as a result.

<https://www.marketwatch.com/story/kale-joins-list-of-dirty-dozen-fruits-and-vegetables-most-likely-to-contain-pesticides-2019-03-20>

Slide 26

### However

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Spring is the best season because it is not too cold and it is not too hot, however, \_\_\_\_\_ (example: give reasons why you don't like Spring)

Slide 27

### Instead



Slide 28

### Adversatives - Instead

**The leader of the Time Well Spent movement has a new crusade**

These bots, however, did not appear to come from Russia. **Instead**, the bots had ties to a social media operation that previously pushed messages backing the government of Saudi Arabia and were connected to a person who claimed to be a private social media consultant, according to internet domain and account registration records.

<https://www.theverge.com/interface/2019/4/24/18513450/tristan-harris-downgrading-center-humane-tech>

Slide 29

### Instead

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:  
Next time I travel to Tokyo, I will leave my car home. **Instead**,

Slide 30

### Causals



Slide 31

### Therefore



Slide 32

### Causals - therefore

#### 130 Million at Risk of Fraud After Massive Leak of Indian Biometric System Data

Former World Bank economist Salman Anes, a member of the Indian National Congress (INC), points to migrant laborers as an example of those the program is intended to help. They often carry no identification, he said, and **therefore** can rarely prove who they are when traveling from state to state. The purpose of the Aadhaar system, he said, is to provide every Indian with a "digital identity."

<https://gizmodo.com/130-million-at-risk-of-fraud-after-massive-leak-of-indi-1794856154>

Slide 33

### Therefore

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:

Last time I traveled to Tokyo by car I could not find parking space. Therefore, \_\_\_\_\_

Slide 34

### Otherwise



Slide 35

### Causals - otherwise

"We as a community need to come up with a viable solution and alternative to Signal that is easy to use and that does in fact respect people's choices, both in the hardware and software that they choose to run," he writes. "We need to cooperate more as a community instead of creating these little islands, **otherwise** we are not going to succeed in defeating or even meaningfully defending against Big Brother."

<https://techcrunch.com/2016/11/07/signal-app-maker-rebuts-criticism-of-dev-direction-by-calling-for-more-community-help/>

Slide 36

### Otherwise

- Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
- Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
- What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
- Using your own words, write a definition for the transition word.
- Choose one of the sentences you copied, and describe using your own words, how the transition word is used.
- Complete the following sentence:

Next year, I will travel to France, so I better save money. Otherwise, \_\_\_\_\_



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Posttest

- <https://forms.gle/2g6jxyAa86HdyMEv8>

## Appendix B

### Transition Words (Pretest)

Please read the following eight paragraphs carefully and select the best transition word or transition phrase that correctly completes the missing information.

1. [Huawei delays the launch of its foldable phone until September It's not been a great year for folding phones]\*\*\*Galaxy Fold's bending phone screen has an air gap around the top and bottom of the handset, wide enough to allow pieces of dirt to enter the handset's body. That meant that, when the screen was closed, the dirt went through the protective film, damaging the display. \_\_\_\_\_ Samsung's display membrane was left sufficiently loose that some people mistook it for a loose screen protector, and removed it.
  - a) Eventually,
  - b) In addition,**
  - c) Therefore,
2. [Happy notes, happy memories]\*\*\*Happy memories spring to mind much faster than sad, scary or peaceful ones. \_\_\_\_\_ if you listen to happy or peaceful music, you recall positive memories, whereas if you listen to emotionally scary or sad music, you recall largely negative memories from your past.
  - a) Moreover,**
  - b) Instead,
  - c) Simultaneously,
3. [From a federal judge to an alcoholic who died at age 43: Meet Donald Trump's siblings]\*\*\*The eldest son of Fred and Mary Trump, Fred Jr. was initially intended to

succeed their father as the head of the family business. But Freddy, as he was called by his friends and family, didn't especially like real estate, and quit to become a pilot for Trans-World Airlines. By his mid-20s, however, Freddy became a heavy drinker and it started to have an impact on his life. \_\_\_\_\_ he had to quit flying because of the threat his drinking posed, and he and his wife divorced.

a) Instead,

b) Otherwise,

**c) Eventually,**

4. [Restoration of Traditional Saudi-American Ties Is Afoot]\*\*\*The Saudi decision is clear: readjusting the kingdom in the direction of the policies of the Trump administration in all areas. \_\_\_\_\_ the American decision is clear: forgiving past disagreements in their important bilateral relations, especially considering the Saudi Vision 2030 for the kingdom's future.

a) Therefore,

b) Otherwise,

**c) Simultaneously,**

5. [Google's 2019 expansion plans will put offices in 24 out of 50 states]\*\*\*By expanding to more rural parts of America, Google is attempting to create jobs that feel more accessible to the local communities. Most of the efforts in middle America are data centers that support the core of Google's search engine, cloud computing, and YouTube businesses. \_\_\_\_\_ Google's engineering, sales, and marketing jobs (some of the company's best-paying positions) are still mostly located in its coastal offices in the Bay Area, Massachusetts, Los Angeles, and New York.

- a) **However,**
  - b) Therefore,
  - c) Otherwise,
6. [Online Testing Doesn't Work]\*\*\*The new Common Core Standards make the questions more confusing and difficult than they need to be. For example, we could not respond to the geometry questions by drawing out geometric figures — because the computer did not permit it. \_\_\_\_\_ we had to write our answers in words, then explain, also in words (as opposed to graphs or figures), how we got the answer.
- a) Therefore,
  - b) **Instead,**
  - c) In addition,
7. [In the Pacific nation of Palau, Jellyfish Lake is losing its namesake Where are all the jellyfish? Scientists blame a severe drought and global warming.]\*\*\* “Many tour companies including ours that have been taking guests to the lake have not seen any jellyfish,” Sam’s Tours wrote in an April 22 note to its sales partners. “We at Sam’s Tours have \_\_\_\_\_ decided to suspend our tours to Jellyfish Lake with immediate effect until further notice.”
- a) eventually
  - b) **therefore**
  - c) simultaneously
8. [Looking at the bright side of a bear market] note: a bear market is a period of decreasing prices\*\*\*For the last few months, I have laid out the case for a new bear market, coming after seven years of generally rising stock prices. I have shown you charts and graphs,

referenced market history, and projected a variety of “crash” scenarios. But I was taught long ago that if you cite a problem, you had better consider some solutions.

\_\_\_\_\_ all you are doing is complaining.

- a) However,
- b) Simultaneously,
- c) **Otherwise,**

## Appendix C

### Transition Words (Post-Test)

Please read the following 16 paragraphs carefully and select the best transition word or transition phrase that correctly completes the missing information.

1. [Huawei delays the launch of its foldable phone until September It's not been a great year for folding phones]\*\*\*Galaxy Fold's bending phone screen has an air gap around the top and bottom of the handset, wide enough to allow pieces of dirt to enter the handset's body. That meant that, when the screen was closed, the dirt went through the protective film, damaging the display. \_\_\_\_\_ Samsung's display membrane was left sufficiently loose that some people mistook it for a loose screen protector, and removed it.
  - d) Eventually,
  - e) In addition,**
  - f) Therefore,
2. [Happy notes, happy memories]\*\*\*Happy memories spring to mind much faster than sad, scary or peaceful ones. \_\_\_\_\_ if you listen to happy or peaceful music, you recall positive memories, whereas if you listen to emotionally scary or sad music, you recall largely negative memories from your past.
  - d) Moreover,**
  - e) Instead,
  - f) Simultaneously,
3. [From a federal judge to an alcoholic who died at age 43: Meet Donald Trump's siblings]\*\*\*The eldest son of Fred and Mary Trump, Fred Jr. was initially intended to

succeed their father as the head of the family business. But Freddy, as he was called by his friends and family, didn't especially like real estate, and quit to become a pilot for Trans-World Airlines. By his mid-20s, however, Freddy became a heavy drinker and it started to have an impact on his life. \_\_\_\_\_ he had to quit flying because of the threat his drinking posed, and he and his wife divorced.

d) Instead,

e) Otherwise,

**f) Eventually,**

4. [Restoration of Traditional Saudi-American Ties Is Afoot]\*\*\*The Saudi decision is clear: readjusting the kingdom in the direction of the policies of the Trump administration in all areas. \_\_\_\_\_ the American decision is clear: forgiving past disagreements in their important bilateral relations, especially considering the Saudi Vision 2030 for the kingdom's future.

d) Therefore,

e) Otherwise,

**f) Simultaneously,**

5. [Google's 2019 expansion plans will put offices in 24 out of 50 states]\*\*\*By expanding to more rural parts of America, Google is attempting to create jobs that feel more accessible to the local communities. Most of the efforts in middle America are data centers that support the core of Google's search engine, cloud computing, and YouTube businesses. \_\_\_\_\_ Google's engineering, sales, and marketing jobs (some of the company's best-paying positions) are still mostly located in its coastal offices in the Bay Area, Massachusetts, Los Angeles, and New York.

d) **However,**

e) Therefore,

f) Otherwise,

6. [Online Testing Doesn't Work]\*\*\*The new Common Core Standards make the questions more confusing and difficult than they need to be. For example, we could not respond to the geometry questions by drawing out geometric figures — because the computer did not permit it. \_\_\_\_\_ we had to write our answers in words, then explain, also in words (as opposed to graphs or figures), how we got the answer.

d) Therefore,

e) **Instead,**

f) In addition,

7. [In the Pacific nation of Palau, Jellyfish Lake is losing its namesake Where are all the jellyfish? Scientists blame a severe drought and global warming.]\*\*\* “Many tour companies including ours that have been taking guests to the lake have not seen any jellyfish,” Sam’s Tours wrote in an April 22 note to its sales partners. “We at Sam’s Tours have \_\_\_\_\_ decided to suspend our tours to Jellyfish Lake with immediate effect until further notice.”

d) eventually

e) **therefore**

f) simultaneously

8. [Looking at the bright side of a bear market] note: a bear market is a period of decreasing prices\*\*\*For the last few months, I have laid out the case for a new bear market, coming after seven years of generally rising stock prices. I have shown you charts and graphs,



referenced market history, and projected a variety of “crash” scenarios. But I was taught long ago that if you cite a problem, you had better consider some solutions.

\_\_\_\_\_ all you are doing is complaining.

a) However,

b) Simultaneously,

**c) Otherwise,**

9. Trench warfare and hand- to-hand fighting over a period of eight months left more than 34,000 British, and about 87,000 Turks, dead. \_\_\_\_\_ almost 9,000 Australians and 3,000 New Zealanders were killed, so high a number that the British have been accused of carelessness toward the Anzacs (Australian and New Zealand Army Corps ) , as they then began to be known.

a) However,

b) Simultaneously,

**c) In addition,**

10. [Neuroscience research suggests support-dependent modulation of responses to social exclusion]\*\*\*A study recently published in SCAN shows that depending on the type of social support received, participants experienced either relief or a worsening of their negative emotions associated with being rejected. This was \_\_\_\_\_ related with specific neural responses, as measured using functional magnetic resonance imaging. [magnetic reasoning imaging (MRI) is a tool that takes pictures inside of the human body]

a) however

b) otherwise

**c) moreover**

11. [Wunderlist founder wants to buy his app back from Microsoft The startup founder wants to save his app before it's shut down for good.]\*\*\*Reber is far from the first founder to be unhappy with an acquiring company's decisions about its service. Vine founder Rus Yusupov has been direct about his regret over selling the video app to Twitter, which \_\_\_\_\_ shut it down.

a) however

**b) eventually**

c) moreover

12. [THE CHURCH OF CHURCH]\*\*\*As a teenager at Andover, a private school, he taught himself BASIC computer programming and then taught the school's computer linear algebra. As an undergraduate at Duke University, he raced through the curriculum and \_\_\_\_\_ completed two bachelor's degrees (in zoology and chemistry) in two years.

**a) simultaneously**

b) moreover

c) however

13. [Beautiful photo of Jewish and Muslim families bonding at protest will give you hope. Love is all you need.]\*\*\*According to Bendat-Appell, the protestors surrounding him that night were kind and peaceful, and many Muslim people shook his hand and thanked him for being there as a Jew. He said, \_\_\_\_\_ , a handful of people in the airport showed their disapproval toward the peaceful resistance -- some even yelling, "Trump! Go back to where you came from!"

a) simultaneously

b) moreover

**c) however**

14. [PHOTOS: THE FIGHT TO HELP REFUGEES IN LESBOS]\*\*\*A German sea captain decided to head to Lesbos after seeing the photo of Aylan Kurdi's body on the beach, a three-year-old Syrian refugee who drowned while his family was making the dangerous crossing from Turkey to Greece. As a sea captain, he said it wasn't enough to drive rich people around the world in yachts, but \_\_\_\_\_ he wanted to use his skills to help the thousands of people risking their lives on the sea to make it to Europe.

a) moreover

**b) instead**

c) however

15. [Thousands of Google Employees Protest Company's Involvement in Pentagon AI Drone Program]\*\*\*We believe that Google should not be in the business of war. Therefore, we ask that Project Maven be canceled and that Google draft, publicize and enforce a clear policy stating that neither Google nor its contractors will ever build warfare technology.

a) Eventually,

b) Moreover,

**c) Therefore,**

16. [This must be the year of mobile security]\*\*\*In a world full of danger – perceived and real – any tool to stem the onslaught of surveillance is welcome. We have to ask for it and manufacturers have to give it to us. \_\_\_\_\_ all of us have lost.

**a) Otherwise,**

b) In addition,

c) However,

## Appendix D

### Transition Words (Questionnaire)

Adapted from Boulton (2010)

Thank you for your time and for completing the Pretest and Posttest! I would also like to know your opinions about learning Transition Words using COCA. Please complete the following five questions:

1. How helpful has the use of COCA been for learning Transition Words? *						
	1	2	3	4	5	
Not at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very.
2. How much have you learned from the use of COCA? *						
	1	2	3	4	5	
Nothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great deal.
3. Would you like to include the use of COCA for your future English learning? *						
	1	2	3	4	5	
Not at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes very much.
4. What are the most useful and valuable things you have learned in the meetings? *						
Long answer text						
5. What do you think are the greatest challenge(s) in the use of COCA for English learning? *						
Long answer text						

## Appendix E

### Input-Providing (listening) task\*

\*you can find other listening tasks for the other LA categories in the PowerPoint presentations

#### **Trump Should Demand More of Cuba, But Keep the Opening in Place**

Jet Blue and American Airlines, soon to be joined by United Airlines, are making direct flights to Cuba from the US six times a day. Also, now permitted are tours of Cuba by ships especially built to circle the island with American visitors abroad. Major cruise lines have already gained permission to make Cuba one of the stops on their Caribbean routes. **In addition**, Master Card is now allowed to be used by American citizens while in Cuba, and direct telephone service with the United States has been started.

<https://www.thedailybeast.com/trump-should-demand-more-of-cuba-but-keep-the-opening-in-place>

## **Appendix F**

### **Input-Providing (reading) & Output-Providing (writing/speaking) tasks**

1. Using COCA, find and copy (1-3) sentence examples containing a transition word and observe patterns.
2. Click on the magazine name to find the title and the paragraph for the sentence(s) you copied write the title and read the paragraph.
3. What is the meaning of the sentence before the transition word, and what is the meaning of sentence after the transition word? Is there something that both sentences share or don't share?
4. Using your own words, write a definition for the transition word.
5. Choose one of the sentences you copied, and describe using your own words, how the transition word is used.

## **Appendix G**

### **Open Outcomes (Sentence Completion) task\***

\*You can find other sentence completion tasks for the other LA categories in the PowerPoint presentations

- Complete the following sentence:

Kumon is a great method to learn English because the worksheets are easy to complete. In addition, \_\_\_\_\_ (example: give the reader another idea why Kumon is great)



## Appendix H

Closed Outcomes (Spot Incorrect Usage) task\*

Spot Incorrect Transition Word Usage

\*used only with additives (In addition & moreover)

<p><b>A. Ikea to Pay Parents of Kids Crushed by Falling Dressers \$50 Million</b></p> <p>On Wednesday, lawyers representing the families of three toddlers killed by recalled Ikea dressers said the company has agreed to settle their wrongful death lawsuits, paying the parents a collective \$50 million.</p> <p><b>In addition</b>, Ikea will donate \$250,000 to various children’s organizations and increase funding for a campaign highlighting the dangers of tipping furniture.</p> <p><a href="https://gizmodo.com/ikea-to-pay-parents-of-kids-crushed-by-falling-dressers-1790385423">https://gizmodo.com/ikea-to-pay-parents-of-kids-crushed-by-falling-dressers-1790385423</a></p> <p>Correct</p>	<p><b>B. Death of the American Trucker</b></p> <p><b>Will automated trucking be Trump’s greatest betrayal of his blue-collar base?</b></p> <p>Robotic trucking may go down easy – at first. Market-ready tech offers semiautonomous cruise control and other advances to ease the work burden on truckers, without making them redundant. But the slippery slope of automation leads to a cliff: Trucks with no role – or room – for a human. <b>In addition</b>, “none of the new trucks will have a cab on them,” predicted Anthony Levandowski, Uber’s former star automation engineer, in 2016. “It just doesn’t make sense to have that.”</p> <p><a href="https://www.rollingstone.com/politics/politics-features/death-of-the-american-trucker-253712/">https://www.rollingstone.com/politics/politics-features/death-of-the-american-trucker-253712/</a></p> <p>Incorrect (Correct = Eventually)</p>
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## Appendix I

### Pretest Results

Question Number	Correct Answer	Participant's Response	Results
1	In addition (additive)	In addition (additive)	Correct
2	Moreover (additive)	Moreover (additive)	Correct
3	Eventually (temporal)	Otherwise (causal)	Incorrect
4	Simultaneously (temporal)	Therefore (causal)	Incorrect
5	However (adversative)	Otherwise (causal)	Incorrect
6	Instead (adversative)	Instead (adversative)	Correct
7	Therefore (causal)	Eventually (temporal)	Incorrect
8	Otherwise (causal)	Simultaneously (temporal)	Incorrect

## Appendix J

### Posttest Results

Question Number	Correct Answer	Participant's Response	Results
1	In addition (additive)	Eventually (temporal)	Incorrect
2	Moreover (additive)	Moreover (additive)	Correct
3	Eventually (temporal)	Eventually (temporal)	Correct
4	Simultaneously (temporal)	Simultaneously (temporal)	Correct
5	However (adversative)	However (adversative)	Correct
6	Instead (adversative)	Therefore (causal)	Incorrect
7	Therefore (causal)	Eventually (temporal)	Incorrect
8	Otherwise (causal)	Otherwise (causal)	Correct
9	In addition (additive)	In addition (additive)	Correct
10	Moreover (additive)	Moreover (additive)	Correct
11	Eventually (temporal)	However (adversative)	Incorrect
12	Simultaneously (temporal)	Moreover (additive)	Incorrect
13	However (adversative)	Moreover (additive)	Incorrect
14	Instead (adversative)	Moreover (additive)	Incorrect
15	Therefore (causal)	Therefore (causal)	Correct
16	Otherwise (causal)	However (adversative)	Incorrect