



THE USE AND EVALUATION OF CORPUS-BASED ENGLISH LANGUAGE TEACHING

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ABSTRACT: *This paper investigates the use and evaluation of corpus-based English Grammar teaching. The primary focus is on advancing language education methodologies by integrating corpus linguistics into pedagogical practices. Through a nuanced exploration of qualitative and quantitative dimensions, the research aims at enhancing grammar learning outcomes. The qualitative aspect employs purposeful sampling, capturing the perspectives of language learners and instructors immersed in corpus-based teaching. The quantitative phase employs a randomized controlled trial to evaluate the impact of corpus-based teaching on language proficiency. Rigorous pre-and post-assessments, complemented by statistical analysis, illuminate the quantitative gains achieved by learners exposed to this innovative pedagogical approach. A critical component of the study lies in the meticulous selection of the corpus. Criteria such as size, genre diversity, and representativeness guide this process, ensuring a comprehensive examination of linguistic features. The ethical dimensions of the research are upheld through strict adherence to informed consent, participant confidentiality, and privacy standards. The research timeline delineates distinct phases, allowing for systematic progress from corpus selection to data analysis. Theoretical framework underpinning CBLT is a complex and dynamic amalgamation of linguistic theories but in this thesis, we use the communicative language teaching framework (CLT). The research design encompasses a quasi-experimental approach, employing a mixed-methods approach combining qualitative measures of language proficiency assessments with qualitative insights gathered through surveys and interviews. The findings are that the use of CBLT in teaching aspects of English grammar is more result oriented than the use of traditional teaching methods. This study has not only contributed to the theoretical foundations of language education but also provide practical insights for educators and policymakers seeking to optimize language learning strategies.*



INTRODUCTION

Language is a complex and multifaceted system of communication used by humans to convey thoughts, ideas, emotions, and information. It is a fundamental aspect of human culture and society, serving as the primary means for individuals to express themselves and interact with others. Language is not confined to spoken or written words; it encompasses a diverse range of modalities, including gestures, facial expressions, and non-verbal cues, making it a rich and dynamic system. One of the defining features of language is its arbitrary nature, where the relationship between linguistic signs (words or symbols) and their meanings is conventional rather than intrinsic.

This means that the sounds or symbols used in a language do not inherently represent the concepts they signify, making language a symbolic system. Language is composed of discrete units, such as phonemes, morphemes, words, and sentences. These discrete elements are combined to convey a wide range of meanings, enabling the formation of complex and nuanced expressions. Language is remarkably creative and productive. Speakers can generate an infinite number of novel sentences, ideas, and expressions by combining existing linguistic elements. This quality allows language to adapt to changing circumstances and express novel concepts. Language is intrinsically tied to culture and society. Different cultures and communities develop their unique languages, and language often reflects cultural values, norms, and identity. Moreover, language serves as a tool for social interaction and the transmission of cultural knowledge (Isaac Eyi Ngulube 1).

Language teaching is a multifaceted field that encompasses the theory, practice, and pedagogical approaches involved in imparting language skills to learners. This concept has evolved significantly over time, influenced by linguistic theories, educational philosophies, technological advancements, and sociocultural contexts. At its core, language teaching involves the systematic instruction of a language, encompassing various skills such as speaking, listening, reading, and writing. It aims to facilitate learners' language acquisition, enabling them to communicate effectively in a target language. Key aspects of language teaching include a wide array of pedagogical methods and approaches. These methods have evolved from grammar-focused techniques to more communicative and learner-centred strategies. Contemporary approaches like the Communicative Language Teaching (CLT) method emphasize meaningful interaction and real-life language use. Language teaching addresses learners at various proficiency levels, from beginners to advanced. Language teaching often involves assessment and evaluation to measure learners' progress and proficiency. It encompasses various assessment methods, from written tests to oral interviews, portfolio assessments, and performance tasks. The field of language teaching is not without its challenges. Adapting to evolving pedagogical trends, addressing the needs of diverse learners, and integrating technology effectively are ongoing challenges.

Language learning is a complex cognitive and socio-cultural process through which individuals acquire the ability to understand, produce, and use language for communication. It is the acquisition and development of linguistic skills, encompassing not only the mastery of vocabulary and grammar but also the nuanced understanding of sociolinguistic and pragmatic aspects of a given language. Language learning is a dynamic, lifelong endeavour that occurs through various modalities, including formal education, immersion, self-study, and interaction with native speakers. This multifaceted process involves the internalization of linguistic rules and patterns, the development of listening, speaking, reading, and writing skills, and the



adaptation to diverse cultural and communicative contexts. Language learning is influenced by individual factors, such as cognitive abilities, motivation, and prior language knowledge, as well as external factors like instructional methodologies, educational settings, and exposure to the target language. It plays a fundamental role in facilitating intercultural communication, expanding cognitive horizons, and fostering connections between people from different linguistic backgrounds (Piaget 15).

The use and integration of corpus-based language teaching (CBLT) in English language education has grown substantially in recent years. While it holds promise for improving language learning, there are several significant challenges and issues that need to be addressed. The statement of the problem outlines these key concerns, one major problem is the limited access to high-quality and comprehensive English language corpora. Many educators and institutions do not have the resources or infrastructure to compile, update, and maintain large, up-to-date corpora.

The design adopted here strikes a balance between experimental control and real-world applicability, offering insights into the practical effectiveness of CBLT. The research design encompasses a quasi-experimental approach. Through the implementation of CBLT modules and the use of standardized tests, surveys, interviews, and observations, the study aims to provide a nuanced understanding of both quantitative outcomes and qualitative insights. The research will employ a mixed-methods approach, combining quantitative measures of language proficiency assessments with qualitative insights gathered through surveys and interviews.

DATA PRESENTATION

Data Set 1: A Discussion on Marriage

MB: You know, I've been thinking about marriage lately. Do you reckon it's still as relevant in today's world?

FB: Absolutely, I think marriage can provide stability and a strong foundation for a family. But it's not the only path to commitment. What's your take?

MB: Well, I agree with commitment, but marriage seems a bit traditional. I mean does a legal document really define the strength of a relationship?

FB: True, it's not just about the paper, but marriage often signifies a deeper commitment. Plus, it offers legal protection and societal recognition.

MB: Fair point. But the divorce rates are quite high; it makes me sceptical. Why tie the knot if there's a significant chance it might not work out?

FB: Marriage isn't a guarantee, but it's a choice to work through challenges together. It's about growth and support. Besides, not all marriages end in divorce.

MB: Valid. I guess my concern is also societal expectations. Do you think there's still pressure to get married.



FB: There might be, but it's changing. People now value individual choices. Marriage isn't the only measure of success or happiness anymore.

MB: That's relief. So, do you see yourself getting married someday?

FB: Maybe. It depends on finding the right person and our shared values. How about you?

MB: I'm open to it, but I want to ensure it's for the right reasons. Love and partnership should be at the core, don't you think?

FB: Absolutely, it's not about conforming to expectations, but building a life with someone you truly connect with.

Source: *British National Corpus (BNC)*

Data Set 1: Analysis of Subject-verb Agreement

In the passage, the subject-verb agreement remains consistent, ensuring grammatical accuracy and clarity in the conversation. Here are some specific examples:

1. "I've been thinking" - The subject "I" is a singular pronoun, and the verb "been thinking" agrees with it in the present perfect tense.
2. "Do you reckon it's" - The subject "you" is a singular pronoun, and the verb "reckon" agrees with it in the present tense.
3. "Marriage can provide stability" - The singular noun "marriage" is the subject, and the verb "can provide" agrees with it in the present tense.
4. "Why tie the knot" - The singular pronoun "why" is the subject, and the verb "tie" agrees with it in the present tense.
5. "But marriage often signifies" - The singular noun "marriage" is the subject, and the verb "signifies" agrees with it in the present tense.
6. "Marriage isn't a guarantee" - The singular noun "marriage" is the subject, and the verb "isn't" agreeing with it in the present tense.
7. "Not all marriages end" - The plural noun "marriages" is the subject, and the verb "end" agrees with it in the present tense.
8. "Do you think there's still pressure" - The singular pronoun "there" is the subject, and the verb "think" agrees with it in the present tense.
9. "People now value individual choices" - The plural noun "people" is the subject, and the verb "value" agrees with it in the present tense.
10. "Marriage isn't the only measure" - The singular noun "marriage" is the subject, and the verb "isn't" agreeing with it in the present tense.



Approach

Our Data Set 1 is a discussion between a British man (MB) and woman (FB). The topic of discussion is *marriage*. The passage explains the viewpoints of these British adults. One-hundred-year two students constitute the population of the study. The students are divided into two groups. The first group is made up of fifty students, this group is called the *experimental group*.

The second group of fifty students is called the *control group*. The difference between the two groups is that the experimental group is taught English *subject-verb agreement* (concord – number, person, and pronoun and its antecedent) using corpus-based data. The students were made to read the discussion for about fifteen minutes, then the researcher using the corpora explains the concept of concord – subject verb agreement, drawing illustrations from the text before the students. The lesson is made concrete because the text is with the students. They could make references to any part of the text. The topic of discussion is interesting to the students since almost all of them are adults, and some of them are already in a relationship. After the researcher's elucidation, the students were allowed to ask questions directly based on the content of the discussion, and the grammatical concept that has been explained.

The *objective* of the lesson is to introduce the grammatical concept of concord using already prepared text in a corpus. The first *activity* involves the students reading the dialogue individually and identifying examples of *subject-verb agreement*, in its various forms. The activities are designed to promote engagement and allow students to apply their understanding of concord in a real-world context, which the corpora provide. The dialogue provides ample instances for students to recognize and analyse subject-verb agreement. The second activity includes a group exercise where students collaborate to identify sentences with subject-verb agreement issues. This collaborative approach encourages teamwork and reinforces the understanding of concord. Each group presentation helps in sharing varied perspectives and solutions, enhancing the overall learning objectives.

In conclusion, the researcher summarizes the key points (as indicated in 1 – 10 above), emphasizing the importance of maintaining subject-verb agreement during speech and writing as a means of enhancing communicative competence. The researcher reinforces the idea that concord enhances clarity and professionalism, ensures a clear takeaway for students. Homework is assigned that involves identifying subject-verb agreement, which extends the learning process beyond the classroom. The researcher adopts the *communicative competence* approach, by involving students' participation and group work, which is one of the best practices, allowing for active engagement and application of the concept.

The lesson effectively incorporates a real-life dialogue to teach and evaluate subject-verb agreement. The activities are well-structured, promoting both individual understanding and collaborative learning. The clear objective and conclusion contribute to a comprehensive learning experience. The size of the student class (50) aligns with the criteria specified in the theoretical framework. The examples of concord provided demonstrate consistency in subject-verb agreement throughout the passage.

Next is the control group, they are taught the same topic – subject-verb agreement, using the traditional method of dictating lecture note and explaining the content of the note,



which is in vogue in most schools in Nigeria. The topic of discussion is the three aspects of concord, number, person, and pronoun and its antecedent. The researcher equally gave them homework after the class contact.

Both sets of students, those taught using real-life corpora dialogue and those taught using the traditional lecture method, were examined on a *standard test*. The result of the performance of the two groups are displayed on Table 1 below.

Table 1: English Concord*(Experimental Group)***English Concord***(Control Group)*

| S/ No | Name | Num 33.3% | Person 33.3% | Pronoun Ante. 33.3% | S/ No | Name | Num 33.3% | Person 33.3% | Pronoun Ante. 33.3% |
|----------|--------------|--------------|-----------------|---------------------------|----------|------------|--------------|-----------------|---------------------------|
| 1. | Cliff B. | 21 | 18 | 22 | 1. | Miracle K. | 14 | 12 | 11 |
| 2. | Felix E. | 19 | 20 | 21 | 2. | Liz P. | 13 | 10 | 9 |
| 3. | Ada J. | 18 | 20 | 19 | 3. | Osaro F. | 15 | 10 | 11 |
| 4. | John K. | 22 | 17 | 20 | 4. | Collins N. | 10 | 9 | 10 |
| 5. | Uche C. | 16 | 20 | 18 | 5. | Etim E. | 12 | 11 | 9 |
| 6. | Peter S. | 24 | 22 | 22 | 6. | Ekpo L. | 13 | 13 | 12 |
| 7. | Okon B. | 13 | 18 | 19 | 7. | Love F. | 14 | 10 | 10 |
| 8. | Eze F. | 20 | 21 | 22 | 8. | Friday F. | 12 | 10 | 10 |
| 9. | Wilcox K. | 21 | 19 | 15 | 9. | Dibiah E. | 9 | 12 | 10 |
| 10. | Nnana M. | 15 | 16 | 17 | 10. | Tobiah E. | 11 | 11 | 10 |
| 11. | Kamalo I. | 18 | 19 | 20 | 11. | Joseph T. | 8 | 9 | 7 |
| 12. | Isaac K. | 20 | 21 | 21 | 12. | Isa P. | 12 | 10 | 9 |
| 13. | Lucy A. | 19 | 20 | 21 | 13. | Fiona A. | 4 | 10 | 11 |
| 14. | Sam E. | 21 | 20 | 19 | 14. | Adama V. | 8 | 9 | 10 |
| 15. | Emmy T. | 18 | 20 | 18 | 15. | Ekpone A. | 13 | 9 | 8 |
| 16. | Evans C. | 9 | 20 | 21 | 16. | Lesi B. | 10 | 9 | 9 |
| 17. | Flora A. | 22 | 18 | 19 | 17. | Boisa J. | 7 | 11 | 8 |
| 18. | Green T. | 27 | 21 | 20 | 18. | Pepple K. | 7 | 11 | 8 |
| 19. | Eluke H. | 28 | 24 | 24 | 19. | Etim Q. | 9 | 8 | 9 |
| 20. | Tobin O. | 16 | 20 | 21 | 20. | Promise F. | 10 | 11 | 10 |
| 21. | Esther K. | 20 | 22 | 24 | 21. | Oluka K. | 12 | 12 | 12 |
| 22. | Jenny O. | 23 | 22 | 22 | 22. | Jones M. | 10 | 11 | 9 |
| 23. | Asor U. | 18 | 19 | 19 | 23. | Jaja K. | 10 | 9 | 8 |
| 24. | Dike C. | 19 | 18 | 20 | 24. | Salome N. | 10 | 11 | 9 |
| 25. | Mboi C. | 18 | 20 | 19 | 25. | Mercy K. | 9 | 8 | 7 |
| 26. | Chika M. | 20 | 18 | 17 | 26. | Adanne N. | 11 | 11 | 12 |



| | | | | | | | | | |
|-----|-------------|-----|-----|-----|-----|------------|-----|-----|-----|
| 27. | Stanley P. | 17 | 19 | 20 | 27. | Richard B. | 10 | 20 | 11 |
| 28. | Cloy V. | 22 | 21 | 23 | 28. | Lemon B. | 7 | 9 | 10 |
| 29. | Vivian M. | 27 | 25 | 24 | 29. | Sandra J. | 10 | 12 | 10 |
| 30. | Willie G. | 18 | 20 | 21 | 30. | Levy S. | 14 | 11 | 9 |
| 31. | Greg. A. | 19 | 20 | 22 | 31. | Moses P. | 10 | 8 | 6 |
| 32. | Ikoru S. | 14 | 15 | 16 | 32. | Nsana K. | 9 | 8 | 7 |
| 33. | Baridisi I. | 16 | 17 | 18 | 33. | Jolly N. | 5 | 10 | 10 |
| 34. | Alozie M. | 15 | 20 | 15 | 34. | Rex N. | 8 | 8 | 9 |
| 35. | Oyeh F. | 16 | 17 | 19 | 35. | Robert B. | 7 | 9 | 9 |
| 36. | Obari G. | 20 | 10 | 21 | 36. | Rolex B. | 10 | 11 | 11 |
| 37. | Lewa P. | 24 | 22 | 23 | 37. | Needom P. | 19 | 15 | 12 |
| 38. | Best E. | 14 | 19 | 20 | 38. | Amaechi O | 17 | 15 | 14 |
| 39. | Minima F. | 17 | 18 | 19 | 39. | Oluka W. | 16 | 14 | 13 |
| 40. | Kote N. | 20 | 24 | 19 | 40. | Kenneth K. | 10 | 11 | 9 |
| 41. | Ejire K. | 18 | 20 | 21 | 41. | Chamberlin | 10 | 9 | 7 |
| 42. | Jese N. | 19 | 19 | 20 | 42. | Mgbere F. | 14 | 12 | 12 |
| 43. | Teky N. | 18 | 19 | 20 | 43. | Dick W. | 11 | 9 | 7 |
| 44. | Mary N. | 21 | 22 | 23 | 44. | Wuwu N. | 7 | 8 | 8 |
| 45. | Josiah K | 14 | 13 | 12 | 45. | Sunny P. | 9 | 7 | 7 |
| 46. | Roy H. | 12 | 15 | 16 | 46. | Monday M. | 7 | 8 | 8 |
| 47. | Eboh K. | 11 | 12 | 11 | 47. | Mkpe A. | 6 | 9 | 6 |
| 48. | Harry N | 10 | 9 | 20 | 48. | Simon K. | 5 | 9 | 10 |
| 49. | Luck O | 20 | 19 | 21 | 49. | Faith W. | 10 | 9 | 9 |
| 50. | Eyi N. | 23 | 20 | 21 | 50. | Isaac N. | 5 | 6 | 7 |
| | Total | 930 | 948 | 985 | | | 507 | 514 | 469 |

Percentage: % = 32% (309), 33% (315), 35% (328)

Percentage: % = 17% (168), 17% (172), 16% (156)

The mean performance of the experimental group: $\bar{x} = 19 + 18 + 20 = 57$

The mean performance of the control group: $\bar{x} = 11 + 10 + 9 = 30$

Mean Deviation of both groups: $\bar{x} = 57 - 30 = 27$

Determination of the significance of 27 at 0.05 degree of freedom = 12550

Table 1 above is divided into two groups, the first group is the experimental group, while the second group is the control group. Table 1 has one hundred names in total divided into fifty in each group, but due to confidentiality requirements only the first names are mentioned while the surnames are abbreviated. The scores of the two groups after the standard test are imputed



on Table 1 under number, person, and pronouns and its antecedent. The raw scores are also imputed on the Table, and this is at 33.3% for each candidate for each concord aspects respectively, making a total of hundred percent. The idea is to find the mean performance of the experimental group and find the mean performance of the control group. Their mean performances are subtracted, and the difference is put on a statistical table at the 0.05 degree of signification. If the statistical computation comes out significant, the implication is that using corpora for teaching English grammar is better than using the traditional methods.

The percentage score of the experimental group is presented here as follows, the first column represents number (singular and plural) concord the total raw score for that column is 930, with a calculated value of 309, giving a percentage (%) score of 32%, the second column represents person (1st, 2nd, and 3rd) in concord, the total raw score is 948, with a calculated value of 315 giving a percentage of 33%, the third column is the pronoun and its antecedent concord, which gives 34% (328). The percentage of the control group, the first column which represents number (singular and plural) concord has a total raw score of 507, which when converted into percentage is 17% (168), the second column, which is person (1st, 2nd, and 3rd) concord has a total raw score of 514, which when converted into percentage is 17% (172), the final column which is pronoun and its antecedent concord has a raw score of 469, with a calculated value of 156, which when converted is 16%.

To determine the veracity and vitality of the use of corpora in English language teaching, we subtract the percentage scores of the experimental group who were taught using corpora from the percentage of the control group who were taught using the traditional lecture methods. The calculation is to add the sum of the various subsets: 33% + 33% + 33% = 99%. The control group's performance in percentage is, adding the sum of the various subsets: 17% + 17% + 16% = 50%. Subtracting the percentage score of the experimental group from the control group we have 99% - 50% = 49%. What then is the implication of these raw scores and their percentage calculations. The statistics reveals that those taught using corpora have better understanding of the concept of concord than those in the control group taught with the traditional lecture method or any other traditional method, for that matter. The control group performed at 50% when compared with their counterparts who performed at 99%.

The next issue is to determine if this established difference using percentages is significant statistically, because there could a difference and the difference might not be significant at all. To achieve this, we convert the raw scores into mean scores.

The mean score of the experimental group: $\bar{x} = 19 + 18 + 20 = 57$

The mean score of the control group: $\bar{x} = 11 + 10 + 9 = 30$

Mean Deviation: $\bar{x} = 57 - 30 = 27$

Determination of the significance of 27 at 0.05 degree of freedom = 12550

The figure 12550 is very significant at 0.05 degree of freedom, therefore confirming that the difference is not just random but significantly so. We surmise that one area of grammar does not suffice to determine the veracity of the corpora, we need to test this with different aspects of the English grammar, and with different students from different language backgrounds before we can certainly conclude that the use of corpora is superior to the use of existing language teaching methods.



Data Set 2: Nigeria's Journey to Independence

Nigeria's journey to independence is a complex narrative shaped by historical, political, and social forces. The nation's evolution from colonial rule to independence, followed by subsequent challenges and achievements, offers a nuanced understanding of its rich history.

Nigeria was a British colony from the late 19th century until gaining independence on October 1, 1960. The colonial period left a lasting impact, shaping the country's political and socio-economic landscape. British influence introduced administrative structures, education systems, and economic policies that would significantly influence post-independence Nigeria.

The quest for self-rule gained momentum in the mid-20th century. Influential leaders such as Nnamdi Azikiwe, Obafemi Awolowo, and Ahmadu Bello played key roles in advocating for independence. The struggle was not without challenges, including ethnic and regional tensions, but a united front emerged, leading to negotiations with the British authorities.

On October 1, 1960, Nigeria officially gained independence, marking the end of colonial rule. Nnamdi Azikiwe became the country's first President, leading the transition from colonial governance to a self-determined nation. However, the immediate post-independence era was characterized by political instability, ethnic tensions, and economic challenges.

The First Republic (1963–1966) saw a parliamentary system of government, but internal strife, regional imbalances, and a series of coups disrupted political stability. The Nigerian Civil War (1967–1970), also known as the Biafran War, further tested the nation's unity. The war resulted in significant human and economic losses but ultimately solidified Nigeria's commitment to preserving its territorial integrity.

A series of military coups followed by prolonged periods of military rule marked the subsequent decades. Economic mismanagement, corruption, and social unrest characterized this era, impeding the nation's development. The discovery of oil in the Niger Delta in the late 20th century brought newfound wealth but also fuelled corruption and intensified regional disparities.

Amidst internal and external pressures, Nigeria transitioned back to civilian rule in 1999. Olusegun Obasanjo became the President, and the Fourth Republic began. Democratic governance faced ongoing challenges, including political corruption, electoral irregularities, and security concerns, yet the nation continued to strive for progress.

In recent years, Nigeria has faced complex challenges, including security issues, economic fluctuations, and socio-political tensions. The nation's diverse cultural heritage, vibrant population, and entrepreneurial spirit contribute to its resilience. Efforts are ongoing to address governance issues, promote economic diversification, and ensure social cohesion.

Nigeria's journey from colonial rule to the present day reflects a multifaceted narrative of resilience, challenges, and aspirations. As the nation continues to navigate its path, acknowledging its history and embracing inclusive development strategies will be pivotal for shaping a more prosperous and united future.

Source: Open Assess Data Base



Data Set 2: Analysis of Parts of Speech

1. *Nouns*:

Nigeria, journey, independence, narrative, forces, nation, evolution, colonial rule, impact, landscape, structures, systems, policies, post-independence Nigeria, quest, self-rule, momentum, leaders, roles, challenges, front, negotiations, authorities, era, instability, tensions, etc.

2. *Pronouns*: its, this.

3. *Verbs*:

is, shaped, gaining, offers, understanding, was, left, introduced, significantly influence, played, advocating, emerged, leading, marked, became, characterized, disrupted, tested, resulted, etc.

4. *Adjectives*:

complex, historical, political, social, lasting, post-independence, immediate, parliamentary, internal, regional, subsequent, military, economic, fourth, ongoing, diverse, vibrant, etc.

5. *Adverbs*:

significantly, officially, immediately, ultimately, subsequently, ongoing, recently, more.

6. *Prepositions*: to, from, until, of, in, for, with, on, by, amidst, back.

7. *Conjunctions*: and, but, also, yet.

8. *Determiners/Articles*: a, the, its, this.

The passage contains a variety of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners/articles (as in 1 – 8 above). These parts of speech work together to convey information about Nigeria's journey to independence, its historical context, political developments, challenges, and aspirations.

Our Data Set 2 is a nine-paragraph developed text from a corpus. The topic of the text is 'Nigeria's Path to Independence'. The text discusses Nigerian colonial legacy, the path to independence, independence, the first republic and the political turmoil, the military rule and economic challenges, the return to civilian rule, and finally the contemporary Nigeria.

Approach (same as in data set 1 above)

Both sets of students, those taught using real life corpora text and those taught using the traditional lecture method, are examined using standard test. The result of the performance of the two groups are displayed on Table 2 below.

**Table 2: Parts of Speech**

| S/No | Name | Noun 33.3% | Pronoun 33.3% | Verb 33.3% | S/No. | Name | Noun 33.3% | Pronoun 33.3% | Verb 33.3% |
|------|-----------|---------------|------------------|---------------|-------|------------|---------------|------------------|---------------|
| 1 | Okoro P. | 20 | 17 | 21 | 1 | Mimi k. | 13 | 11 | 10 |
| 2 | Nwoke T. | 18 | 19 | 20 | 2 | Achebe P. | 12 | 9 | 8 |
| 3 | Ada J. | 17 | 19 | 18 | 3 | Nanga K. | 14 | 9 | 10 |
| 4 | Chuku K. | 21 | 16 | 19 | 4 | Odili P. | 9 | 8 | 9 |
| 5 | Nkiru O. | 15 | 19 | 17 | 5 | Ogwe P. | 11 | 10 | 8 |
| 6 | OKai C. | 23 | 21 | 21 | 6 | Lekwa I. | 12 | 12 | 11 |
| 7 | Eboh B. | 12 | 17 | 18 | 7 | Justin A. | 13 | 9 | 9 |
| 8 | Adanne P. | 19 | 20 | 21 | 8 | Chuka O. | 11 | 9 | 9 |
| 9 | Ullum L. | 20 | 18 | 14 | 9 | Aham S. | 8 | 11 | 9 |
| 10 | Amaka S. | 14 | 15 | 16 | 10 | Sam A. | 10 | 10 | 9 |
| 11 | Azuka S. | 17 | 18 | 19 | 11 | Mike L. | 7 | 8 | 6 |
| 12 | Osor K. | 19 | 20 | 20 | 12 | Jamie F. | 11 | 9 | 8 |
| 13 | Agu A. | 19 | 19 | 20 | 13 | Sam K. | 3 | 9 | 10 |
| 14 | Agwor O. | 20 | 19 | 18 | 14 | Jake N. | 7 | 8 | 9 |
| 15 | Oyiye J. | 17 | 19 | 17 | 15 | Aturu L. | 12 | 8 | 7 |
| 16 | Nkechi A. | 8 | 19 | 20 | 16 | Echeru U. | 9 | 8 | 8 |
| 17 | Amaka J. | 21 | 17 | 18 | 17 | Chidera o. | 6 | 10 | 7 |
| 18 | Enye O. | 26 | 20 | 19 | 18 | Silas M. | 6 | 10 | 17 |
| 19 | Nwaka D. | 27 | 23 | 23 | 19 | Collins J. | 8 | 7 | 8 |
| 20 | Nnana I. | 15 | 19 | 20 | 20 | Nwosu N. | 9 | 10 | 9 |
| 21 | Uzo A. | 19 | 21 | 23 | 21 | Akachi Y. | 11 | 11 | 11 |
| 22 | Chim N. | 22 | 21 | 21 | 22 | Eloka U. | 9 | 10 | 8 |
| 23 | Nneka J. | 17 | 18 | 18 | 23 | Udofia N. | 9 | 8 | 7 |
| 24 | Okwe D. | 18 | 17 | 19 | 24 | Nneka B. | 9 | 10 | 8 |
| 25 | Ihen A. | 17 | 19 | 18 | 25 | Emeka G. | 8 | 7 | 6 |
| 26 | Gina S. | 19 | 17 | 16 | 26 | Gift D. | 10 | 10 | 11 |
| 27 | Annie F. | 16 | 18 | 19 | 27 | Daniel H. | 9 | 19 | 10 |
| 28 | Prince H. | 21 | 20 | 22 | 28 | Anita F. | 6 | 8 | 9 |
| 29 | Okey X. | 25 | 23 | 22 | 29 | Joseph E. | 8 | 10 | 10 |
| 30 | Purity Q. | 16 | 18 | 19 | 30 | Evelyne A. | 12 | 9 | 7 |
| 31 | Kamsi J. | 17 | 18 | 20 | 31 | Patrick B. | 8 | 6 | 4 |
| 32 | Ray B. | 12 | 13 | 14 | 32 | Sylvia K. | 7 | 6 | 5 |



| | | | | | | | | | |
|----|------------|-----|-----|-----|----|-----------|-----|-----|-----|
| 33 | Bond J. | 14 | 15 | 16 | 33 | Kester K. | 4 | 8 | 8 |
| 34 | Max A. | 14 | 19 | 14 | 34 | Pam C. | 7 | 7 | 8 |
| 35 | Mary L. | 15 | 16 | 18 | 35 | Cedric J. | 6 | 8 | 8 |
| 36 | King O. | 19 | 9 | 20 | 36 | Lee J. | 9 | 10 | 10 |
| 37 | Dora E. | 23 | 21 | 22 | 37 | Sunday K. | 18 | 14 | 11 |
| 38 | Beta M. | 13 | 18 | 19 | 38 | Quin X. | 16 | 14 | 13 |
| 39 | Emeka A. | 16 | 17 | 18 | 39 | Raymond | 15 | 13 | 12 |
| 40 | Queen D. | 19 | 23 | 18 | 40 | Zion L. | 9 | 10 | 8 |
| 41 | Rita W. | 17 | 19 | 20 | 41 | Ore K. | 9 | 8 | 6 |
| 42 | Esther R. | 18 | 18 | 19 | 42 | Kelvin P. | 13 | 11 | 11 |
| 43 | Ken N. | 17 | 18 | 19 | 43 | David J. | 10 | 8 | 6 |
| 44 | Ruth S. | 20 | 21 | 22 | 44 | Soibi D. | 6 | 7 | 7 |
| 45 | Hero K. | 13 | 12 | 11 | 45 | Nemo S. | 8 | 6 | 6 |
| 46 | Ada M. | 11 | 14 | 15 | 46 | Putin R. | 6 | 7 | 7 |
| 47 | Jessica F. | 10 | 11 | 10 | 47 | Lamuel J. | 5 | 8 | 5 |
| 48 | Naomi S. | 9 | 8 | 19 | 48 | Rico F. | 4 | 8 | 9 |
| 49 | Frank A. | 19 | 18 | 20 | 49 | Neymar J. | 9 | 8 | 8 |
| 50 | Glory o. | 22 | 19 | 20 | 50 | Ronald C. | 4 | 5 | 6 |
| | Total | 876 | 893 | 930 | | | 455 | 459 | 426 |

The Percentage score of the experimental group: % = 29% (289), 30% (295), 30% (306)

The Percentage score of the control group: % = 15% (150), 15% (151), 14% (140)

The mean score of the experimental group: $\bar{x} = 18 + 18 + 18 = 54$

The mean score of the control group: $\bar{x} = 9 + 9 + 9 = 27$

Mean deviation between the two groups: $\bar{x} - \bar{x} = 54 - 27 = 27$

Determination of significance of 27 at 0.05 DF = 12550

Table 2 above is divided into two groups as usual, the first group is the experimental group, while the second group is the control. Table 1 has 100 names in total divided into fifty in each group, but due to confidentiality requirements only the first names are mentioned while the surnames are abbreviated. The scores of the two group after standards test are imputed on the table under noun, pronoun, and verb. The raw score is also imputed on the table, and this is at 33.3% for each candidate for each part of speech under consideration, making a total of 100%. The idea is to find the mean performance of the experimental group and find the mean performance of the control group. Their mean performances are subtracted, and the difference is put on a statistical table at the 0.05 degree of signification. If the statistical computation



comes out significant, the implication is that using corpus corporal for teaching English grammar is better than using the traditional methods.

The percentage score of the experiment group is represented as follows, the first column represents noun, and the total raw score for the column is 876 giving a percentage of 30% (289), the second column represents pronoun, and the total raw score is 893 given a percentage of 30% (295), the third column is verb, which gives a raw score of 930, the percentage of which is 30% (306).

The percentage of the control group, the first column which represents noun has a total raw score of 455 which when converted into percentage is 15% (150), the second column which is the pronoun has a total raw score of 459, which when converted into percentage is 15% (151), the final column which is verb has a raw score of 426, which when converted is 14% (140).

To determine the veracity and importance of the use of parts of speech in the English language teaching, you subtract the percentage score of experimental groups who were taught using corpus corporal from the percentage of the control group who were taught using traditional lecture methods. The calculation is to add the sum of the various subsets: 29% + 30% + 30% = 89%. The controls group's performance in percentage is, adding the sim of various subsets 15% + 15% + 14% = 44%. What then is the implication of this raw score and its percentage calculation. The statistics evinces that those thought using corpus corporal have better understanding of the concept of parts of speech than their counterparts in the control group taught with the traditional lecture method or any other traditional method for that matter. The control group performed at 44% when compared with their experimental counterparts, who performed at 89%.

The next issue is to determine if this established difference using percentages is significant statistically because there could be a difference and the difference might not be significant at all. to achieve this, we convert the rough scores into mean scores.

The mean score of the experimental group: $\bar{x} = 18 + 18 + 18 = 54$

The mean score of the control group: $\bar{x} = 9 + 9 + 9 = 27$

Mean deviation (x) = $54 - 27 = 27$

Determination of the significance of 27 at 0.05 degree of freedom = 12550

The figure 12550 is very significant at 0.05 degree of freedom therefore confirming that the difference is not just random but significantly. We surmise that one topic and one lecture in English grammar does not suffice to determine the veracity of the corpus corporal, we need to test this with different aspects of the English grammar, and with different students with different language backgrounds before we can certainly conclude that the use of corpus corporal is superior to the use of existing language teaching methods. Presently, this is our third experiment, and the result has been consistent, but for the avoidance of doubt, we shall conduct other experiments using different aspects of the English grammar with different sets of students. At this point it is pertinent to warn that name coincident does not mean a repeat of such scores.



Data Set 3: Women in Nigerian Politics

The role of women in Nigerian politics has evolved over the years, reflecting a complex interplay of cultural, socio-economic, and political factors. This comprehensive exploration aims to delve into the progress made and challenges faced by women in Nigerian politics, highlighting key milestones, notable figures, and persistent barriers to gender equality in the political arena.

Historically, Nigerian society, like many others, assigned traditional gender roles, limiting women's participation in public affairs. The pre-colonial and colonial eras saw minimal representation of women in formal political structures. Independence in 1960 marked the beginning of a more concerted effort to include women in the political sphere. Despite societal norms, some women broke barriers and ventured into politics early on. Funmilayo Ransome-Kuti, a vocal activist and leader, played a significant role in Nigeria's struggle for independence. However, it was not until the post-independence period that women's political participation gained more attention.

The 1980s and 1990s witnessed a surge in women's involvement in politics, notably through activism and advocacy for gender equality. The National Council of Women Societies (NCWS) and similar organizations championed women's rights and political representation. However, the actual participation of women in elected positions remained relatively low. Recognizing the need for proactive measures, Nigeria introduced gender quotas and affirmative action policies. The National Gender Policy and the National Gender Commission were established to promote gender equity. Despite these initiatives, achieving meaningful representation has been a slow and ongoing process.

In recent years, there has been a gradual increase in the number of women holding political positions. Notable figures like Ngozi Okonjo-Iweala, who served as Nigeria's Finance Minister, and Amina J. Mohammed, the Deputy Secretary-General of the United Nations, have exemplified women's capabilities in leadership roles. Despite progress, women in Nigerian politics continue to encounter formidable challenges:

1. **Cultural Barriers:** Deep-rooted cultural norms and stereotypes often limit women's political ambitions. Traditional gender roles and expectations can hinder women from pursuing or sustaining political careers.
2. **Violence and Intimidation:** Female politicians face threats, harassment, and violence. This discourages many women from actively participating in politics, limiting their ability to engage in public life without fear.
3. **Limited Access to Resources:** Women often encounter challenges in accessing financial resources and party support. This financial disparity makes it difficult for women to compete on an equal footing with their male counterparts.
4. **Party Politics:** The internal dynamics of political parties can be exclusive, making it challenging for women to secure party nominations. Intra-party processes often favour established male politicians, hindering women's progress.



5. Societal Expectations: Balancing political careers with societal expectations of women as caregivers and homemakers is an ongoing challenge. This dual role often places additional burdens on women in politics.

In response to these challenges, various initiatives and movements have emerged to empower and amplify the voices of women in Nigerian politics:

1. Women's Political Participation Networks: Organizations like Women in Politics Forum (WIPF) and the Nigerian Women Trust Fund work towards enhancing women's political engagement.

2. Training and Capacity Building: Initiatives that provide training and mentorship programs empower women with the skills and knowledge needed to navigate the political landscape.

3. Advocacy for Policy Reforms: Ongoing advocacy efforts aim to influence policy changes that will create a more inclusive and supportive environment for women in politics.

While progress has been made in advancing women's participation in Nigerian politics, there is still much work to be done to achieve gender parity. The nation stands at a critical juncture where continued efforts, legislative reforms, and cultural shifts can pave the way for more women to actively contribute to shaping the political landscape. Recognizing the importance of diverse perspectives and experiences in governance is not only a matter of justice but also a pragmatic step towards building a more inclusive and equitable society. As Nigeria moves forward, the collective commitment to breaking down gender barriers will be essential for realizing the full potential of women in the political arena.

Source: Ministry of Women Affairs Data Base

Data Set 3: Analysis: Tense and Aspect

The tense and aspect used in this passage are primarily in the present and past tenses, with some instances of the present perfect tense. Here is an analysis of the verb tenses and aspects:

1. *Present tense*: has evolved, reflects, aims, delves, highlights, breaks, plays, gains, witnesses, remains, is, serve, makes, places, and many more.

2. *Past tense*: assigned, saw, marked, introduced, were, achieved, was, faced, encountered, discouraged, hindered, emerged, worked, influenced, stood, and realized.

3. *Present perfect tense*: have been done, has been made, and has been.

The present tense is used to describe general truths and ongoing actions, while the past tense is used to describe completed actions or events that occurred in the past. The present perfect tense is used to describe actions or events that started in the past and continue into the present or have a lasting impact. Overall, the passage uses a combination of tenses to discuss the historical context of women in Nigerian politics and the current situation.

Our Data Set 4 is a one-and-a-half-page developed article from a corpus. The topic of the article is 'Women in Nigerian Politics: Progress and Challenges'. The data is taken from a corpus data from Ministry of Women Affairs Data Base.



Approach (same as in data set 1 above)

Both sets of students, those taught using the corpus and those taught using the traditional lecture method, are examined on a standard test. The result of the performance of the two groups are displayed on Table 3 below.

Table 3: Tense and Aspect

| S/No. | Name | Tense 50% | Aspect 50% | S/No. | Name | Tense 50% | Aspect 50% |
|-------|-----------|-----------|------------|-------|------------|-----------|------------|
| 1 | Ama G. | 21 | 18 | 1 | Ngozi K. | 14 | 12 |
| 2 | Owie E. | 19 | 20 | 2 | Edozie P. | 13 | 10 |
| 3 | Ada J. | 18 | 20 | 3 | Mary K. | 15 | 10 |
| 4 | Maya p. | 22 | 17 | 4 | Ella J. | 10 | 9 |
| 5 | Elvis O. | 16 | 20 | 5 | David P. | 12 | 11 |
| 6 | Kai C. | 24 | 22 | 6 | Sean I. | 13 | 13 |
| 7 | Cardi B. | 13 | 18 | 7 | Justin A. | 14 | 10 |
| 8 | Megan S. | 20 | 21 | 8 | Chuka O. | 12 | 10 |
| 9 | James L. | 21 | 19 | 9 | Bomo S. | 9 | 12 |
| 10 | Aka S. | 15 | 16 | 10 | Kele A. | 11 | 11 |
| 11 | Luke S. | 18 | 19 | 11 | Mike L. | 8 | 9 |
| 12 | Mary K. | 20 | 21 | 12 | Jamie F. | 12 | 10 |
| 13 | Lily A. | 19 | 20 | 13 | Sam K. | 4 | 10 |
| 14 | Xena O. | 21 | 20 | 14 | Jake N. | 8 | 9 |
| 15 | Sidney J. | 18 | 20 | 15 | Paul L. | 13 | 9 |
| 16 | Das A. | 9 | 20 | 16 | Jane U. | 10 | 9 |
| 17 | Sandra J. | 22 | 18 | 17 | Chidi O. | 7 | 11 |
| 18 | Leo O. | 27 | 21 | 18 | Silas M. | 7 | 11 |
| 19 | Park D. | 28 | 24 | 19 | Taiwo J. | 9 | 8 |
| 20 | Lim I. | 16 | 20 | 20 | Russ N. | 10 | 11 |
| 21 | Hallel C. | 20 | 22 | 21 | Jesse Y. | 12 | 12 |
| 22 | Paul M. | 23 | 22 | 22 | Eloka U. | 10 | 11 |
| 23 | Mark J. | 18 | 19 | 23 | Udofia N. | 10 | 9 |
| 24 | Henry D. | 19 | 18 | 24 | Nneka B. | 10 | 11 |
| 25 | Victor A. | 18 | 20 | 25 | Emeka G. | 9 | 8 |
| 26 | Gina S. | 20 | 18 | 26 | Gift D. | 11 | 11 |
| 27 | Annie F. | 17 | 19 | 27 | Daniel H. | 10 | 20 |
| 28 | Prince H. | 22 | 21 | 28 | Justor F. | 7 | 9 |
| 29 | Harry X. | 27 | 25 | 29 | Joseph E. | 10 | 12 |
| 30 | Purity Q. | 18 | 20 | 30 | Enno A. | 14 | 11 |
| 31 | Kamsi J. | 19 | 20 | 31 | Patrick B. | 10 | 8 |
| 32 | Ray B. | 14 | 15 | 32 | Sylvia K. | 9 | 8 |
| 33 | Bond J. | 16 | 17 | 33 | Kester K. | 5 | 10 |
| 34 | Max A. | 15 | 20 | 34 | Gbam C. | 8 | 8 |
| 35 | Mary L. | 16 | 17 | 35 | Cedric J. | 7 | 9 |
| 36 | King O. | 20 | 10 | 36 | Lee J. | 10 | 11 |
| 37 | Dora E. | 24 | 22 | 37 | Cloff K. | 19 | 15 |



| | | | | | | | |
|----|------------|-----|-----|----|-----------|-----|-----|
| 38 | Beta M. | 14 | 19 | 38 | Quin X. | 17 | 15 |
| 39 | Emeks A. | 17 | 18 | 39 | Ray | 16 | 14 |
| 40 | Queen D. | 20 | 24 | 40 | Zion L. | 10 | 11 |
| 41 | Rita W. | 18 | 20 | 41 | Ore K. | 10 | 9 |
| 42 | Esther R. | 19 | 19 | 42 | Kelvin P. | 14 | 12 |
| 43 | Ken N. | 18 | 19 | 43 | David J. | 11 | 9 |
| 44 | Ruth S. | 21 | 22 | 44 | Soibi D. | 7 | 8 |
| 45 | Hero K. | 14 | 13 | 45 | Nemo S. | 9 | 7 |
| 46 | Ada M. | 12 | 15 | 46 | Putin R. | 7 | 8 |
| 47 | Jessica. F | 11 | 12 | 47 | Lamuel J. | 6 | 9 |
| 48 | Naomi S. | 10 | 9 | 48 | Rico F. | 5 | 9 |
| 49 | Frank A. | 20 | 19 | 49 | Ney J. | 10 | 9 |
| 50 | Glory o. | 23 | 20 | 50 | Dald C. | 5 | 6 |
| | Total | 910 | 928 | | | 492 | 501 |

The Percentage score of the experimental group: % = 46% (455), 46% (464)

The Percentage score of the control group: % = 25% (246), 25% (250)

The mean of score of the experimental group: $\bar{x} = 18.2 + 18.56 = 36.76$

The mean of score of the control group: $(x) = 9.84 + 10.02 = 19.86$

Mean Deviation = $36.76 - 19.86 = 16.9$

Determination of significance of 17 at 0.05 DF = 17767

Table 3 above is divided into two groups, the first group is the experimental group, while the second group is the control group. The table has 100 names in total divided into fifty each in each group, but due to confidentiality issues only the first names are mentioned while the surnames are abbreviated. The scores of the two group after a standard test are imputed on the table under tense and aspect. The raw scores are also imputed on the table, and this is at 50% for each candidate for tense and aspect respectively, making a total of 100%. The idea is to find the mean performance of the experimental group and find the mean performance of the control group. Their means performances differences are put on a statistical table at the 0.05 degree of signification. If the statistical computation comes out significant, the implication is that using a corpus for teaching English grammar is better than using the traditional method.

The percentage of the experiment group is represented as follows, the first column represents tense and the total raw score for the column is 910 the calculated value is 455, which is 46%, the second column represents aspects, the total raw score is 928, with a calculated value of 464, which when converted into percentage is 46%. The percentage of the control group, the first column which represents tense has a total raw score of 492 with a calculated value of 246 which when converted into percentage is 25%, the second column which is the aspects has a total raw score of 501, with a calculated value of 250, which when converted into percentage is 25%.

To determine the veracity and importance of the teaching and use of tense and aspects in English grammar, you subtract the percentage score of experimental groups who were taught using the corpus from the percentage of the control group who were taught using traditional



lecture method. The calculation is to add the sum of the various subsets: $46\% + 46\% = 92\%$. The control group's performance in percentage is, adding the sum of various subsets: $25\% + 25\% = 50\%$. What then is the implication of this raw score and its calculation. The calculations reveal that those thought using corpus have better understanding of the concept of tense and aspect, having scored 92% in the standard test than those in the control group taught the same concept with the traditional lecture method or any other traditional method for that matter. The control group performed at 50% when compared with their counterparts. The next issue is to determine if this established difference using percentages is significant statistically because there could be a difference and yet the difference might not be significant at all. To achieve this, we convert the raw scores into mean scores.

The mean score of the experimental group is $\bar{x} = 18.2 + 18.56 = 36.76$

The mean score of the control group is $(\bar{x}) = 9.84 + 10.02 = 19.86$

The Mean Deviation is $\bar{x} - \bar{x} = 36.76 - 19.86 = 16.9$

Determination of significance of 17. at 0.05 degree of freedom = 16213

The figure 16213 is very significant at 0.05 degree of freedom therefore confirming that the difference is not just random but significantly so. We surmise that one aspect of grammar such as tense and aspect, and one experiment is not enough to determine the veracity of the corpus, we need to test this further with different aspects of the English grammar, and with different sets of students with different language backgrounds before we can certainly conclude that the use of the corpus is superior to the use of existing language teaching methods. So far, the experiments we have carried out is steadfast in pointing to the fact that use of the corpus yields better results.

Data Set 4: Preparing for difficult Times Ahead

In the tapestry of life, uncertainty is an ever-present thread. While we may not have the power to predict or control every twist and turn, we do possess the agency to prepare for difficult times ahead. This essay delves into the importance of preparation, offering insights into the mental, emotional, financial, and practical aspects of readying ourselves for the challenges that life may throw our way. Before embarking on the journey of preparation, it is crucial to recognize that difficult times are an inevitable part of the human experience. Whether they come in the form of personal setbacks, economic downturns, health crises, or unforeseen emergencies, challenges are woven into the fabric of existence. Accepting this reality is the first step towards cultivating a proactive and resilient mindset.

Mental and Emotional Preparation

1. **Mindset Shift:** Embracing a growth mindset is foundational to navigating difficult times. Viewing challenges as opportunities for growth and learning can transform adversity into a catalyst for personal development.
2. **Resilience Building:** Cultivating resilience involves developing the ability to bounce back from setbacks. This can be achieved through mindfulness practices, seeking support from others, and fostering a positive outlook even in the face of adversity.



3. Emotional Intelligence: Understanding and managing our emotions is essential during tough times. Emotional intelligence equips us with the tools to navigate stress, maintain perspective, and make sound decisions under pressure.

Financial Preparedness

1. Emergency Fund: Building a financial safety net is paramount. An emergency fund provides a cushion during unexpected events, offering peace of mind and a practical solution to immediate financial challenges.

2. Budgeting and Savings: Prudent financial management involves creating a realistic budget and consistently saving a portion of income. These practices ensure financial stability and provide a buffer during economic downturns or personal hardships.

3. Diversification: Diversifying investments minimizes risk. By spreading assets across different categories, individuals can mitigate the impact of market fluctuations and protect their financial well-being.

Practical Preparedness

1. Skills Development: Acquiring a diverse skill set enhances adaptability. Learning new skills or honing existing ones not only bolsters employability but also equips individuals to navigate changing circumstances.

2. Network and Community Building: Cultivating a strong support network is invaluable. During difficult times, having a community of friends, family, or colleagues can provide emotional support, practical assistance, and collaborative problem-solving.

3. Health and Wellness: Prioritizing physical and mental health contributes to overall well-being. Regular exercise, a balanced diet, and stress management practices fortify the body and mind, enabling individuals to better cope with challenges.

Preparing for Specific Scenarios

1. Natural Disasters: Developing evacuation plans, securing essential supplies, and staying informed about local emergency procedures are crucial for those residing in areas prone to natural disasters.

2. Health Crises: Maintaining health insurance coverage, having access to necessary medications, and staying informed about healthcare resources are key components of preparing for health-related challenges.

3. Economic Downturns: Diversifying income streams, reducing debt, and staying informed about economic trends empower individuals to weather financial downturns more effectively.



Cultivating a Prepared Community

Beyond individual preparedness, fostering a sense of community resilience is essential. Collaborative efforts, community-based initiatives, and shared resources can amplify the capacity of a community to withstand and recover from difficult times.

In the grand tapestry of life, preparation for difficult times is both an art and a science. It requires a holistic approach that encompasses mental, emotional, financial, and practical aspects. While we cannot predict the specific challenges that lie ahead, by embracing a proactive mindset and taking strategic steps to prepare, we can navigate the uncertainties of life with greater resilience and a sense of empowerment. Ultimately, the journey of preparation is a lifelong commitment to self-discovery, growth, and the art of living well amidst the unpredictable nature of existence.

Source: CUP Data Base

Data Set 4: Analysis of Modals

The modal verbs in the passage are *may, can, should, and must*. These modal verbs are used to express possibility, ability, necessity, and obligation, respectively.

Our data set 4 is a two-page developed article from CUP online data base corpus. The topic of discussion is 'Preparing for difficult times ahead'.

Approach (same as in data set 1 above)

Both sets of students, those taught using real life corpus dialogue and those taught using the traditional lecture method, are examined on a standard test. The result of the performance of the two groups are displayed on table 9 below.

Table 4: Modal Verbs

| S/No. | Name | Primary Aux. 50% | Modal Verbs 50% | S/No. | Name | Primary Aux. 50% | Modal Verbs 50% |
|-------|----------|------------------|-----------------|-------|-----------|------------------|-----------------|
| 1 | Uche P. | 21 | 18 | 1 | Jonah A. | 14 | 12 |
| 2 | Chika E. | 19 | 20 | 2 | Wibe R. | 13 | 10 |
| 3 | Andel J. | 18 | 20 | 3 | Amad K. | 15 | 10 |
| 4 | Best D. | 22 | 17 | 4 | Ella J. | 10 | 9 |
| 5 | Ama V. | 16 | 20 | 5 | Igochi P. | 12 | 11 |
| 6 | Kai C. | 24 | 22 | 6 | Adiele I. | 13 | 13 |
| 7 | Cardi B. | 13 | 18 | 7 | Oscar D. | 14 | 10 |
| 8 | Soibi U. | 20 | 21 | 8 | Okah O. | 12 | 10 |
| 9 | Tomii A. | 21 | 19 | 9 | Bomo S. | 9 | 12 |
| 10 | Onua S. | 15 | 16 | 10 | Mba A. | 11 | 11 |
| | Total | 189 | 191 | | | 123 | 108 |

The percentage calculation of the experimental group: = 94% (94.5), 95.5% (95.5)

The percentage calculation of the control group: = 61.5% (61.5), 54% (54)



The mean score of the experimental group $\bar{x} = 18.9 + 19.1 = 38$

The mean score of the control group: $\bar{x} = 12.3 + 10.8 = 23.1$

The mean difference of the two groups: $\bar{x} - \bar{x} = 38 - 23.1 = 14.9$

Determination of significance of 14.9 at 0.05 Degree of Freedom = 15474

Table 4 above is divided into two groups, the first group is the experimental group, while the second group is the control group. The table has 20 names in total divided into 10 in each group, but due to confidentiality requirements only the first names are mentioned while the surnames are abbreviated. The raw scores of the two groups after a standard test are imputed on the table under primary auxiliaries and modal verbs. The raw scores are also imputed on the table, and this is at 50% for each candidate for primary auxiliaries and modal verbs respectively, making a total of 100%. The idea is to find the mean performance of the experimental group and find the mean performance of the control group. Their mean performances are subtracted, and the difference is put on a statistical table at the 0.05 degree of significance. If the statistical computation comes out significant, the implication is that using a corpus for teaching English grammar is better than using traditional method.

The percentage of the experimental group is represented as follows, the first column represents primary auxiliaries the total raw score of 189, with a calculated value of 945, which is equal to 9.5%, the second column represents modal verbs, the total raw score is 191 given a percentage of 9.6%. The percentage of the control group, the first column which represents primary auxiliaries with a total raw score of 123, with a calculated value of 615, which when converted into percentage is 6.2%, the second column which is modal verbs has a total raw score of 108, with a calculated value of 54 which when converted into percentage is 5.4%.

To determine the veracity and importance of the use of primary auxiliaries and modal verbs, with all its accompanying possibilities in English grammar teaching, you subtract the percentage score of experimental groups who are taught using the corpus from the percentage of the control group who are taught using traditional lecture method. The calculation is as follows, add the sum of the various subsets: $9.5\% + 9.6\% = 20\%$. The controls group's performance in percentage is as follows: add the sum of various subsets: $6.2\% + 5.4\% = 12\%$. What then is the implication of these raw scores and their calculations. The statistics reveals that those thought using the corpus have better understanding of the concept of primary auxiliaries and modal verbs than those in the control groups taught with the traditional lecture method or any other traditional method, for that matter. The control group performed at 12% when compared with their counterparts who performed at 20%.

The next issue is to determine if this established difference using percentages is significant statistically because there could be a difference and the difference might not be significant at all. To achieve this, we convert the raw scores into mean scores.

The mean score of the experimental group $\bar{x} = 18.9 + 19.1 = 38$

The mean score of the control group: $\bar{x} = 12.3 + 10.8 = 23.1$

The mean difference of the two groups: $\bar{x} = 14.9$

Determination of significance of 14.9 at 0.05 Degree of Freedom = 15474



The figure 15474 is very significant on a scale of 0.05 degree of freedom therefore confirming that the difference is not just random but significantly so. We therefore argue that the use of CBLT is better and superior to traditional teaching methods.

DISCUSSION

Our data presentation and analysis so far reveal that there are four arguments, first to established that there are differences between CBLT and the traditional method of teaching aspects of English grammar, see Table 5. Second that the differences between the experimental group and the control group can be tested using the mean differences between the two groups, see Table 6. That the mean differences between the experimental group and the control group are significant at 0.05 degree of freedom, therefore must be accepted, cross fined Table 7.

Table 5: Differences Between Experimental and Control Groups

| | <i>Experimental Group</i> | <i>Control Group</i> | <i>Difference</i> |
|-------------------|---------------------------|----------------------|-------------------|
| English Concord: | 33% + 33% + 33% = 99 | 17% + 17% + 16% = 50 | 49 |
| Parts of Speech: | 29% + 30% + 30% = 89 | 15% + 15% + 14% = 44 | 45 |
| Tense and Aspect: | 46% + 46% = 92 | 25% + 25% = 50 | 42 |
| Modal Verbs | 9.4% + 9.5% = 19 | 6.2% + 5.4% = 12 | 7 |

Table 5 establishes using percentages that there are differences in the performances between the experimental group and the control group, but it will require the next two tables to establish without any equivocation whether the differences are statistically significant or not.

Table 6: Mean Difference Between Experimental and Control Groups

| | <i>Experimental Group</i> | <i>Control Group</i> | <i>Difference</i> |
|-------------------|---------------------------|----------------------|-------------------|
| English Concord: | 19 + 18 + 20 = 57 | 11 + 10 + 9 = 30 | 27 |
| Parts of Speech: | 18 + 18 + 18 = 54 | 9 + 9 + 9 = 27 | 27 |
| Tense and Aspect: | 18.3 + 10.56 = 29 | 9.84 + 10.02 = 19.7 | 9.3 |
| Modal Verbs | 18.9 + 19.1 = 38 | 12.3 + 10.8 = 23.1 | 14.9 |

Table 6 establishes the mean differences between experimental group and the control group. The fact that there are mean differences is vital, but we need to further test whether the mean differences are significant on a statistical table at 0.05 degree of freedom. That necessitates the next table.

**Table 7: The Significance of the mean Differences between Both Groups**

| | <i>Exp. Grp - Cont. Grp</i> | | | <i>Significance at 0.05</i> |
|-------------------|-----------------------------|---------|------|-----------------------------|
| English Concord: | 57 | - 30 | = 27 | .550 |
| Parts of Speech: | 54 | - 27 | = 27 | .550 |
| Tense and Aspect: | 36.76 | - 19.86 | = 17 | .767 |
| Modal Verbs | 38 | - 23.1 | = 15 | .474 |

Table 7 has established that there is significant difference between the use of CBLT and the use of the traditional teaching methods, with reference to the four aspects of the grammar of English. First is the use of CBLT for the teaching of English grammatical *concord* in all its aspects, Table 7 evinces that the mean difference between the experimental group and the control group is calculated at 27, which when put on a statistical table at 0.05 degree of freedom yields point .550 which is very significant, suggesting that the use of CBLT is superior in teaching that aspect of the English grammar.

The second case is the use of CBLT in teaching parts of speech, currently *word classes*, with all its associated concepts such as nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and exclamations. Table 7 shows that the mean difference between the experimental group and the control group is calculated at 27, which on a statistical table at 0.05 degree of freedom results into point .550, which we have said is statistically vital, signifying that the use of CBLT is better than the use of the traditional teaching methods in teaching this aspect of the English grammar.

Third is the use of CBLT for the teaching of English grammatical *tense and aspect* in all its aspects, Table 7 evinces that the mean difference between the experimental group and the control group is calculated at 17, which when put on a statistical table at 0.05 degree of freedom yields point 767 which is very substantial, suggesting that the use of CBLT is superior in teaching this aspect of the English grammar.

The last is the case of the use of CBLT in teaching primary auxiliaries – be, have, do, and modal verbs, with all its associated concepts such as the expression of possibility, ability, certainty, prediction and predictability, probability, willingness, intention, permission, obligation or compulsion, prohibition, commands, request, and wish. Table 7 shows that the mean difference between the experimental group and the control group is calculated at 15, which on a statistical table at 0.05 degree of freedom results into point .474, which we have said is statistically vital, signifying that the use of CBLT is better than the use of the traditional teaching methods in teaching this aspect of the English grammar.

Our insistence on the proper teaching of the English grammar by using the CBLT is predicated on the fact that grammatical competence plays a pivotal role in effective communication, serving as the foundation for clear and coherent expression. In the intricate tapestry of language, grammatical proficiency is the loom that weaves thoughts into comprehensible and meaningful messages. This paper explores the multifaceted importance of grammatical competence, delving into its impact on communication, academic and professional success, and the preservation of linguistic richness. Firstly, grammatical competence is essential for conveying ideas accurately. The rules of grammar provide a structured framework that allows individuals to express themselves with precision. Proper sentence construction, adherence to punctuation rules, and mastery of tenses contribute to the



clarity of communication. In both spoken and written forms, grammatical competence ensures that the intended message is conveyed without ambiguity, facilitating effective understanding between individuals. Moreover, grammatical proficiency is a cornerstone of academic success. In educational settings, from elementary school to higher education, students are evaluated not only on the substance of their ideas but also on their ability to articulate these ideas coherently. Essays, research papers, and presentations are assessed not just for the depth of content but also for the application of grammatical rules. A student with strong grammatical competence demonstrates a commitment to excellence in communication, fostering a positive impression among educators and peers.

In the professional realm, the significance of grammatical competence becomes even more pronounced. Clear and concise communication is paramount in the workplace, where misunderstandings can lead to costly errors. A well-crafted email, report, or presentation reflects professionalism and attention to detail. Employers often value employees who possess strong communication skills, including grammatical proficiency, recognizing that effective communication is a key driver of success in the modern workplace. Furthermore, grammatical competence plays a crucial role in preserving the richness and integrity of a language. Languages evolve over time, influenced by cultural shifts, technological advancements, and societal changes. However, a solid understanding of grammar acts as a stabilizing force, preventing linguistic deterioration. Through grammatical rules, a language maintains its structure and coherence, enabling it to adapt to contemporary needs while retaining its historical roots. In addition to its functional roles, grammatical competence contributes to the aesthetic quality of language. Well-constructed sentences, precise vocabulary choices, and thoughtful punctuation enhance the overall beauty of written and spoken expression. A mastery of grammar empowers individuals to wield language as a powerful tool for artistic and creative endeavours, fostering a deeper appreciation for the nuances and subtleties of communication.

CONCLUSION

In conclusion, grammatical competence is of paramount importance in various aspects of life. It serves as the linchpin of effective communication, a catalyst for academic and professional success, a guardian of linguistic richness, and a facilitator of aesthetic expression. As individuals navigate the intricate landscape of language, honing their grammatical skills becomes not only a pragmatic necessity but also an enriching journey towards mastery of the art of communication.

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