

ESL Textbooks Materials and Real Language Use:
Comparing Corpus-based Materials and Textbook Materials on
Gerunds/ Infinitives

by

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Abstract

Acquisition of [verb] + gerund/infinitive-complement constructions can be problematic for ESL learners. Following a preliminary study identifying conflicts between rules presented on the complementation of several verbs in ESL textbooks and grammar references, this study compares gerund/infinitive verb complementation in English corpus data with their presentation in ESL/EFL textbooks and grammar references. We sought to resolve these conflicts using a corpus-based approach. Corpus-based research has looked at verb-complementation of high-frequency verbs, yet these studies did not include the verb '*mean*'. Findings reveal that complementation type following '*mean*' depends on which of the 11 senses of the word is being used. Additionally, frequency of usage of these senses varies significantly between the two corpora. We highlight the utility of corpora to inform practitioners about the use of gerunds/infinitive complements in general and for '*mean*'.

Keywords: ESL/EFL textbooks, gerund and infinitive complements, corpus

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Chapter 1: Introduction

1.1 Research gap and guiding questions

Since textbooks are one of the fundamental resources for language learning around the globe, investigating their strengths and weaknesses is crucial in order to meet students' needs and goals through the dynamic process of teaching and learning English as a second (ESL) or a foreign language (EFL). According to Hutchinson and Torres (1994), textbooks are one of the main sources of language input in form of texts, explanations and activities (Bhattarai, 2006). Teachers use textbooks as a guide for their classes and based on their contents; they design their lesson plans and their syllabi. In addition, learners rely on textbooks as written evidence of what they have learned. According to Ur (1996), textbooks are considered as the basis for a language lessons and are often followed systematically by teachers and learners.

There are several important elements for English language teaching, but textbooks have been considered as one of the essential components in many ESL/EFL classrooms. Textbooks are used as universal components of teaching (Hutchinson & Torres, 1994). Although choosing a complete and ideal textbook which fulfills most of the purposes of teaching a specific course is likely impossible, Karimnia and Mohammad Jafari (2017) believe that using a textbook is still a favored choice by teachers and learners for guidance, among other materials. The role of textbooks in language classes as the main resource, or when accompanied by the other supplementary materials, has been studied, and findings suggest, not surprisingly, that just relying on a textbook and ignoring other materials is not an adequate approach for satisfying students' needs and interests (Mohammadi & Abdi, 2014; Karimnia & Mohammad Jafari, 2017).

Although the practice of teaching and learning with textbooks still dominates, most published textbooks do not perfectly meet all the requirements expected by a specific teacher and a particular class of learners in a specific setting (Celce-Murcia et al., 2014). Textbooks may include inauthentic language and may neglect important information on the use of real language in real life by real language users (Richards and Renandya, 2002 as cited in Mohammadi & Abdi, 2014; Barbieri & Eckhardt, 2007). There are different reasons for this gap between textbooks' explanations and real language use. Explanations in textbooks often originate from authors' intuitions rather than from empirical data. Textbooks are mostly based on written patterns and often ignore spoken registers. Textbooks do not consider the information about register-specific or discourse-context-specific use (Barbieri & Eckhardt, 2007).

Teachers who adopt task-based language teaching (TBLT) require authentic texts, which allow teachers to more closely simulate real-world language use and engage students in different activities which illustrate real use of the language out of the classroom (Chan, 2013). 'Authentic' as Chan (2013) explains, "means materials and activities that 'accurately reflect the actual use of language and activities in English-speaking countries'" (p. 304). Therefore, making effective connections between language functions and forms is one of the goals that many ESL textbooks' authors are trying to achieve. This is crucial for learners if they hope to learn how a given form, which is introduced in different textbooks, is used by English speakers in real-life contexts. One of the resources through which teachers and textbook authors can find authentic texts and familiarize the students with the naturally-occurring language is through corpora.

Over the past few decades, corpora, corpus tools, and corpus data have influenced both linguistic research and second language learning and teaching. Although the advantages of corpus-based approaches have been promoted by many researchers, the use of corpora and corpus tools in pedagogical contexts seems to have lagged behind. There remain many teachers or students who are not aware of the usefulness of corpus tools (such as concordances), and the gap between research and practice is still considerable. Furthermore, language presented in language-teaching materials such as textbooks can differ from actual language use obtained from corpora. Despite the fact that corpora provide numerous authentic examples which are beneficial to learners, it seems that there is a lack of awareness of this valuable resource, and teachers, students and materials writers have resisted incorporating corpora in pedagogical instructions (Romer, 2011).

Romer (2011) points out that corpora are valuable resources that can be used to assist in laying out language teaching syllabi, especially when the focus is on communicative competence. Corpora confront learners with the real-life communicative situations. Corpora provide an opportunity to examine language items in real language use and compare the patterns found in natural spoken or written corpora with the presentation of the same items in teaching materials. This opportunity is really effective when language features are problematic for L2 learners, such as in the case of modal verbs (Romer, 2004 cited in Romer 2011), the present-perfect (Lorenz, 2002 cited in Romer, 2011), or gerunds and infinitives (Robinson, 2011). Romer emphasizes that for several language features, researchers have found remarkable mismatches between natural language use and what has been explained as a model of these features in the examined teaching materials. Therefore, the revision of pedagogical descriptions and

corpus- based improvement in language teaching materials have been suggested by many researchers. The teaching materials should reflect the language as it is really used by the speakers of that language. The importance of exposing learners with authentic language examples has been emphasized in several publications. Therefore, producing textbooks with the texts, examples, and patterns taken from corpus which is based on real-life data, should be the first attempts of materials designers (Romer, 2011).

Gerunds and infinitives are a pair of constructions, also known as infinitival and gerundial complementation constructions, which, based on some studies, present problems to ESL/EFL learners even in advanced levels (Celce-Murcia & Larsen-Freeman, 1999; Schwartz & Causarano, 2007). According to Schwartz and Causarano (2007), L2 learners of English sometimes mix them up and misuse them. Therefore, this study was initiated by my own interest in gerunds and infinitives patterns found in ESL/EFL textbooks as compared to that in corpus data. In my experience as a second language (L2) learner, I have found that the explanations and examples provided in English as a Second Language/ English as a Foreign Language (ESL/EFL) textbooks, especially those related to verbs that are followed by either a gerund or an infinitive, are not very authentic and do not reflect the real use of these verbs by competent English speakers. It was also very confusing and overwhelming for most of my classmates and myself to learn and memorize all the verbs followed by gerunds, infinitives or both at once through long lists without any examples or through exercises.

The importance of teaching grammar in context and providing enough information about the three dimensions of grammar teaching: form, meaning, and use have been emphasized by many researchers (Keck and Kim, 2014), and exploring areas

for improvement in grammar pedagogy was one of the main goals of the present study. As a result, this study aims to find 1) how the forms related to gerunds and infinitives are explained in selected textbooks, and 2) to determine to what extent these selected textbooks incorporate examples related to use of gerunds/infinitives as they appear in naturally-occurring language, and 3) whether or not these explanations of the rules are compatible with the real use of gerunds and infinitives in real-life contexts. Moreover, this study attempts to find if the categorization of the verbs under three categories: followed by gerunds, by infinitives, or by both complements are compatible among selected textbooks, and by focusing on examples taken from corpora aims to suggest an effective way for teaching this important area of grammar.

Despite the fact that attention to the corpus-based approach has grown remarkably and many studies have shown that teachers and learners can benefit from this vast and useful database, the direct use of corpora by learners and teachers in English teaching and learning classrooms is lagging. Romer (2006) mentions that corpora have not been quickly adopted in English language teaching practice. Presenting the learners with corpora and exposing them to authentic information about what is common in the language and how specific words, phrases, or a given form are used by competent speakers of English would be beneficial to learners and teachers as well. Lam (2010) puts an emphasis on the importance of the occurrence of some discourse particles in spoken English, and how they are ignored in pedagogical contexts. One of the important points that can be introduced to ESL/EFL learners through corpus data are the differences between spoken and written language. Knowing these kinds of differences is very important for EFL learners, as they are not exposed to authentic language used out of

classrooms. Therefore, using corpus data can fill this gap and familiarize EFL learners with the natural use of the language and mitigate the lack of exposure to English speaker outside the classroom.

Corpus-based research on the use of gerunds or infinitives after certain verbs is lacking. Previous corpus-based studies have investigated some verbs which are followed by gerunds, infinitives, or both such as: *like, love, hate, want, intend, consider, imagine, advise, enjoy, finish, keep, mind, start, begin, cease, prefer, continue, try, and can't stand* (Duffley, 2004; Morita, 2012; Wherrity, 2001). But there are no corpus-based investigations on the verb '*mean*' (the verb investigated in this study) along with its several meanings and uses in serving different pragmatic functions in different contexts and in different registers of English. Fortunately, there are several English corpora that would be suitable for this kind of corpus-based research. For example, example sentences and concordances of the verb '*mean*' in general and/or academic written English could be taken from a large general corpus of English, such as the Corpus of Contemporary American English (COCA), or its Academic texts sub-corpus. Similarly, parallel examples from spoken English could be taken from a corpus of TV captions, such as the 'TV Corpora' (Csomay & Petrović, 2012). These examples might be compared to how such verbs are presented in textbooks, and possibly, conflicts between these two important sources could be reconciled and bridged. The difference between language presented in textbooks and language used by proficient English speakers has been highlighted by many researchers (Lam, 2010; Chan, 2013; Celce-Murcia, Brinton, & Snow, 2014). In the case of gerunds and infinitives, when authentic language which is used out of the classrooms is not compatible with what is presented in L2 classrooms and

in textbooks, it may lead to confusion and leave the L2 learners uncertain about their choice of either a gerund or an infinitive after certain verbs. Therefore, the present study attempts to suggest a way for teaching this important part of the grammar and make life a little bit easier for L2 learners.

Consequently, in this thesis, the pragmatic functions of the verb '*mean*' have been investigated and explained, which in turn highlights the importance of integrating corpus data in textbook materials for creating a more reliable source available to both ESL and EFL learners. More importantly, by drawing on corpus data, the present study attempts to show how the verb '*mean*' is used in spoken as well as written English, the former of which is often missing in most textbook materials.

By considering the importance of providing L2 learners with the authentic language usage, more specifically by using Corpus of Contemporary American English (COCA) data, the present study attempts to expand on this area of pedagogical grammar by considering and including more detailed data to answer these questions:

1. To what extent do the instructions and explanations of grammatical rules related to how verbs are followed by either gerunds or infinitives in selected textbooks reflect the real use of these verbs as found in corpus data?
2. In cases where discrepancies are found between textbooks and corpus data in research question 1, how can corpus data be used to provide more accurate explanations of how gerund and infinitive verb complementation occurs?

An overview of corpus linguistics research, the use of corpora in second language (L2) learning and teaching, and how corpus can be implemented in L2 classrooms is presented in chapter 2. Gerund and infinitive complements, their structure, and the

acquisition of these forms by L2 learners are also included in this chapter. Chapter 3 details how the data analyses related to the comparisons between the selected published resources and corpus data have been done. Chapter 4 provides the results of these comparisons. The results of the corpus search are also explained in this chapter. Finally, Chapter 5 discusses the findings of this investigation in the light of previous research on gerunds and infinitives, and corpus findings. The chapter ends with a discussion of pedagogical implications and suggestions for the future research.

Chapter 2: Literature review

2.1 Overview

In many English as a Second Language (ESL) and English as a Foreign Language (EFL) programs, textbooks are the main sources of language input available to L2 learners. According to Karimnia and Mahammad Jafari (2017), textbooks are one of the best sources for teachers and students. Textbooks provide a clear framework by which teachers and learners know where to start and what comes next. However, textbooks may have some shortcomings such as not exposing learners to the real use of the language in real life contexts, and sometimes these limitations may discourage some of the learners (Mohammadi & Abdi, 2014; Bhattarai, 2006). In addition, as Jiang (2006) emphasizes, there are some discrepancies between the language of some ESL/EFL textbooks and the natural use of language by proficient English speakers. Especially for EFL students who are learning English in an environment where they are not exposed to the target language in non-academic settings, being exposed to authentic language use out of the classroom is very important. Contrary to ESL learners, who are in an environment where the target language is used by people outside of classrooms and who consequently have more opportunities for learning the language, EFL learners are deprived of this opportunity. EFL learners have minimal exposure to naturally-occurring language, and therefore, they rely solely on their textbooks and their teachers as the main exposure to discourse in the target language (Csomay & Petrovic, 2012; Lam, 2010). Despite the fact that textbooks play an essential role in pedagogical settings, meant to mirror naturally-occurring language and supply learners with accurate information, sometimes they fail to fulfill these goals and do not present the real use of the language by proficient English speakers.

Nowadays, professionals prefer to use authentic materials and show the real use of the language through natural texts as compared to inauthentic or invented examples (Biber & Reppen, 2002). Moreover, supplementing textbooks with different authentic materials that have been created for proficient speakers of English such as those from newspapers, magazines, TV shows, movies, and radio news, will inform students of what is going on around the world (Al Azri & Al-Rashdi, 2014; Csomay & Petrovic, 2012; Nemati, 2009). Bhattarai (2006) also points out that authentic materials such as newspaper reports, cooking recipes, or advertisements show learners the real language which is used in real-life contexts and expose them to meaningful communications.

According to Jiang (2006), there is a rising awareness of the importance of communicative value of language, and also growing interest in fulfilling learners' needs towards producing meaningful communication. As promoting learners' communicative competence is one of the central foci of English Language Teaching (ELT), educators are trying to reform their approaches, design different tasks and materials through which to engage their students in real-world language use (Chan, 2013). It is important for teachers to use authentic sentences used in spoken or written contexts as examples when they want to explain a given grammatical form. By using these examples, they can show learners how the given form is used by proficient speakers. They even can design communicative tasks based on these authentic sentences. Over the past two decades, researchers have been comparing the grammar explanations used in textbooks with the use of the same target language by real users.

When students are provided with authentic input representing something which is real, it gives them opportunity to receive information about the target culture, vocabulary,

and also colloquial language which is unknown. Providing students with authentic language which shows the real use of the target language by proficient speakers of the target language can be done through incorporating a corpus-based approach in L2 learning and teaching programs (Polio, 2017; Romer, 2006, 2011).

2.2. What is a corpus?

Nowadays, because of developments in technology through the improvement of powerful computers, the exploitation of vast corpora data has become achievable. The contribution and advantage of corpus linguistics in English language teaching and learning have attracted many researchers' attention and interest. The corpus methodology and corpus-based studies have become very popular and opened many new fields of research. The use of corpus data in English teaching and learning has grown and enjoyed widespread attention in the literature (Huang, 2017; McEnery, Tono, & Xiao, 2006). Romer, Robertson, O'Donnell, & Ellis (2014) also explain the positive roles and value of integrating corpus and experimental data in the investigation and study of linguistic phenomena. Especially in the context of language learning and teaching, corpora and corpus evidence have been adopted over two decades. Many researchers and practitioners value what corpus linguistics has provided to language pedagogy and consider corpora to be valuable tools in their routine work. Corpora are helpful tools in the teaching and learning process, and make this dynamic procedure more enjoyable and profitable for teachers and learners (Romer, 2006).

According to Huang (2017), the term *corpus* (pl. *corpora*), indicate "a body of naturally occurring language collected to meet certain criteria" (p. 296). McEnery et al. (2006) define the corpus as "a collection of (1) *machine-readable* (2) *authentic texts*

(including transcripts of spoken data) which is (3) *sampled to be* (4) *representative* of a particular language or language variety” (p. 5). In other words, a corpus is “a collection of texts, written or spoken, which is stored on a computer” (O’Keefe, McCarthy, & Carter, 2007, p. 1 as cited in Huang, 2017). Flowerdew (2012) introduces a corpus as a collection of real language in written or spoken form which has been collected for specific goals. The software which is used to access a corpus and search it, known as a *concordancer*. Users enter a word or a phrase to search, and the software returns examples of usage (Huang, 2017). These examples are presented in a one-example-per-line, key-word-in-context (KWIC) format (figure 1). Each example shows how the particular word or phrase is used in a specific spoken or written communication context.

The screenshot shows the COCA concordancer interface. At the top, there is a navigation bar with tabs for SEARCH, FREQUENCY, CONTEXT, and OVERVIEW. Below the navigation bar, there are search controls including 'FIND SAMPLE: 100 200 500 1000' and 'PAGE: << < 1 / 13 > >>'. The main area displays a table of concordance lines for the search term 'start talking'. Each line includes a row number, year, register, source, and the context with the search term highlighted in green. The search term is 'start talking'.

CLICK FOR MORE CONTEXT	SAVE LIST	CHOOSE LIST	CREATE NEW LIST	SHOW DUPLICATES
1	2017	SPOK	Fox: Journal Editorial Report	A B C I will go forward with this. General, unless you come to us and start talking . That is the concern, if you are in the White House.
2	2017	SPOK	NBC: Dateline NBC	A B C wanted to open up the door, you know, for us to start -- start talking about something. (Bill Yoder) ANDREA CANNING (voiceover) (09:32:10
3	2017	SPOK	Fox: The Five	A B C 'll be able to do this. Then there's the minutiae. And you start talking about the real wages. People want that. But all the expensing and
4	2017	SPOK	Fox: The Five	A B C You know, drones, highly specific drones. Robotics, things we need to start talking about protection, security. Stop thinking about the weapon as muc
5	2017	SPOK	CNN: New Day	A B C to on move forward on a framework, as you said, for them to start talking about this bigger -- the bigger effort of tax reform and tax cuts.
6	2017	SPOK	PBS: PBS Newshour	A B C the conversation is kept very simple. AMITRA-MAMDOUHI, -P# Of course you don't start talking about the new jim Crow or prison industrial complex.
7	2017	SPOK	NPR: How I Built This	A B C the first thing? I mean, so the first thing you did is you start talking to people and telling them about the idea. And what was the first
8	2017	SPOK	PBS: PBS Newshour	A B C Times columnist David Brooks. David, let me start with you. Let's start talking about the health care plan that the Senate rolled out this week. You
9	2017	SPOK	PBS: PBS Newshour	A B C my Down syndrome kid. And what I'm most worried about, if they start talking about this ban again or they start -- if anybody starts to make a
10	2017	SPOK	PBS: PBS Newshour	A B C 'm the other people in the room with him. And I -- then they start talking , and I write it down. And when it's not going well
11	2017	SPOK	NPR: Fresh Air	A B C had where it was just simply unclear to the actors when they were supposed to start talking . So when I hear it or read it back, it seems a
12	2017	SPOK	Fox: Story: Maccallum	A B C them on top of ICBMs. So, for Ben Rhodes to come out and start talking about Iran, this is what's going to happen in Iran: so
13	2017	SPOK	Fox: (-)	A B C clear. In their public statements, they also said the United States has to start talking to North Korea, resume the six-party talks. The resolution itself sa
14	2017	SPOK	Fox: The Five	A B C ? PERINO# It's terrible. GUTFELD# All right. Do you want me to start talking ? This is so bad. I'm going to stop it right now
15	2017	SPOK	Fox: The Five	A B C is so stark. And we are almost three minutes into the show before we start talking about it because it takes a while for these words to get out.
16	2017	SPOK	Fox: Journal Editorial Report	A B C of bargaining that supposedly will go on here, but I'm worried when you start talking about things like tax credits and closing loopholes or even, as Tr
17	2017	SPOK	CNN: Anderson Cooper	A B C at a rally, who don't understand the rules of journalism, and they start talking and then say, " Oh, I really -- I don't want

Figure 1. Sample concordance lines for ‘start’ in spoken register (retrieved from <https://corpus.byu.edu/coca/>)

It can be very useful for students to see how a specific word is used in a specific context and what words come immediately before or after the word. In addition, by using corpora, students can have access to another kind of output which is called “collocate

output”. “Collocate output” informs students about the frequency of the occurrence words that surrounding the search word at specific, user-defined positions (Yoon & Hirvela, 2004).

The frequency of words and how they are used in different registers can be found in a corpus. Creating word frequency lists (which files the words based on their frequencies) and collocations (semantic characteristics recognized in co-occurring collocates) can be prepared (Huang, 2017). Some examples of commonly known and freely accessible online corpora include the following: (Huang, 2017, p. 297)

- *British National Corpus* (BNC): <http://corpus.byu.edu/bnc> (100 million words)
- *Corpus of Contemporary American English* (COCA): <http://corpus.byu.edu/coca> (450 million words)
- *Michigan Academic Spoken English* (MICASE): <http://bit.ly/1y4BEZa> (1.8 million words)
- *Michigan Corpus of Upper-Level Student Papers* (MICUSP): <http://micusp.elicorpora.info/> (papers in 16 disciplines at four levels of seven paper types with eight textual features)
- *British Academic Spoken English Corpus* (BASE): <http://bit.ly/1vqmExG> (1.18 million words)
- *British Academic Written English Corpus* (BAWE): <http://bit.ly/1vqnNpc> (6.9 million words)
- *Business Letter Corpus*: (1 million words)
- *Corpus of Global Web-Based English* (GloWbE): <http://corpus.byu.edu/glowbe> (1.9 billion words)

- *Corpus of American Soap Operas*: <http://corpus.byu.edu/soap> (100 million words)
- *International Corpus of English*: <http://bit.ly/1vqnhY0> (1 million words)
- *Corpus of Canadian English*: <http://corpus.byu.edu/can> (50 million words)

The corpus approach has four main features: it allows computers to be used for quantitative analysis, it provides real examples of language use by mining real texts, it allows these analyses to be scaled up to examine very large collections of real texts, and it can also allow qualitative analytical methods. Corpus linguistic approaches often focus on patterns related to lexical and grammatical features (Bennett, 2010; Gordani, 2012).

2.3. The importance of using corpus data in the L2 classroom

In the last ten years, teachers and applied linguists have shown an increasing interest in adopting corpus linguistics approaches. Having access to corpora in the language classroom is a powerful tool which has the potential to allow the learners to rely less on individual teachers' intuitions. They are able to observe the real language use by English speakers. Bringing corpora into the ESL classrooms and adopting corpus-based pedagogy allow teachers and learners to benefit from new and growing web-based information. Corpus-based instruction pursues "the inductive OHE (observation, hypothesize-experimentation) approach" (Huang, 2017, p. 299; Tan, 2015). Using this approach also promotes noticing and enhances the levels of language awareness. Corpus-based activities allow learners to explore and observe the language, interpret its use, and make logical reasoning about lexis, grammar, semantics, and syntax (Huang,2017).

The positive potential impacts of incorporating the corpus data into teaching materials and classroom activities has been supported by many studies. According to

Sinclair (2004), language learning is considered as an inductive process through which meaning and form are combined. Using corpora as a valuable instrument produces an opportunity to investigate, observe and acquire socially-constructed form/meaning pairings. Corpora allow the L2 learners to discover *what* is normally said in certain circumstances, and *how* frequently it is said, and make a good connection between these two.

Huang (2017) emphasizes that corpus-based instruction can be considered a resource that can help teachers to determine *what to teach* and modify *how they teach*. In a broader scope this approach can be seen as a valuable resource by which learners may be able to learn independently. Corpora allow instructors and learners to find numerous examples in context and provide language input that advances learning. More examples allow learners to monitor the patterns of natural and real use of the target structure in various contexts which promote learning. These activities promote focus and advanced grammatical awareness among students.

There is a growing concern related to the negative impacts of the traditional way in which the language input is provided by teachers and textbook writers. Several studies point out that most of the time textbook authors or even teachers rely on their gut-level impressions and/or unscientific evidence of how the language is used by writers and speakers. Sometimes teachers depend on their own perceptions of which language forms are beneficial for students to know. However, corpora provide authentic examples and also a strong foundation that can be used to describe the real language use (Yoon & Hirvela, 2004).

Sinclair emphasizes that educators can help students overcome their problems by drawing their attention to common mistakes and encouraging them to compare their mistakes with the same structure which is used appropriately in textual environments. They may become aware of fossilized features of their interlanguage and try to restructure their knowledge. If learners learn the target language through intertextual activities and compare the source texts with target or authentic texts taken from corpora, they are more likely to be motivated to find proper answers to their questions by searching corpora.

Using corpora benefits both teachers and learners. By using corpora, teachers do not have to pretend they are the only source for the target language who have limitless knowledge and learners can start to see themselves as active agents in the teaching and learning process. In addition, using corpora encourages students to be more autonomous in their studies, be more independent and responsible for their own learning. Being an autonomous and self-directed learner in language learning is considered as one of the crucial objectives and guiding fundamentals in language instruction (Sinclair, 2004).

The three important criteria of language learning -- accuracy, fluency, and restructuring -- are met through activities which are designed by using corpus-aided discovery learning. During these activities learners focus on form and meaning at the same time (Sinclair, 2004). Designing some activities through which learners need to analyze corpus data provides multi-contextual learning and exposes the learners to authentic examples of the target language in context (Huang, 2017).

2.4. The positive impacts of corpus data on English grammar teaching

Conrad (2000) states that the teaching of grammar has been changed by corpus-based studies. This approach combines the teaching of grammar with the teaching of vocabulary. The emphasis in the learning process is changed from structural accuracy to accurate usage of different grammatical forms in different situations. The corpus-based approach replaces a single explanation with multiple register-specific explanations. For example, Conrad emphasizes that the use of some grammatical forms such as adverbials differs extensively across registers. Therefore, she suggests that grammatical study should take place within the context of the register or even by comparing different registers.

Using corpus linguistics allows teachers to focus on conditions of use when they are teaching grammatical structures. Nowadays, by consulting corpus data, teachers are able to explain different factors related to the correct use of different structures when more than one structure is grammatically common. Sometimes correct situations for the use of some grammatical forms are not explained or mentioned in textbooks. Corpus linguistics provides empirical evidence that teachers can use in order to evaluate factors related to the use of specific structures, and use them in their classrooms through their teaching instruction without access to proficient speakers (Conrad, 2000). Teaching materials which blend corpus evidence with authentic materials and examples provide more reliable information about real language use compared to made-up examples and non-corpus-based materials such as traditional reference grammars or dictionaries. Producing course books which draw on corpus investigation and are entirely based on

real-life data and natural language use would be valuable teaching resources in teachers' and learners' hands (Romer, 2006).

Using corpora in L2 pedagogy also seems to be beneficial for students, as they provide useful information about the target language, such as the frequency of certain linguistic items, and the most common word pairings or collocations. One of the main developments of the corpus-based approach is that the teaching of vocabulary and grammar has become tightly connected, and this is known as lexico-grammar. Therefore, the co-occurrence or the most frequent combinations of words should be considered.

The term "collocation," which was first proposed by Firth (1957), refers to word combinations that typically or habitually happen together (Chang, Chang, Chen, and Liou, 2008). Knowing a word "means knowing the grammatical functions of words and word combinations such as collocations as well as the constraints on use such as word frequency and appropriateness" (Nation, 2001 as cited in Hong, Rahim, Hua, and Salehuddin, 2011, p. 31). Therefore, L2 learners who don't have enough knowledge about collocations are not able to use words accurately. Learning and teaching different word combinations, with a focus on lexical input, and grammatical function are very important for ESL/EFL teachers and students. Making a connection between the corpus search and genre analysis also has benefits in domains such as English for Academic Purposes (EAP) and English for Specific purposes (ESP). Genre-based corpus analysis provides the most common and appropriate use of the language or common collocational frameworks in particular genres of communication. It also shows how the language is used and communicated in different and specific genres, and which patterns are more

expected. It shows the specialized word patterns that occur in each genre (Yoon & Hirvela, 2004).

One of the important positive impacts of corpus-based approaches on language learning is raising awareness about the importance of collocation and language sensitivity. Corpora make learners become more familiar with the word patterns, collocations, and common use patterns. Based on the results of one study, Yoon (2008) points out that using corpora makes students pay attention to the combinations of words not only in their writing but also in their reading.

Based on an empirical study, Zhang (1993) highlights that ESL writers who are more competent use collocations more precisely and produce collocations differently compared to L2 writers who are not very advanced in their L2 language (as cited in Chang et al., 2008). Providing L2 learners with required collocational knowledge would help them to achieve fluency and effectiveness in language production. Verb-noun mis-collocation is the most frequent collocation error in L2 learners' writing (Chang et al., 2008). Using a corpus-based approach helps L2 learners achieve competence and fluency, therefore, they should be exposed to the corpora, and be encouraged to use these tools and compare their L2 language with that of proficient speakers' L1. Using corpora gives L2 learners this opportunity to acquire real language and prevent them from producing collocations which are inappropriately constructed in some aspect (lexical, grammatical or structural) (Hong et al., 2011).

2.5. How can a Corpus-based approach be implemented in ESL/ EFL classrooms?

Computers play an important role in learning and teaching processes by offering numerous websites which can be used at no cost. Teachers should be encouraged to incorporate these tools into their practice in order to change the traditional way of teaching the target language, such as English (Jarvis & Szymczyk, 2010; Conrad, 2000). Tan (2015) explains that by using computers and developing e-learning, learners can have access to the latest information quickly and effectively.

Romer (2006) emphasizes that the use of corpora and corpus data in English language teaching practice has been ignored, and corpora and corpus methods do not play a crucial role in the context of teaching and learning English. There is still a substantial resistance for using corpora from students, teachers, and also materials writers.

Creating a computer-assisted language learning (CALL) environment can be beneficial for learners. CALL provides opportunities for language practice. In addition, using a computer for language learning and teaching facilitates the process of searching, choosing, categorizing, and formatting the data. Computerized corpora provide numerous examples taken from spoken and written English through which learners can realize the differences between written and spoken forms (McEnery et al., 2006). Sticking to the traditional grammar syllabi and just using paper-based materials such as textbooks may not be as effective as integrating corpus-based materials into the teaching and learning strategies.

As Conrad (2000) emphasizes, textbooks should include more authentic materials which show the accurate use of the language. Corpus linguistics provides a source of data

that enables explanations of grammar which are compatible with authentic use. Adopting this valuable approach and integrating the corpus-based materials into teaching require a united effort provided by teachers, researchers and textbooks authors (Conrad, 2000). Romer (2006) points out that teachers and learners should get their hands on corpus data and investigate the corpus instead of waiting for researchers as providers of corpus-based materials. Flowerdew (2012) also emphasizes the positive impacts of corpora on various aspects of pedagogy by explaining about direct and indirect pedagogical corpus applications shown in Figure 2.

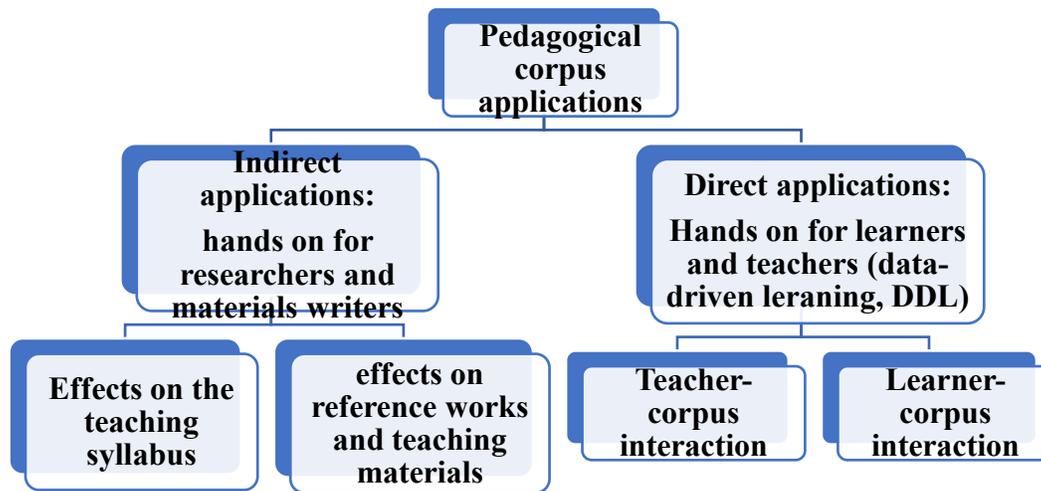


Figure 2. Types of pedagogical corpus applications (Romer, 2010, as cited in Flowerdew, 2012, p. 193)

DDL introduces an inductive and discovery-based way for learning and teaching language by which learners figure out the rules and possibilities from the examples (Flowerdew, 2012). Confronting the learners with the corpus and with the authentic information about what is common in the language and how specific words, phrases, or a given form are naturally used by proficient speakers of English would be beneficial to

their learning. For example, Romer explains if a teacher wants to show the semantic and phraseological differences between two verbs, ‘speak’ and ‘talk’, by having access to a corpus, the teacher easily could design a corpus-based fill-in the blank exercise based on learners’ needs. Romer (2006) expands on the positive effects of corpus-driven data even by explaining the indirect approach versus direct approach. Contrary to the direct approach that involves using the corpus directly by teachers and learners, an indirect approach relies on researchers who can provide better descriptions of the ‘used’ language by using corpus data to design syllabus and teaching materials. This approach improves the language teaching process and helps facilitate the learning process for the learners.

By comparing the actual use of lexical-grammatical items with the presentation of the same items in EFL/ESL teaching materials such as coursebooks, researchers have found noticeable mismatch between naturally-occurring English and the English that is held up to learners as a model in textbook descriptions. These findings demonstrate that there is a real need for changes in teaching materials development practices in order to make life easier for learners (Romer, 2006). These studies often cover language features that are known as problematic areas for learners such as tenses (Granger 1999 cited in Romer 2006), connectors (Granger & Tyson, 1999 cited in Romer, 2006), modal verbs (Aijmer 2002 cited in Romer, 2006), or linking adverbials and verb complements (Conrad, 2004 cited in Romer, 2006; Robinson, 2011).

2.6. Gerunds and infinitives

2.6.1. Structure

In English, verbs, adjectives, and nouns which take one or more complement type are named complement-taking predicates (CTPs, Rudanko, 2017). Gerunds and

infinitives, which are the focus of this study, are CTPs. English verb complements comprise three main categories that fall under these classifications: 1) only infinitive complements, 2) only gerund complements, and 3) both types of complements.

For example: 1) John wants *to study* Japanese.

2) John finished *marking* the test.

3) a. John likes *to play* football.

b. John likes *playing* football (Shirahata, 1991).

A gerund (base form of verb + -ing) is a verb that functions like a noun. Gerunds can be seen in different constructions in English: 1) as a subject of a sentence: 'smoking harms your health', 2) as an object of certain verbs (as verb complements): 'you should quit smoking' and 3) as an object of a preposition: 'I am looking forward to seeing you'. On the other hand, certain verbs can be followed by an infinitive (to + base form of the verb). In the same way, infinitives can occur in three different constructions: 1) as the subject of a sentence: a) 'to do more research and educate people' (Interchange 3, p. 47); 2) as a verb complements (when infinitives directly follow verbs): 'I have decided to leave on Monday', and 3) as a complement of an object (some verbs need an object, noun or pronoun, before the infinitive): 'I asked John to help us.' (Azar Grammar Book, p. 327)

Some verbs can be followed by either: a) an infinitive or b) a gerund expressing almost the same meaning: 'Marta loves meeting new people' 'Marta loves to meet new people'. However, a few verbs can be followed by either a gerund or an infinitive with completely different meaning: A) 'Marta stopped eating ice cream' vs B) 'Marta stopped to eat ice cream' (Fuchs & Bonner, 2002; Schwartz & Causarano, 2007). Sentence (A)

indicates that ‘Marta’ does not eat ice cream anymore, while sentence (B) conveys this message that ‘Marta’ stopped another activity in order to eat some ice cream.

2.6.2. Frequency of gerund and infinitive complements in English

Gerunds and infinitives are a pair of constructions, also known as infinitival and gerundial complementation constructions which can present problems to ESL learners, even those at advanced levels (Celce-Murcia & Larsen-Freeman, 1999; Schwartz & Causarano, 2007 cited in Robinson, 2011). These examples show the use of an infinitive (1) and a gerund (2), respectively:

- 1) Steffi began to feed the squirrels.
- 2) Steffi began feeding the squirrels.

L2 speakers of English sometimes mix up or misuse these complements. It is common to hear that an L2 learner say: “I enjoyed to play tennis yesterday” or “I like to go to shopping.” Gerunds and infinitives are usually explained within one or several units in different ESL/EFL textbooks. It has been emphasized that teaching gerunds and infinitives is usually one of the difficult subjects for ESL teachers, and is considered as a point of dissatisfaction for many English Language Learners (ELLs) as well. ESL textbooks provide comprehensive lists with sometimes not enough or conversely, overly-simplistic explanations about the meanings and ask learners to memorize these verbs with various constructions. ESL learners have to learn to manage these huge lists and face difficulties sometimes because of overlap in these constructions. Therefore, making mistakes and confusing these grammatical features is not uncommon (Schwartz & Causarano, 2007).

Making errors in gerund constructions is thought to be more common than that of infinitive constructions, because the occurrence of gerunds in English language is less frequent than infinitives (Schwartz & Causarano, 2007). The high frequency of the infinitival complementation construction makes it much more salient cross-linguistically, which results in the positive transfer of this construction. On the other hand, the gerundial complementation construction is relatively rare, which makes it less salient for L2 learners who are slower to acquire it (Schwartz & Causarano, 2007; Robinson, 2011).

Frequency of input and output has a positive impact on the improvement of constructional schemas and the production of language in general. Frequency of input plays a remarkable role in learning a second language. The high-frequency structures provide more opportunities for L2 learners to see the patterns, and as a result make better generalizations compared to low-frequent constructions (Schwartz & Causarano, 2007). According to Robinson (2011), if a particular form is frequent in the language input, it helps learners to acquire it easier and faster than the less frequent ones. Learners are able to learn a given structure more effectively, if the presentation of the given structure draw their attention and be more recognizable, salient, relevant and reliable to them. Polio (2017) also highlights the important role of exposure to oral and written language and of language use towards learning and development of L2 language. By considering these elements along with the influence of the corpus-based materials, instructors can benefit from these authentic materials and design the instruction, materials and tasks in order to make the process of learning more effective and tangible to learners. Robinson suggests that teachers should include as much naturalistic corpus-based materials as possible in

order to activate learners' pattern-matching capabilities for eliciting the appropriate patterns.

2.6.3. Meaning of a gerund and an infinitive motivates the choice

In many studies, it has been highlighted that there is always a connection between form and meaning, and differences in form are related to differences in meaning (Bolinger, 1974). There is a semantic compatibility between gerund or infinitive constructions and the verbs that they complement. Proficient English speakers choose their -ing or to- complements based on the meaning that they are trying to communicate rather than following strict structural rules. There is a motivation behind their choices of a gerund or an infinitive especially after verbs which take both complements (Duffley, 2004; Whittery, 2001). For example, by presenting the following examples, Duffley (2004) emphasizes that there is a difference between the meaning of these two sentences: 'I like to finish work at 4:00' vs. 'I like finishing work at 4:00'.

There is an interrelationship between the choice of to-infinitives with events which are more hypothetical, unfulfilled and future oriented compared to the choice of gerunds which mostly relate to the events that are more real, fulfilled and vivid. There are appropriate factors controlling the usage of the complement, which is an obvious reason why some verbs are construed only with the infinitive or only with the gerund complements. Verbs that are followed by the infinitive complement imply that the infinitive's event is a goal, and the subject aims/aimed at achieving this goal because he/she has this strong desire, while a gerund complement expresses something more concrete and real (Larsen-Freeman, et al., 2016; Duffley, 2004; Rudanko, 2017).

Larsen-Freeman et al. (2016) also emphasize that verbs which are followed by both infinitive complements and subject-control gerund-ing complements imply a clear difference in meaning and that this should be pointed out to learners.

Biber, Johansson, Leech, Conrad and Finegan (1999) also emphasize that for verbs that take both to-clauses and ing-clauses, semantic factors control the decision: a “to-clause has a meaning that is more hypothetical or potential than the meaning of the corresponding ing-clause (with the same verb)” (p. 757), which rarely happens with a hypothetical meaning. In addition, a lot of verbs which are distinctive for being followed by infinitives are future-oriented, such as, *intend*, *hope*, *learn*, and *aim*. Conversely, verbs which are followed by gerunds elicit or stimulate an interpretation related to the time of speaking such as *avoid*, *end*, *imagine*, and *hate* (Robinson, 2011). For example:

- 1) We did not **intend to** claim authorship, only inspiration, " Devins maintained.
- 2) And along those lines, you write about how you **hate being** called ma'am because that implies, like, you're no longer a miss. You've reached a certain age.
- 3) In fact, I **hate to say** this because some of the board members are in the room, but sometimes we just kind of did our own thing.
- 4) He **hated being** sick - especially while spending Thanksgiving alone with a less-than-exciting frozen dinner.
- 5) What does this **mean going** forward for her relationship, say, with Capitol Hill, right?
- 6) I didn't **mean to** startle you.

These examples which are taken from the COCA show how integrating corpus-based materials, which are authentic data, help advance instructional materials and supplement the explanations related to gerunds and infinitives. As previously mentioned, several studies have shown that if learners are frequently exposed to a particular structure, they are more likely to notice it, process it in more detail, and consequently acquire it faster. Increased input frequency shows better results when the exposure is gradual and distributed over time compared to short-time mass exposure. Familiarizing learners with the corpus-based search exposes the learners with the real language use and shows them the real patterns of use through authentic materials. This approach also makes learners focus on matters of meaning, form and use. All these findings emphasize on the usefulness of corpus data in instruction. The corpus linguistics methods can be used to conduct the selection of appropriate input data (Robinson, 2011).

One of the essential goals of the learning process in ESL teaching is to familiarize learners with the real use of the target language and help them to be as accurate as possible in their language production. It is very important for learners to be exposed to the accurate way of using different forms in different contexts. Accuracy is mostly defined as the native-like use of various linguistics aspects, and usually refers to 'grammatical accuracy'. Accuracy may also affect other areas of language use such as pronunciation, spelling and so on (Robinson, 2011).

Similar to Larsen-Freeman, Celce-Murcia, Frodesen, White, & Williams (2016) conceptualization of the three-dimensions grammar - meaning, form and use, Francis (2000) also emphasizes that meaning always develops contextually in the interaction with structures (as cited in Robinson, 2011). The results from different studies show that the

use of authentic materials and integrating them with teaching materials help learners to acquire the target language effectively, and realize how these three elements, meaning, use and form, are interconnected in real contexts.

2.6.4. Acquisition of gerund and infinitive complements

According to Shirahata (1991) children who are learning their first language (L1), acquire the infinitive complements earlier than gerund complements, and this has been observed in several studies on L1 development. Based on Brown's findings, the *-ing* morpheme in the progressive form is acquired first and the acquisition of gerunds takes much longer (as cited in Keck & Kim, 2014). Further, Shirahata states that even for some verbs such as *like*, which could be followed by a gerund or an infinitive, L1 children choose the infinitive complements to finish their utterances. Interestingly, studies on L2 children have also shown that these children produce the infinitive complements earlier than gerunds complements. These findings show that in the process of learning a second language, infinitives are mastered before gerunds. Based on these findings about language development, Polio (2017) also emphasizes that different features of language develop at different points throughout the learning process, and this development is not linear. These studies emphasize that 'development' is complex and sometimes it is hard to find the exact reason why differences within and across individuals happen.

In the next chapter we will discuss the data analyses of the comparisons among the selected resources and corpus data have been done.

Chapter 3: Methodology

3.1. Overview

This chapter focuses on the methodological procedures adopted in the current study. The chapter starts with introducing the materials used in this study, and continues by providing the information about selecting and investigating the selected resources for demonstrating the presentation of gerunds and infinitives in pedagogical settings. Then, in order to show how gerunds and infinitives are used in naturally-occurring language in authentic contexts, a corpus search and analyses of the examples taken from corpora are described. In order to find the authentic patterns of use of gerunds and infinitives in real contexts, to suggest a better way for teaching these two complements, and to highlight the differences between spoken and written English, the current study focuses on one of the verbs, ‘mean’. The verb ‘*mean*’, based on this study’s investigations, has been differently presented in the selected resources regarding the acceptance of gerund or infinitive complements. Despite the obvious differences between spoken English and written English, especially for some forms which are more common in spoken discourse than written discourse, not many studies have focused on this important point in pedagogical settings (Lam, 2010). By focusing on the verb ‘*mean*’ the difference between spoken and written English has also been examined in the current study.

3.2. Material

In order to explore and collect the data for this study, two main resources are used and compared:

1. Commonly used ESL/EFL textbooks which are used in ESL/EFL classrooms in the Ottawa area and in Iran.

2. Two corpora: a TV closed-caption corpus and the COCA Academic sub-corpus.

These resources will be described in detail in the following sections.

3.2.1. ESL/EFL textbooks and Grammar Reference Books

I have compiled commonly used textbooks and grammar books that, at the time of this study, were being used in schools and universities which offer adult ESL, EAP, or IEP programs across the Ottawa region, such as the Ottawa Catholic School Board, Algonquin College, the private school GEOS, Carleton University, and the University of Ottawa. Additionally, for EFL contexts, textbooks were collected from institutes in two cities in Iran: Tehran and Kermanshah. In addition to these resources, the ESL library Website, as one of the most used websites for ESL materials by ESL teachers in Ottawa, has been also investigated.

This published works used in this study (listed in Table 1) were chosen based on informal inquiries I have made at English-language programs in the Ottawa area and also based on my experience as an EFL/ESL teacher and learner in Iran and in Ottawa. These textbooks or grammar books are the most commonly used ESL or EFL textbooks or grammar books in their respective programs or classrooms in Ottawa and in Iran. The focus of the study is on how these texts present the topic of gerunds and infinitives. This area of grammar is mostly taught at the intermediate level.

Table 1*ESL/EFL textbooks and grammar books used in this study*

Textbooks & Grammar books	Author(s)	Year	Publisher	The name of school or college	Program
<i>Understanding and Using English Grammar</i> (5 th ed.)	Azar, B., S., & Hagen, S., A.	2017	Pearson	Coursebook for grammar teaching at Algonquin College	EAP
Ventures 3 (1 st & 2 nd ed.)	Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K., L.	2008 & 2014	Cambridge University Press	Catholic School Board (adult school in Ottawa)	ESL
Four Corners 2	Richards, J. C., & Bohlke, D.	2012	Cambridge University Press	In Iran, Novin and Faraz institutes	EFL
<i>Top Notch 2</i> (3 rd ed.)	Saslow, J., & Ascher, A.	2015	USA: Pearson	GEOS (private adult school in Ottawa)	ESL
<i>Q: Skills for Success 4: Listening and Speaking</i> (2 nd ed.)	Freire, R. & Jones, T.	2015	Oxford University Press	GEOS	ESL
<i>Pathways 2: Reading, writing, and Critical Thinking.</i>	Chase, B. T., Johannsen, K., L., & Folse, K., S.,	2012	National Geographic Learning. Heinle Cengage Learning.	A coursebook at Algonquin college	EAP
<i>Pathways 2: Listening, Speaking, and Critical Thinking.</i>	Chase, B. T., Johannsen, K., L., & Folse, K., S.,	2012	National Geographic Learning. Heinle Cengage Learning.	A coursebook at Algonquin college	EAP

<i>Interchange 2</i> (4 th ed.)	Richards, J. C., Hull, J., & Proctor, S.	2013	Cambridge	Amir Kabir Language Institute in Kermanshah-Iran	EFL
<i>Interchange 3</i> (4 th ed.)	Richards, J. C., Hull, J., & Proctor, S.	2013	Cambridge	Amir Kabir Language Institute in Kermanshah-Iran	EFL
<i>Grammar Sense 3</i>	Kesner Bland, S.	2003	Oxford University Press	Used by Some ESL teachers in Ottawa	ESL
Grammar in use intermediate (3 rd ed.)	Murphy, R., & Smalzer, W. R.	2009	Cambridge	Catholic Adult schools in Ottawa	ESL /LINC programs
<i>Grammar Express Intermediate</i>	Fuchs, M., & Bonner, M.	2002	Longman	Ottawa University	EIP Program
<i>ESL Library</i>				Catholic Adult Schools	ESL/EAP

3.2.2. Academic COCA and TV Corpora

In order to compare the textbook and grammar book materials focusing on the gerund and infinitive with authentic language use by competent English speakers, the Academic sub-corpus of the Corpus of Contemporary American English (COCA) is used in this study (<https://corpus.byu.edu/coca/>). The entire COCA consists of 560 million words of text (20 million words added each year: 1990-2017), and its academic subcorpus comprises approximately 120 million words. A second corpus, ‘TV corpus’, which is also available on the COCA search platform, is also used in this study, as it “contains 325 million words of data from 75,000 TV episodes from the 1950s to the current time” (<https://www.english-corpora.org/tv/>). The TV corpus provides a great

resource to search for informal spoken English, and for this reason, it was chosen over the COCA spoken subcorpus. These two corpora have been chosen to represent two disparate registers of English: informal conversational speech (TV corpus) and academic written English (COCA academic).

In the current study, the examples are taken from the COCA academic register to show the use of gerunds and infinitives in formal written English. Additionally, TV shows and movies are one of the resources that could provide students with models of conversation, and many studies have highlighted that watching TV series in a second or foreign language may contribute to promoting vocabulary learning through encountering students in authentic contexts (Csomay & Petrovic, 2012). Therefore, examples have also been taken from the COCA TV Corpus, and have been compared with those from the COCA academic written sub-corpus. In some studies, it has been highlighted that there is a significant difference between spoken discourse and written discourse. These differences have been described extensively by Biber and his colleagues (e.g., 1986).

3.3. Methods

3.3.1. Comparisons among the selected resources

These selected resources provide the explanations about gerunds and infinitives at the intermediate level which is roughly equivalent to CLB 4-5 based on Canadian Language Benchmark (Pawlikowska-Smith, 2012). Altogether, 13 resources have been investigated in this study. In these resources, the contents of the gerunds and infinitives are classified into several types of sections. The first of these is usually the ‘presentation’, which introduces the gerund and infinitive forms, and the fact that some verbs can be followed by verbs in the gerund form, or the infinitive form, or either form. The

presentation is then often followed by some exercises for practicing the forms, which are mostly decontextualized, such as ‘fill in the blanks’, ‘short answer’, ‘true or false’, ‘building sentences with gerunds and infinitives’, ‘distributing gerunds and infinitives after verbs’, ‘listening to short conversation and filling in the blanks or choosing true statements’, ‘talking in small groups or in pairs by using certain verbs which are followed by gerunds or infinitives’, and ‘finding errors in short sentences or short paragraphs’.

The classifications of verbs are given in three categories: followed just by infinitives, followed just by gerunds, and followed by both complements. I catalogued the rules presented by all of the above sources in order to determine uniformity or non-uniformity of the rules between sources for all verbs that were presented. After focusing on differences and similarities among the selected resources, the present thesis study focuses on only one of these verbs, ‘mean,’ in order to suggest a more effective way to teach this challenging area of grammar.

In order to find a better way for teaching gerunds and infinitives and reducing the confusion by integrating corpus data, the present study has focused on conflicts found between the selected textbooks for the verb ‘*mean*’. This was accomplished by comparing the selected resources on the categorization of verbs based on accepting either the gerund or infinitive complement or taking both, and finding the discrepancies among the selected textbooks and grammar books which differently introduce the verb ‘*mean*’ into this categorization.

3.3.2. Searching and Collecting Data from COCA and TV Corpora

This study attempts to find how the verb ‘*mean*’ is used by proficient English speakers in different contexts by looking at authentic examples taken from two corpora

and the way it is described and presented in textbooks and grammar books designed for ESL/EFL learners. In particular, the frequency of occurrence of the verb ‘*mean*’, the meanings and functions of the verb in different contexts, and how the verb is followed by either a gerund, an infinitive, or both complements have been investigated and compared between two sources: corpus data taken from COCA and TV Corpora, and selected textbooks and grammar books. The comparison between these two sources is done in order to investigate the extent to which ESL/EFL resources might reflect authentic language usage.

3.3.3. Corpus search procedures

In order to find patterns for the verb ‘*mean*’ in the two different registers followed by the infinitive or gerund complements, the two search strings shown below were used in the COCA website search engine. These search strings follow the syntax rules used by the COCA search platform, where both of these corpora are housed. The square brackets allow the return of all inflected forms of the base form search term. Asterix characters are wildcards which return any continuous sequence of non-space characters. The underscore character is followed by the part-of-speech tag in the COCA corpus dataset, so “_V*” will find any verb tag and _V*G will find any –‘ing’ form of a verb.

- 1) [mean]_V* to *_V* = verb forms of ‘*mean*’ followed by an infinitive complement
- 2) [mean]_V* *_V*G = verb forms of ‘*mean*’ followed by a gerund complement

These search strings were used first in COCA by clicking on the ‘section’ box, and then the Academic sub-corpus was chosen. Then, by clicking on the ‘Find matching strings’ we had access to all the verb forms after the verb ‘*mean*’. The same process of

finding the forms after the verb ‘*mean*’ has been done in TV corpus. In COCA, by entering the search string created for gerund forms, I focused on the ten top gerund forms after the verb ‘*mean*’ and collected 100 random sample of examples of these forms. 100 random examples of infinitive forms after the verb ‘*mean*’ were also collected after entering the search string created for infinitive forms. The same process of collecting random sample of examples was done with the TV corpus, and 100 examples for gerund forms and 100 examples for infinitive forms after the verb ‘*mean*’ were collected.

3.3.4. Categorizing the verb ‘*mean*’ based on its meaning in different contexts

After collecting the 400 examples, in order to analyze them based on the form and the meaning of the verb ‘mean’, I used dictionaries (*American Heritage Dictionary*, Morris, 1981; *Longman Dictionary*, 2005) to find how ‘mean’ as a verb is described and classified based on the meaning that it conveys in the context. These two dictionaries (2005) were consulted to provide contextually-determined meanings of the 400 examples. By categorizing the meaning of the verb ‘*mean*’ according to the eleven meanings provided in these two dictionaries in different contexts, I could then attempt to find complementation patterns that correspond to specific meanings of the word ‘*mean*’. The researcher verified these matches with one other researcher (the thesis advisor) before proceeding.

Chapter 4: Results

4.1. Overview

This study aimed to answer the following research questions:

1. To what extent do the instructions and explanations of grammatical rules related to how verbs are followed by either gerunds or infinitives in selected textbooks reflect the real use of these verbs as found in corpus data?
2. In cases where discrepancies are found between textbooks and corpus data in research question 1, how can corpus data be used to provide more accurate explanations of how gerund and infinitive verb complementation occurs?

In order to answer these questions, the present study examined textbooks used in Ottawa ESL classes and in Iran in EFL contexts, and compared these materials to language use in the TV Corpora and the COCA (Corpus of Contemporary American English). To answer the first question, the selected resources were compared and evaluated to (1) identify how the gerund and infinitive complements are presented, and to (2) determine whether or not the rules were consistent across these texts, and to (3) describe the extent to which the presentations reflect the real language use of the gerunds and infinitives in spoken and written English.

In order to answer the second question, the present study focused on one of the most frequent verbs in English, '*mean*.' This verb was chosen for further study among all of the verbs whose complementation patterns that were found to be inconsistently presented in class textbooks, primarily because it is a very frequent verb in English and had not been previously examined in this way in the research literature. The results of the study are presented in the following subsections:

4.2. The comparison of selected resources on the presentation of gerunds and infinitives

Keeping in mind that many instructors use different resources in order to supplement their classroom instruction, textbooks are still the main resource of many language courses. One of the objectives of this study was to investigate to what extent selected ESL/EFL textbooks, reference grammar books, and commercial ESL websites focus on syntax and semantics of one important and challenging areas of grammar, gerunds and infinitives, and how do they draw ESL/EFL students' attention to the authentic use of these complements by proficient English speakers.

Authentic language input in textbooks materials has been an important concern in second language acquisition (SLA) and language teaching. Authentic language input is defined as texts that have not been specifically designed for pedagogical purposes (Al Azri & Al-Rashdi, 2014; Richards, 2001). Authenticity has also been described by different scholars as spoken or written language which mirrors the real use of language forms in natural contexts (Clavel-Arroitia & Fuster-Márquez, 2014). There are four types of authenticity including:

Text authenticity, learners' interpretation authenticity, task authenticity, and situation authenticity. Text authenticity is concerned with text qualities as a source of data which will support the learner in the development of an authentic interpretation. Learner interpretation authenticity refers to the learner's understanding of the target language conversations which leads to the interpretation of the meaning embedded in the text. Task authenticity refers to the authenticity of the language

learning drive for which the input is used. The authenticity of the classroom and the actual social situation of the learning context are concerned with the environment in which learning takes place. It includes the provision of conditions under which the learners can share achievements, problems and learning (Breen, 1985 as cited in Zohoorian & Pandian, 2014, p.94).

The concept of authenticity is complex and therefore, in this study, authenticity will be operationalized as examples that have been taken from a corpus. An examination of teaching materials revealed that the presentation of gerunds and infinitives complements was mostly achieved by means of short examples, fill in the blanks exercises, and/or true and false questions, all of which are mostly decontextualized. Furthermore, comparison between textbooks' presentation of rules in gerunds and infinitives topic and the corpus data determined that several mismatches between real-world production and the language presentation in textbooks. Because of the detachment of the form and the meaning of the given form in teaching materials, the three-dimensional nature of grammar is mostly overlooked. Although some of the resources self-promote as being discourse-based and meaning-and-use-focused, the proportion of contextualized exercises is very limited as compared to the traditional activities which dominate these texts. Authenticity, which according to Clavel-Arroitia and Fuster-Marquez (2014), refers not only to the materials but also to the type of the tasks that students are given, is missing in most of the textbook materials. As mentioned previously, not many context-rich exercises are provided, especially in ESL/EFL textbooks. In the selected grammar reference books, students are asked to practice with verbs which are

followed by gerunds or infinitives in pairs or small groups, but there are hardly any authentic texts included to serve that need. In addition, not much real communication is possible through these learning materials, which negatively affects learners' motivation. More importantly, the difference between spoken and written English is not highlighted or even mentioned in these resources. The following section shows how gerunds and infinitives are presented in some of the resources and how learners are asked to practice the given form.

4.2.1. Examples of teaching materials

After making a comparison among selected resources, it was observed that in general, EFL/ESL textbooks (*Ventures 3*, *Top Notch 2*, *Q: Skills for Success 4*, *Pathways 2*, and *Interchange 2 & 3*) and *ESL Library* present shorter lists of the verbs followed by the infinitives, gerunds, or both, as compared to the grammar reference books (*Grammar Sense 3*, *Grammar Express Intermediate*, *Azar Grammar Book*, and *Grammar in use Intermediate*). The list of the verbs in grammar books are very long and are presented over several pages of a chapter such as in the *Azar Grammar Book* or they were provided as an appendix such as in the *Grammar Sense 3* or *Express Grammar Intermediate*.

4.2.1.1. The EFL textbook used in Iran

In *Four Corner 2*, an EFL textbook used in Iran, the following table (Table 2) presents the list of the verbs followed by the infinitives, gerunds, or both (Unit 6, page 57):

Table 2

The presentation of the verbs followed by gerunds or infinitives in Four Corner 2

Grammar: Verb + infinitive or gerund	Examples	Examples
Verb + infinitive	I hope to get a big TV.	I want to see every baseball game.
Verb + gerund	I enjoy watching football games.	I dislike watching TV.
Verb + infinitive or gerund	I like to see my favorite actors. I love to watch game shows. I prefer to listen to the radio. I hate to miss the news.	I like seeing my favorite actors. I love watching game shows. I prefer listening to the radio. I hate missing the news.

After the presentation of the grammar rules, practice is typically done through exercises such as circling the correct form of the verbs in the sentences, or filling in the blanks, such as in the following examples:

A Circle the correct verb forms. If both forms are correct, circle both. Then practice with a partner.

- A:** What types of TV shows do you like to **watch/watching** late at night?
B: Actually, I dislike to **watch/watching** TV at night. I prefer **to be/being** online.
- A:** What do you want **to watch/ watching** on TV tonight? A reality show?
B: I hate **to watch/watching** those shows. I enjoy **to watch/watching** dramas.
- A:** Do you want **to see/seeing** a movie tonight?
B: No, not tonight. My favorite TV show is on, and I hate **to miss/missing** it.

4.2.1.2. The ESL textbooks used in Ottawa

In ESL textbooks such as *Top Notch 2* and *Q: Skills for Success, Listening and Speaking*, which are used together in an ESL context in the GOSE private school in Ottawa, the following table (Table 3) shows the list of the verbs followed by the infinitives, gerunds, or both presented in these books:

Table 3

The presentation of the verbs followed by gerunds or infinitives in Top Notch 2

Use a gerund after the following verbs and expressions	Use an infinitive after the following verbs and expressions	Other verbs and expressions can be followed by either a gerund or an infinitive
avoid, discuss, dislike, don't mind, enjoy, feel like, practice, quit, suggest	agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like	begin, can't stand, continue, hate, like, love, prefer, start

After presenting the grammar rules, students are asked to practice the forms mostly through fill-in-the-blank exercises.

4.2.1.3. The ESL Library

In the ESL Library which is used by the most of ESL teachers in the Ottawa Catholic School Board, the following table (Table 4) presents the verbs followed by the infinitives, gerunds, or both (ESL library.com, Gerunds & Infinitives, p. 7).

Table 4

The presentation of the verbs followed by gerunds or infinitives in ESL library

Common verbs followed by a gerund	Common verbs followed by an infinitive	Common verbs followed by a gerund or an infinitive (with no meaning change)
admit, advise, appreciate, avoid, complete, consider, deny, discuss, dislike, enjoy, finish, imagine, keep, mention, mind, miss, practice, quit, recommend, suggest	afford, agree, appear, ask, decide, expect, hope, intend, learn, mean, need, offer, plan, prepare, promise, refuse, seem, volunteer, wait, want	begin, continue, hate, like, love, prefer, start

After presenting the forms and explanations related to the use of gerunds and infinitives, students are asked to practice the forms through exercises such as filling in the blanks or multiple-choice exercises as in the following example (page 10):

Multiple-Choice

Circle the correct answer.

1. My mom offered me some money.
 - a) loaning
 - b) to loan
2. Chris is considering English for another year.
 - a) studying
 - b) to study
3. They volunteered tickets.
 - a) selling
 - b) to sell
4. is my favorite sport.
 - a) Snowboarding
 - b) To snowboard
5. It is essential salt to this recipe.
 - a) adding
 - b) to add
6. You can get to the theater by the bus.
 - a) taking
 - b) to take
7. Marta thought about to Switzerland.
 - a) travelling
 - b) to travel
8. The children learned to strangers.
 - a) not talking
 - b) not to talk
9. Elizabet finds it difficult money.
 - a) saving
 - b) to save
10. Do you want jogging with me?
 - a) going
 - b) to go

4.2.1.4. The ESL reference grammar book

In the *Understanding and Using English Grammar* (2017), known more commonly as the ‘Azar Grammar Book’, which used as a reference grammar book at Algonquin College, the following table (Table 5) presents the list of the verbs followed by the infinitives, gerunds, or both (pl. 327 & 328):

Table 5*The presentation of the verbs followed by gerunds or infinitives in Azar Grammar book*

Reference List of Verbs Followed by Infinitives (Verbs followed immediately by an Infinitive)	Reference List of Verbs Followed by Gerunds
1. agree	1. admit
2. appear	2. advise*
3. arrange	3. anticipate
4. ask	4. appreciate
5. beg	5. avoid
6. begin*	6. begin*
7. can't afford	7. can't bear*
8. can't bear*	8. can't help
9. can't stand*	9. can't imagine
10. can't wait	10. can't stand*
11. care	11. complete
12. claim	12. consider
13. consent	13. continue*
14. continue*	14. delay
15. decide	15. deny
16. demand	16. discuss
17. deserve	17. dislike
18. expect	18. enjoy
19. fail	19. finish
20. forget*	20. forget*
21. hate*	21. hate*
22. hesitate	22. imagine
23. hope	23. keep
24. intend	24. like*
25. learn	25. love*
26. like*	26. mention
27. love*	27. mind
28. manage	28. miss
29. mean	29. postpone
30. need	30. practice
31. offer	31. prefer*
32. plan	32. quit
33. prefer*	33. recall
34. prepare	34. recollect
35. pretend	35. recommend
36. promise	36. regret*
37. refuse	37. remember*
38. regret*	38. resent
39. remember*	39. resist
40. seem	40. risk
41. start*	41. start*
42. stop	42. stop
43. struggle	43. suggest
44. swear	44. tolerate
45. tend	45. try*
46. threaten	46. understand
47. try*	47. urge
48. volunteer	
49. wait	
50. want	
51. wish	

Note. Verbs with an asterisk (*) can also be followed by gerunds

After presenting the grammar rules and explanations related to the use of gerunds and infinitives, students are asked to practice the forms mostly through exercises such as filling in the blanks, multiple-choice exercises, answer short questions, and practicing the form in small groups or in pairs.

As is shown in different textbooks or grammar books through the previous examples, presenting the form is limited to the verb lists and mostly mechanical exercises. This leaves the learners to memorize the verbs and to choose the appropriate verb form. Unfortunately, sometimes these verb combinations have different meanings depending on the context, and speaker's motivation. When learners are not taught or confronted by naturally-occurring language and forced to memorize which form takes which verb and vice versa, according to some studies, this approach in language teaching does not really fulfill learners' needs, and the outcome will not be as satisfactory as it should be (Whittery, 2001).

The next section describes the discrepancies that were found to exist between selected resources based on the categorization of the different verbs under three main complementation categories.

4.3. The conflicts among selected resources

4.3.1. Categorization of different verbs under three main categories: Followed by infinitives, followed by gerunds, and followed by two complements

Based on comparisons among all selected resources, some conflicts were found among the resources. All the verbs which are categorized under the three main categories in the resources are shown in Appendix C.

The conflicts among the selected resources are as follows:

- 1) Verbs *attempt* and *neglect* in *Grammar Sense 3* are introduced as verbs followed by infinitives or gerunds while in *Grammar Express Intermediate* they are shown as verbs that are followed by infinitives.
- 2) The verb *advise* in ‘Azar Grammar Book’, *Grammar Sense 3*, and *Grammar Express Intermediate* is introduced as a verb that is followed by the infinitives when it is followed by objects, or it can also be followed directly by gerunds; however, in the ESL Library, *advise* is introduced as a verb followed just by a gerund.
- 3) *Propose* in *Grammar Express Intermediate* is introduced as a verb followed by gerund while in *Grammar Sense 3*, it is introduced as a verb followed by infinitives or gerunds.
- 4) *Mean* in *Azar*, *ESL Library*, *Ventures 3*, *Grammar Express: Intermediate*, and *Grammar in use Intermediate* is introduced as a verb followed by infinitives while in *Grammar Sense 3* is introduced as a verb followed by gerunds.
- 5) *Regret* in *Grammar Express Intermediate* and *Ventures 3* is introduced as a verb followed by gerunds while in *Azar*, *Grammar Sense 3*, and *Grammar in use Intermediate*, it is introduced as a verb followed by both infinitives or gerunds.
- 6) *Forget* in *Grammar in Use Intermediate* is introduced as a verb followed by the infinitive, while in *Azar*, *Grammar Sense 3*, and *Grammar Express Intermediate* is introduced as a verb followed by both infinitives or gerunds.

- 7) *Understand* and *explain* in *Azar and Grammar Express Intermediate* are introduced as verbs followed by gerunds, while in *Grammar in use intermediate* these verbs are introduced as verbs followed by infinitives.
- 8) *Need* in *Grammar in use Intermediate*, and *Interchange 3* is introduced as a verb followed by the gerunds or infinitives while in *Azar Grammar Book*, *Grammar Express Intermediate*, *Pathways 2*, *Top Notch 2*, and *ESL Library* it is introduced as a verb followed by the infinitives.
- 9) In *Grammar Express Intermediate*, *Ventures 3*, *Grammar Sense 3*, *Top Notch 2*, and *Grammar in use Intermediate* *would like* is introduced as a verb followed by infinitives. *Would love* is also introduced as a verb followed by an infinitive in *Grammar in use Intermediate*. On the contrary, in *Interchange 3*, *would like* is introduced as a verb followed by both the infinitives and gerunds and *would love* is presented as a verb followed by the gerunds.
- 10) *Help* in *Ventures 3*, *Grammar Sense 3*, and *Grammar Express Intermediate* is introduced as a verb followed by infinitives while in *Grammar in use Intermediate* it is introduced as a verb that can be followed with ‘to’ or without ‘to’.
- 11) Verbs *remember* and *try* in *Pathways 2* are introduced as verbs followed by infinitives while in *Azar Grammar Book*, *Grammar Express Intermediate*, *Grammar in use Intermediate*, and *Grammar Sense 3* are followed by both infinitives and gerunds.

These conflicts are summarized in Table 6.

4.3.2. Focusing on the meaning of the verbs which take both complements

According to Whittery (2001), standard texts describe and classify gerunds and infinitives from the structural perspective of the traditional grammarians, and are not concerned about the native speaker usage in terms of semantic functions and communicative goals. Almost all selected ESL/EFL textbooks investigated in this study explain that the infinitive and gerund constructions after the verbs that accept the both complements imply the same meaning.

On the contrary, the differences in meaning between the two complements after certain verbs are mentioned in the selected grammar books, but the present study reveals that there are also some conflicts among these explanations:

- 1) The Azar Grammar Book explains that verbs such as *begin, start, continue, like, love, prefer, hate, can't stand, and can't bear* can be followed by infinitives or gerunds with no difference in meaning (page 311). While the Grammar Sense 3 mentions that after verbs such as *begin, start, and continue* the infinitives and gerunds have the **same** meanings but **similar** meanings with *like, love, hate, and prefer*. Using a gerund or an infinitive after later verbs has different usage.

“Sometimes it is more common to use an infinitive to talk about an activity at a specific time, and a gerund to talk about an activity in general” (p. 238). In

Grammar Sense 3, the following examples are given to show these differences:

- a) I **like to swim** early in the morning.
- b) Would you **prefer to play** tennis or swim today?
- c) I **like swimming** and boating.
- d) Do you **prefer playing** tennis or swimming?

2) The Grammar in use Intermediate (page 112) also explains that if the verbs *like* and *love* are used for repeated actions, using a gerund or an infinitive implies the same meaning. The following examples are given to show the same meanings by gerunds and infinitives:

- a) Do you like to get up early? Or
- b) Do you like getting up early?

But it has been explained that sometimes there is a difference between ‘I like to do’ and ‘I like doing’. The following examples are given to show these differences:

- a) I like cleaning the kitchen. (= I enjoy it)
- b) It’s not my favorite job, but I like to clean the kitchen as often as possible. (= I don’t necessary enjoy it).

3) The Azar Grammar Book introduces the verbs “*forget, remember, stop, regret, and try*” as verbs that can be followed by the gerunds or infinitives but there is a big difference in meaning when the given verbs are followed by a gerund or an infinitive (page 311).

4) The Grammar Express Intermediate introduces the verbs “*forget, remember, and stop*” as verbs which take the both complements but imply the different meaning.

5) The Grammar Sense 3 categorizes the verbs “*forget, remember, stop, try, and regret*” under the verbs which accept the both complements and present different meanings (page, 239).

6) The Grammar in Use Intermediate explains that the verbs “*remember, regret, and go on*” take the both complements which imply different meanings.

As is mentioned earlier, in other resources such as ESL Library, Ventures 3, Top Notch 2, Q: Skills for Success 4, Pathways 2, and Interchange 2 & 3, these verbs are not introduced as verbs which can be followed by both complements. In Ventures 3 (page , Top Notch 2, page76, unit 7), and ESL library (page 7 of Gerunds & Infinitives section), there is no explanation about the difference in meaning if the verb is followed by either a gerund or an infinitives. ESL library explains that both of the complements after these verbs imply the same meanings (page 7, Gerunds & Infinitives, in ESL library).

The differences in introducing the change of meaning after gerund or infinitive complements are summarized in Table 6.

It is important to mention that in the reference grammar books investigated in this study, these differences in meanings are explained and practiced through filling in the blanks, completing individual sentences, or short conversation. These exercises rarely really reflect the real meaning of these differences in authentic contexts, or the reason why proficient English speakers choose one complement over the other while constructing their utterances to communicate their desired meaning. The connection between a form and its meaning which is conveyed in the context, is ignored through these close exercises. Teaching and learning of the English forms in the context which shows how a form, its meaning and its usage are interconnected has been recommended by many researchers (Keck & Kim, 2014).

In order to show the importance of teaching the grammar in authentic contexts, by focusing on one of the conflicts found in the selected resources, this study shows how to choose one of the complements over the other complement. By analyzing the examples

taken from two corpora this study puts more emphasize on the benefit of integrating textbooks materials with corpus materials for the sake of L2 learners.

Table 6

The conflicts observed among selected resources based on their presentation of the verbs listed as complemented by verbs in the infinitive, gerund or either form.

Verbs	Followed by the infinitives	Followed by the gerunds	Followed by the infinitives or gerunds	Followed by the infinitives and gerunds (the same meaning)	Followed by the infinitives and gerunds (the similar meaning)	Followed by the infinitives and gerunds (with a difference in meaning)
attempt	B		A			
neglect	B		A			
advise		D	C, B, A	Advise + object + infinitive		
propose		B	A			
mean	C, D, E, F, B	A				
regret		B, E	C, A, F			
forget	F		C, A, B			
understand	F	B, C				
explain	F	B				
need	B, C, D, H, I, A		F, G			
Would like	B, E, A, I, F		G			
Would love	F	G				
help	E, A, B,					
remember	H		A, B, C, F			A, B, C, F
try	H		A, B, C, F	B	A	A, C, F
begin				C, A, D, B, F		
start				C, A, D, B, F		

continue	C, A, D, B, F		
like	C, D, B, F	A, F	F
Love	C, D, B, F	A, F	F
hate	C, D, B, F	A	F
prefer	C, D, B	A	
remember			C, B, F, A
try	B	A	A, C, F
regret			C, F, A
stop			C, B, A
forget			B, C, A
bother	F		
go on			F
can't stand	C		
can't bear	C		

Note. A: Grammar Sense 3; B: Grammar Express Intermediate; C: Azar Grammar book; D: ESL Library Website; E: Ventures 3; F: Grammar in Use Intermediate; G: Interchange 2 & 3; H: Pathways 2; I: Top Notch 2

4.4. Categorizing the verb ‘*mean*’ under one of the three main categories

This section will discuss the results of a corpus analysis of complementation patterns of the verb ‘*mean*’. This was done in order to address the second research question, ‘How can we use corpus data to provide appropriate explanations to some of the exceptions to the rules presented in the textbooks?’

The present study focused on the verb, ‘*mean*’, which was identified as having inconsistencies in how it was presented in the published resources. The findings show that ‘*mean*’ has been inconsistently categorized as accepting a gerund or an infinitive complement in the resources examined. Some of the resources introduce the verb ‘*mean*’ as a verb which takes the infinitive complement, while other resources introduce the verb ‘*mean*’ as a verb which takes the gerund complement. In the list of the verbs followed by infinitives, there is just one example in Azar Grammar Book for ‘*mean*’ as follow: “I didn’t mean to hurt your feelings” (page. 327). In the list of the verbs followed by

gerunds, in *Grammar Sense 3*, the verb ‘mean’ is shown as follows: mean (=involve, Appendix A-7), and in *Grammar in use Intermediate*, it is shown as (*mean=intend*, page. 106) without any explanation. This way of introducing the rules to L2 learners really raises the question about the extent to which learners can acquire the ability to use of some verbs which are followed by the gerunds and infinitives if they just rely on their textbooks.

The present study has tried to find how the verb ‘mean’ is used in different contexts in order to suggest an effective way for teaching and presenting the gerund and infinitive complements by using and integrating corpus data. The verb complementation of ‘mean’ was examined in two registers of corpora. A descriptive summary of these results is shown in Tables 7 and 8. A comparison of these two tables shows that the verb ‘mean’ is used more frequently with infinitive form (35.62 per million) in written English, almost twice that of the gerund form (17.86 times per million). However, it is worth noting that the frequency of the verb followed by the gerund form in COCA academic is also large (Table 8). In TV Corpora the verb ‘mean’ is more frequent with the infinitive complement than the gerund complement.

Table 7

The frequency of the verb ‘mean’ followed by to-infinitive in five different registers from COCA (<https://corpus.byu.edu/coca/>)

Section	All	Spoken	Fiction	Magazine	Newspaper	Academic
Frequency	21800	3805	6992	4009	3025	3969
Words (M)	577	116.7	111.8	117.4	113	111.4
Per million	37.74	32.59	62.52	34.16	26.77	35.62

Table 8

The frequency of the verb ‘mean’ followed by -ing complement in five different registers from COCA (<https://corpus.byu.edu/coca/>)

Section	All	Spoken	Fiction	Magazine	Newspaper	Academic
Frequency	10841	1634	1361	3563	2293	1990
Words (M)	577	116.7	111.8	117.4	113	111.4
Per million	18.77	14	12.17	30.36	20.29	17.86

4.5. Categorizing the verb ‘mean’ based on its meaning in different contexts

The verb ‘mean’ followed by either the infinitive complement or the gerund complement expresses a variety of meanings that are listed below with some representative examples taken from both COCA and TV Corpora. The present study has categorized the verb ‘mean’ under eleven categories which are listed as follow. Each category is presented with two representative examples. More examples for each category are provided in appendices A and B.

4.5.1. Categorizing the verb ‘mean’ through analyzing the examples taken from TV Corpora and Academic COCA

- 1) ‘Intend to say sth’: to intend a particular meaning when someone says something:
 - a) you get out of here. Now, wait just a minute. Do you mean to say that you’re... That you’re legally working here? Yes, (TV)
 - b) release of responsibility from the teacher to the student, but this design does not mean to suggest that scaffolding always happens in a linear fashion. The beginning (COCA)

- 2) 'Intend to do sth': to intend to do something or intend that someone else should do something/ have as purpose/ have an intention:
- a) That's you, sir? You're Mr. Dunstan? I don't **mean to be** inhospitable, Lieutenant, but I'm expecting a guest at any moment (TV)
 - b) impact on aggregate activity of an increase in student loans. # I do not **mean to be** overly critical of the assumptions Lucas makes here, given the lack of (COCA)
- 3) 'Clarification' (I mean: used when somebody wants to explain more or gives an example of something, or when pausing to think about what they are going to say next):
- a) he told you about our little conversation today. If, by conversation, you **mean going** behind my back and getting his investment business, then yeah, he told (TV)
 - b) No any example has been found in the written English from Academic COCA for this category
- 4) 'Result in sth': to have a particular result or outcome:
- a) sometimes you have to stand up for something bigger than yourself, even if it **means getting** your legs broken. But I'm guessing you already knew that. Now (TV)
 - b) of the administration of the port. For the local inhabitants, this rezoning has **meant being** partly or completely cut off from access to water and being severely exposed to (COCA)
- 5) 'Entail/ necessitate/ require/ involve':

- a) . Look, we need to be able to trust each other. And
that **means being** completely honest, even if the truth hurts. I get it.
Emotions (TV)
- b) create meaningful social change, steps should be taken to strengthen
advocacy practice. This **means making** sure that practitioners are
adequately trained and that they recognize these everyday opportunities to
(COCA)
- 6) 'Have a particular meaning' (to have or represent a particular meaning):
- a) Ink Master. This week, you're being judged on contrast. -
Contrast **means putting** one thing that's really different from another thing
right next to each other (TV)
- b) an adventurer? " (" Amelia Earhart "), " What does it **mean to be** gifted? "
(" Tomie dePaola "), " What are (COCA)
- 7) 'Be associated with/ equate/ show something is true/will happen' (to be a sign
that something is true or will happen):
- a) city in Germany. But he told us that being accepted into Europe
doesn't **mean being** accepted by the people who live here. (TV)
- b) they may not be to the taste of that teacher, but that
doesn't **mean to say** that they're bad. (Frith, Interview 1) This skillful
(COCA)
- 8) Know/understand what it means to be something (to have experienced a
particular situation, so that something knows what it is like):

- a) not have fun. Don't enjoy it. Spend it thinking about what it means to be a doctor. - Thank you. - No, no, do (TV)
 - b) See Jennifer Hamer, What It Means to Be Daddy: Fatherhood for Black Men Living Away from Their Children 121, (COCA)
- 9) 'Be meant to do something':
- a) No any example has been found in the spoken English from TV Corpora for this category
 - b) thing as philosophy of education. This paper's title, by contrast, is meant to suggest that education would be better grasped as an activity pursued philosophically, rather (COCA)
- 10) 'Destined or Designed for a purpose' (often in passive= be meant to be good/excellent/ bad etc.)
- a) ? You knew about it all this time? Yes. Karen, was I meant to be a father? What do you mean? Of course, you were (TV)
 - b) Core Argument is empty. The label " positive " implies that the facts are meant to be nonmoral facts or what Mark Greenberg calls " descriptive facts, " to (COCA)
- 11) 'Something was meant to be /happen' (used to say that you think a situation was certain to happen and no one could have prevented it)
- a) don't want to be the reason. I understand. It just wasn't meant to be. But I just have one question. Oh, yeah, what (TV)
 - b) No any example has been found in the written English from Academic COCA for this category

The summary of the results of the categorization is presented in Tables 9 and 10.

Table 9

Categorization of the verb 'mean' based on the meaning in authentic contexts: The Academic COCA (Longman dictionary of contemporary English, 2005; Morris, 1976)

Category	infinitive	gerund	total
Intend to say sth	6	0	6
Intend to do sth	23	0	23
Clarification	0	0	0
Result in sth	0	2	2
Entail/ necessitate/ require/ involve	0	72^a	72
Have a particular meaning	19	18	37
Be associated with/ equate/ Show sth is true/will happen	1	7	8
Know/understand what it means to be sth	4	0	4
be meant to do sth/ to be intended to do sth	38	0	38
Design or destine for a purpose (be meant to be good/ excellent/ bad)	9	0	9
sth was meant to be /happen	0	0	0

^a one of the examples is not appropriate

Table 10

The categorization of the verb 'mean' based on the meaning in authentic contexts: TV

Corpora (Longman dictionary of contemporary English, 2005; Morris, 1976)

Category	infinitive	gerund	total
Intend to say sth	31	0	31
Intend to do sth	48	0	48
Clarification	0	11	11
Result in sth	0	34	34
Entail/ necessitate/ require/ involve	0	48	48
Have a particular meaning	0	2	2
Be associated with/ equate/ Show sth is true/will happen	0	3	3
Know/understand what it means to be sth	11	0	11
be meant to do sth/ to be intended to do sth	0	0	0
Design or destine for a purpose (be meant to be good/ excellent/ bad)	6	1	7
sth was meant to be /happen	5	0	5

As is shown in the Tables 9 and 10, the meaning of the verb 'mean' is tightly linked to the form of complementation. An additional finding was that there are also some similarities and differences in how frequent these forms are used spoken and written English.

4.6. The Rules: The relationship between the form and the meaning for the verb '*mean*' when it is followed by a gerund or an infinitive

- 1) When the verb '*mean*' expresses the meaning of intention and is categorized as 'intend to say something', the comparisons between two corpora show that in both spoken and academic written English, this category is found when the verb '*mean*' is followed by the infinitive complement as is shown in all the examples taken from both corpora.
- 2) When the verb '*mean*' is used to show the intention for doing something, 'intend to do something', the examples show that the verb '*mean*' is followed by the infinitive complement.

As is shown in both Tables 9 and 10, these two categories, 'intend to say something' and 'intend to do something', are more frequent in spoken English (the TV Corpora) as compared to academic written English (Academic COCA).
- 3) When the verb '*mean*' is used for 'clarification', it is most commonly found in spoken English. In this category, the verb '*mean*' was only found to be followed by the gerund complement, and was not observed in the academic written corpus samples.
- 4) When the verb '*mean*' expresses the meaning of 'result in something', the results revealed that the verb is only followed by the gerund complement and was more common in spoken English compared to written English (34 vs. 2 respectively).
- 5) When the verb '*mean*' implies the meaning of 'entail' or 'involve', the two corpora show that the verb is followed by the gerund complement, and is more frequent in written English compared to spoken English.

- 6) When the verb '*mean*' is used to explain the meaning of something, 'have a particular meaning', the findings show that this category is more common in written English compared to spoken. In addition, in this case, the verb '*mean*' takes two complements, almost with the same frequency as in academic written English. As is shown in the Table 10, in spoken English (examples from TV Corpora), the verb '*mean*' is mostly followed by the gerund complement.
- 7) When the verb '*mean*' expresses the meaning of 'equate'/be associated with, although the findings show that in this category the verb '*mean*' is followed by two complements in written English, the gerund form is more common than the infinitive form. In spoken English, the verb '*mean*' was only observed to be followed by the gerund complement.
- 8) When the verb '*mean*' is used to show the meaning of 'to have experienced a particular situation', in other words: *know/understand what it means to be something*, the verb is mostly followed by the infinitive complement, and it is more common in spoken English compared to written English.
- 9) Under the category of 'be meant to do something', the findings show that when the verb '*mean*' is used to express that if somebody is designated to do something, is mostly used in written English compared to spoken English, and is just followed by the infinitive complement.
- 10) When the verb '*mean*' is used to express that 'something is destined for a specific purpose', the results show that in written English '*mean*' is only followed by the infinitive complement. Although examples in spoken English are mostly used with infinitive form, a few examples are also used with gerund form.

11) When the verb '*mean*' is used to express one specific situation that was certain to happen, 'something was meant to be', the comparisons between two corpora show that, this category is only observed to be used in spoken English, and followed by the infinitive complement.

The eleven different meanings of the verb '*mean*' observed in these corpus samples in different contexts for different purposes highlight this fact that there is a motivation behind proficient English speakers' choose between forms to match a certain meaning for use in a specific situation. As is shown through different categories, sometimes spoken and written language can be different even when the focus is on the same word such as the verb '*mean*'. For example, the category of 'clarification' and 'something was meant to be' are not used in academic writing while they are common in spoken English. In addition, the category 'be meant to do something' is not found in spoken English while it is frequent in written English in form of the infinitive complement.

Chapter 5: Discussion and Conclusion

5.1. Overview

The purpose of this study was to examine the extent to which ESL/EFL textbooks and grammar reference books present grammar rules that are consistent between published volumes and also with corpus data that reflects authentic language use, and it focused specially on the topic of gerund and infinitive complements. In addition, the study aimed to find an accurate information that could be used for teaching this area of grammar. The study found that overall, there do exist conflicts among the commercial published resources for several verbs in terms of how they present the rules for verbs that are followed by gerunds, infinitives or both. Moreover, it was confirmed that the presentation of gerunds and infinitives in ESL/EFL textbooks and grammar reference books, is mostly decontextualized and practiced through exercises which ignore the important aspect of the three-dimensional grammar teaching focusing on form, meaning, and use that can be shown in the context.

Practicing the given form, the gerund and infinitive complementation, through disconnected and invented sentences does not show the actual use of the form by proficient English speakers who choose their desired complement deliberately to communicate a desired meaning. By focusing on the verb '*mean*', which is one of the most frequent verbs in English, the present study demonstrates that ESL/EFL materials that are commonly used exhibit a lack of authentic materials. It also highlights the importance of adapting a corpus-based approach for teaching one of the more confusing areas in English grammar: gerund and infinitive complementation. The results of this study highlight the potentially positive aspects of incorporating corpus-based data into

textbook materials, such as by showing some of the differences between registers English as they are used outside of the classroom. This study has tried to suggest directions that materials developers could look to for pedagogical approaches that aim to fill the gap between pedagogical instructions and authentic language use. The findings of this study reveal that textbooks categorize '*mean*' in terms of its complementation inconsistently and they do not address how these forms and meaning of the verb are used in different contexts. By drawing on data from two corpora, TV Corpora and Corpus of Contemporary American English (COCA), the present study has found that the type of the complement which is used after '*mean*' depends on which of the 11 meanings that it is meant to convey. These results put more emphasis on the relationship between form, use, and meaning that can be shown by corpus-based materials. The present study also concludes that proficient English speakers choose a gerund complement or an infinitive complement for semantic reasons rather than structural reasons.

5.2. Discussion for research question 1

In this section, the findings that answered the first question: "To what extent do the instructions and explanations of grammatical rules related to how verbs are followed by either gerunds or infinitives in selected textbooks reflect the real use of these verbs and concord with the corpus findings?" are discussed.

Teaching materials such as textbooks, are an essential component in most language programs. Many ESL/EFL learners use the textbooks as the basic source of language input. ESL/EFL teachers also use different textbooks in order to plan and teach the lessons. Without textbooks, language teaching might not even take place in many

parts of the world. The role of materials (particularly course books) in language teaching are summarized by Cunningsworth as follows:

a resource for presentation materials (spoken and written) • a source of activities for learner practice and communicative interaction • a reference source for learners on grammar, vocabulary, pronunciation, and so on • a source of stimulation and ideas for classroom activities • a syllabus (where they reflect learning objectives that have already been determined) • a support for less experienced teachers who have yet to gain in confidence (1995,7 as cited in Richards, 2001, p. 251).

By considering the importance of the textbooks in language programs, and also the importance of exposing ESL/EFL learners to authentic language use, the present study aimed to evaluate the extent to which textbooks use authentic materials, and whether or not the explanations of gerunds and infinitives reflect the authentic use of these complements by English speakers and writer in corpora.

Overall, the results from the comparisons among the selected books on the presentation of the rules and categorization of the verbs under three categories (i.e. verbs which just take the infinitives, verbs which just take the gerunds, and verbs which take both complements) revealed some discrepancies. As the results of these comparisons are summarized in the Table 6, the verbs *attempt, advise, propose, mean, regret, forget, understand, need, would like, would love, help, try, and remember* are categorized differently among the selected textbooks. In addition, in all selected books investigated in this study, the verbs which accept the gerunds, infinitives, or both complements are presented in form of short or long lists which force the learners to memorize them

without focusing on what motivates proficient English speakers to choose these complements. Presenting the verbs followed by the complements in individual examples mostly show the structure of the given form and do not focus on the meaning of the given form in some connected sentences. In the investigated books, after categorizing the verbs apparently under inflexible nature of the rules, in form of tables, the learners are asked to practice the rules through exercises which are highly controlled and present the drill method with a possibly lack of communicative quality. The lack of enough explanation related to these rules, why some verbs are just followed by the infinitives, some are just followed by the gerunds, while some verbs can take the both complements, make the explanations provided in the selected books not really compatible with the authentic use of the gerunds and the infinitives by proficient English speakers. These findings are compatible with the finding of Wherrity (2001) who highlights that textbooks, like Azar (2017) present the verbs mostly through the long lists without enough explanation or authentic examples

In addition to unsystematic categorization of the verbs, the present study also found that the focus on the meaning of the verbs which can accept both forms of complements has been differently explained among grammar reference books. As is also shown in Table 6, in ESL/EFL textbooks and the ESL library, there is no explanation related to changes in meaning when certain verbs take the both complements. On the contrary, grammar reference books explain that some verbs take both complements (Table 6) while implying the same or different meanings. There are also some discrepancies among these grammar books based on how the verbs are categorized (Table 6). For example, the Azar grammar book explains that there is no difference in meaning

for the verbs *begin*, *start*, *continue*, *like*, *love*, *prefer*, *hate*, *can't stand*, and *can't bear* when they are followed either by an infinitive or a gerund. It is been explained that there is no difference in meaning between these sentences: (a) "it began to rain." / (b) "it began raining." While there is a difference in meaning between these sentences: (c) "Judy always remembers to lock the door." / (d) "I remember seeing the Alps for the first time. The sight was impressive." (page. 311). By looking at the structure of these four sentences, for L2 learners, the both sentences (a) and (c); and both sentences (b) and (d) are syntactically equivalent. Therefore, one might be led to believe that there should not be any difference between (c) and (d) as well, but why does Azar Grammar Book explain that sentence (b) communicates the same meaning with sentence (a) while sentence (d) implies different meaning compared to sentence (c)? The explanation in the Azar Grammar Book for the different meaning between (c) and (d) sentences seems to not really present the real purpose behind choosing the proper complement after the verbs in different context for different intention. On the other hand, *Grammar Sense 3* explains that the infinitive and gerund complements after the verbs *like*, *love*, *hate*, and *prefer* present similar, not the same, meanings, and there is a difference in meaning between these two sentences: 'I like to swim early in the morning.' and 'I like swimming and boating.' In addition, in this grammar book it has been explained that the meaning of the two complements after the verbs *begin*, *start*, and *continue* is exactly the same (page. 238).

It has been emphasized that when proficient speakers construct complements after the given verbs, it reflects the purpose of their choice which is related to the meanings of a gerund complement and an infinitive complement rather than structural constraints.

According to Larsen-Freeman et al. (2016), for those verbs that are followed by both subject-control infinitive complements and subject-control gerund complements which indicate a considerable overlap across the class of verbs, in many cases of these overlaps, there is a clear difference in meaning implied by gerundial and infinitival constructions and should be focused by teachers and pointed out to learners. Biber et al. (1999) also emphasize that for verbs that take both to-clauses and ing-clauses, semantic factors control the decision. Wherrity (2001) points out that neither texts nor instructors address this grammar area efficiently: “The speaker’s choice of lexical and grammatical signals is normally not a concern” (p. 24).

Larsen-Freeman, et al. (2016) also point out that teachers should explain differences in meaning when certain verbs take both infinitival or gerundial constructions. For example, as is explained in *The Grammar Book* (page 694), there is a difference between these two sentences below, and when a speaker constructs these sentences, a proficient English speaker tend to interpret differently:

- 1) Peter tried to go to Oxford University.
- 2) Peter tried going to Oxford University.

In the first sentence, a proficient English speaker tends to interpret that Peter wanted to go to Oxford University, but he could not (the to-infinitive implies the action did not happen). In the second sentence, English speakers interpret that Peter went to Oxford University but he did not stay (the gerund form implies that an action happened but might or might not have been successful). It is also worthwhile and help learners remarkably if teachers explain why certain verbs such as *enjoy* and *avoid* just take the gerund complements, and why others such as *want* and *wish* take only the infinitive

complements (Larsen-Freeman, et al., 2016). Many of the verbs followed by the infinitives, according to Duffley, cannot take direct objects; to + infinitive is a prepositional phrase that indicating the intentional goal of the wanting, and convey the general conception of desire followed by propositional goal-expressions.

Rudanko (2017) also shed more light on the distinction between the meaning of the infinitive and gerund complements by explaining about his generalization which is called the Choice Principle. Rudanko explains that

In the case of infinitival and gerundial complement options at a time of considerable variation between the two patterns, the infinitive tends to be associated with [+Choice] contexts and the gerund with [-Choice] contexts (Rudanko, 2017, p. 20).

Rudanko also explains that the Choice Principle shows the grammatical alternation and change between to infinitive and gerundial complements at a time of variation between them. So, the Choice Principle is based on the semantic factor which has an impact on the variation between the two types of complements, and the choice is not random and can be related to what is called the forward-looking character of the suitable group of to- infinitives. It means that “the action or state referred to in the infinitival clause follows the action or state referred to in the main clause” (Mair, 1990, p.102, cited in Rudanko, 2017). A [+Choice] of the to- infinitive complement can be interpreted as a forward-looking orientation. Rudanko explains that although gerunds may sometimes imply the nature of forward-looking orientation, they are more compatible with the [-Choice] contexts.

If teachers consider the fact that there is always a relationship between the syntax and meaning, and draw students' attention to that, it would really help them and prevent them from relying on their memory and memorizing long lists for which verbs take which complements. This approach, explaining the reason, not just the rules, according to Larsen-Freeman, et al. (2016), decreases the learning burden for learners. Teachers should draw students' attention to this fact that there is a reason behind the usage of the gerund and infinitive complements by proficient English speakers. There is motivation behind English speakers' choices when they utter these following sentences:

- 1) "I would like to go bungee jumping someday" or
- 2) "I would like going bungee jumping someday" (page 694, The Grammar Book, Larsen-Freeman, et al., 2016).

When somebody indicates a desire that he/she really wants to do it because he/she has not done it before, in conditional structure *would like* is followed by an infinitive (sentence A), the gerund complement is not suitable here as it does not convey the correct meaning. For example, when *would like* is followed by the gerundial complement it implies that the person has already experienced the action, enjoyed that and wishes to do it again and expresses a gentle feeling or liking for that specific activity. Kilby (1984) also explains that when *like* is followed by a gerund complement, it refers to enjoyment, and the gerundive construction recalls of the occurrence of something at the same time as the enjoyment, while the infinitival construction refers to 'the prospect, or the generalized idea, of the activity' (cited in Duffley, 2004).

Biber, Johansson, Leech, Conrad and Finegan (1999) also explain that a "to- clause has a meaning that is more hypothetical or potential than the meaning of the

corresponding ing-clause (with the same verb)” (p. 757) which rarely occurs with a hypothetical meaning. The corpus data shows the given form in context, and the relationship between form and the meaning can be noticed and understood effectively, with the assistance of an instructor or a thorough materials developer. For example, for the verb *like*, when *like* + to-infinitive implies desire (*want, wish*), or reflects this sense that the event may or may not be accomplished, this point can be shown and explained by the examples taken from the corpus, as is shown in examples 1-4 taken from COCA. The same for the gerundive construction, when most of the concordances with the verb *like* imply the enjoyment, and communicate that the event has been already experienced, and the verb *like* can be paraphrased by the verb *enjoy*, this point can be also explained by the examples taken from the corpus, as shown in the following examples 5-7 taken from COCA.

- 1) She explained: # I **like to go** on 5-mile bike rides. (not yet experienced).
- 2) He says, " I don't **like to see** you like this. This is not good at all. You've got to do something about it.
- 3) Immigrant residents of the Borough do not **like to enter** the Township for fear of being stopped by the police on any imaginable pretext.
- 4) Foucault, famously, **liked to emphasize** the possible breaks and discontinuities between the present moment (actualité) and the past.
- 5) Jeff **liked being** married, and he wouldn't have grieved this long. He would certainly have remarried by now. (experienced)
- 6) " Joel looked toward the window before pointing to the center of the table. " Are the candles because you thought the lights might go out? " # " Partly. I

also **like eating** by candlelight. Don't you? " # " It is sort of relaxing, " he agreed.
" To me, it's romantic.

- 7) I **like seeing** heroes punch villains in the face. I **like watching** them trade ridiculous jokes and insults. And I **like watching** them talk about love, anger, sadness, and family.

By demonstrating the authentic usage of the both complements in the real world out of the classroom, the present study highlights that the presentation of grammar rules in the selected resources in this area of grammar apparently lacks enough authentic materials by which the syntactic and semantic criteria between the main verb and the complement can be shown effectively. There are not enough contextual materials presented in the ESL/EFL textbooks to show the connection among the sentences and how the given form is used in the context. Sentences which are chosen for practicing the gerund and infinitive complements rarely have any relation to each other. They are mostly in form of controlled exercises, and do not give the opportunity to the learners to produce any other utterances beyond those selected answers for each sentence. This drill-based method of teaching language really do not fulfil learners' needs. L2 learners need to learn the English language to which they will encounter in their real lives, in their specific occupations or situations (Richards, 2001; Wherrity, 2001).

It is important to mention that communicative contexts influence language use. In other words, in social communications, there is a tight relationship between the discourse, the speakers and the listeners. Studies based on the discourse analysis show that the selection of the grammatical features influence the structure of the discourse, and there is

a connection between “utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices”, and the verb tenses that are utilized (Richards, 2001, p. 31). The results of the present study related to the lack of enough authentic materials in the selected textbooks echo those of Zohoorian & Pandian (2014) who evaluated the authenticity of EAP materials in the EAP textbooks in Iran, and highlight that the EAP textbooks and courses in Iran have not been successful mostly because of the lack of the authentic materials. In a number of studies, introducing learners to authentic texts has been highlighted as well (Clavel-Arroitia & Fuster-Márquez, 2014). According to Richard (2001) and Tamo (2009), texts, pictures, or teaching materials which are not designed for pedagogical purposes are considered as really suitable authentic materials (as cited in Clavel-Arroitia & Fuster-Márquez, 2014). Especially for EFL students who mostly study English as a formal subject in school, and who do not have immediate need for it out of the classroom, using corpus-based materials exposes them to the informal English used especially in spoken English as compared to the written English. ESL or EFL classrooms and the textbooks provide the primary input to the language learning process which can be supplemented with authentic materials taken from available and general corpora in order to reflect the authentic use of the target language as well.

As has been highlighted by many authors, using authentic materials enables learners to realize how certain words or phrases are used by proficient English speakers, and motivates them to use the language patterns in and out of the classroom. One of the main and crucial points of using corpora is increasing students’ contextual and linguistic awareness by providing the concrete linguistic input used in spoken and written English which are authentic and made by the real speakers of the target language. Authentic

materials also provide authentic cultural information about the target culture. By exposing the learners to real language compared to artificial materials, authentic materials are more compatible with learners' needs, arouse their interest and make a good connection between the classroom and students' real lives out of the classroom in the real world (Al Azri & Al-Rashdi, 2014; Richard, 2001; Celce-Murcia & Larsen-Freeman, 1999; Yoon & Hirvela, 2004).

The use of authentic material is especially crucial for EFL learners because of the lack of exposure to authentic language use out of the classroom. Therefore, adopting effective teaching materials in order to help EFL students to learn English better and be able to communicate with the outside world is crucial in the process of language learning. Contrary to the textbook materials, authentic materials give students a sense that the real language that they need for communication is available to them, which brings a sense of satisfaction (Al Azri & Al-Rashdi, 2014; Zohoorian & Pandian, 2014).

5.3. Discussion for research question 2

In this section, I discuss the results of the second research question: How can we use corpus data to provide appropriate explanations to some of the exceptions to the rules presented in the textbooks? After finding the conflicts among the selected textbooks, and also finding a lack of authentic materials related to the real use of the infinitive and gerund complements, the present study focused on the verb '*mean*'. Based on the literature review done for this study, no research had previously been done for this verb related to the acceptance of the infinitive and gerund complements, or the meaning that it conveys in different contexts. As the results revealed, the verb '*mean*' is introduced inconsistently in ESL/EFL textbooks and grammar reference books. Searching for

examples of infinitive and gerund complementation of *'mean'* in two different corpora, COCA and TV Corpora, revealed that the verb *'mean'* is followed by both complements in written and spoken English. The results of the present study suggest the categorization of this verb in ESL/EFL textbooks and reference grammars should be changed. After categorizing the verb *'mean'* as a verb that accepts two complements, the present study, analyzed the syntax and semantic criteria of the verb through examples taken from two corpora, in order to (1) highlight how syntax and semantic of a given form are related and there is a consistent connection between form, meaning, and use, (2) confirm the importance of incorporating corpus-based materials, as authentic materials, in the textbooks materials, (3) propose an effective way for the presentation of one of the important but confusing areas of English grammar: infinitives and gerunds complements, and (4) further catalogue some of the differences that exist between spoken and written English. After analyzing 400 examples taken from the two corpora, the present study found that the complementation type that follows *'mean'* depends on which of the 11 senses of the word is being used in context. An additional finding was that the frequency of usage of these senses varies significantly between the senses and also when comparing frequencies in the two English corpora (TV vs. COCA).

The results of the present study confirm the essential role that corpora play in research on pedagogical grammar, and in improvement of materials used in language teaching. Many studies have indicated that using corpus in the classroom promotes learner autonomy, raises their awareness, and boosts their confidence in their language learning process. Exposing learners to corpus data can make them aware of lexico-grammatical form, meanings and use. Using corpus raises Learners' problem-solving

skill, and they might become more motivated to solve their own language issues. In this regard, corpus acts as a very effective learning tool in combination with more traditional tools currently used in the classrooms, such as dictionaries or word lists (Park, 2012).

By showing the learners the real use of the words or phrases in actual texts, and by providing them real textual help, learners obtain a psychological advantage and become more confident in their language learning (Yoon, 2008). Including corpus-based materials reinforces inductive language learning which is one of the important features in second language acquisition. Students are encouraged to discover how the target language is used in different examples related to the particular linguistic item. This student-centered discovery in the process of learning improves self-confidence and capability in the learning process. More importantly, because of the nature of the corpora which is the computer readable, students have this opportunity to access to almost limitless supply of target language texts through multiple links to other texts. In addition, by using computers, students are able to choose any kind of text from any register that they are interested in working on instead of just working on general texts. They can find different texts based on their interests and needs and see different samples of authentic English collocations and other linguistic items based on their interested field or genre. This way of learning the target language makes students independent learners outside the classrooms and makes them comfortable to use such useful resources in the classroom as well (Yoon & Hirvela, 2004).

Corpus-data can be extremely useful, and can provide ESL/EFL teachers and textbooks writers with an indication of the most frequent used patterns of the given form in different contexts. As the results of this study suggest, the selected textbooks should

probably be revised as they have limited authenticity and are inconsistent in how they present verb complementation in general and the verb '*mean*' in particular. On the first point, according to Oura (2001), using authentic materials in the classroom is necessary because of the wide disparity found between materials prepared particularly for English teaching and authentic conversation. In other words, what the L2 learners hear in their classrooms is different from the language that is used out of the classroom. Students need to realize the immediate relevance of what they learn in the class to what they require to do out of the classroom. They need to see this connection in order to be motivated in their learning process, and be able to make the crucial connection between these two worlds: the classroom world and the world beyond it (Nunan, 1999 cited in Oura, 2001).

More importantly, as the results of this study show, there are some differences and similarities between spoken and written English when proficient English speakers use '*mean*'. If L2 learners want to be successful in their communication, they need to be aware of these differences. As McEnery et al. (2006) emphasize, examples taken from spoken and written English draw learners' attention and help them realize the differences between written and spoken forms.

A comparative study of authentic language data and textbooks used for teaching English as a foreign language by Mindt (1992) also revealed the discrepancies between grammatical structures presented in EFL textbooks and the use of these structures by proficient English speakers in authentic English. The English taught in EFL classrooms does not exist outside of these classrooms and does not help students to adapt to the English used by proficient English speakers. Kennedy (1998) also points out that the findings of the comparisons between a corpus analysis and the linguistic devices taught in

textbooks show the inconsistency between the natural use of English and what has been taught to L2 learners (as cited in Hwang, 2005).

By drawing on the results of this study for the verb '*mean*', textbooks writers and teachers may benefit from having access to detailed accurate examples to show L2 learners how language forms function in different contexts. For example, if in their selected textbooks, the presentation of the gerunds and infinitives are mostly decontextualized, they may add grammar activities which reflect the real language use by proficient English speakers. By choosing the context in corpora, they can teach the grammar by focusing on form, meaning, and use.

5.4. Conclusion

This study has focused on one of the important but confusing areas for ESL/EFL learners in English grammar: gerund and infinitive complements. The study was promoted by primary comparisons among some ESL/EFL textbooks and grammar reference books mainly used in Ottawa area and some institutes in Iran in order to determine how uniform the categorization of English verbs under three categories of complementation might be. As the results of the present study showed, there are some conflicts among the selected books for some verbs such as *attempt, advise, propose, mean, regret, forget, understand, need, would like, would love, help, try, and remember* which are inconsistently classified.

In addition, the comparisons among the selected resources also demonstrated that the explanations in ESL/EFL textbooks and grammar reference books related to the differences in meaning of the verbs that can take either form as complements. These verbs that accept the either form of complements may carry different meanings with a

gerund or an infinitive. In ESL/EFL textbooks and grammar reference books respectively, these explanations are missing and fail to provide a logical reason or explanation for proficient English speakers' choices. In other words, the relation between the syntax and semantic, especially in ESL/EFL textbooks, are ignored.

More importantly, in ESL/EFL textbooks a close link between form, meaning, and use is missing. Through mostly decontextualized and inauthentic examples provided for practicing the form, L2 learning are deprived from exposure to real language use. In other words, the motivation involved in communication between speakers and listeners is not taken in account and not pointed out to learners. By focusing on the verb '*mean*', and on the relationship between syntax and semantics by examining examples taken from two corpora: COCA and TV Corpora, the present study tried to propose an effective and accurate way to teach gerunds and infinitives. The findings revealed that the complementation type that follows '*mean*' depends on which of the 11 senses of the word is being used.

The results of the present study put more emphasis on the importance of incorporating corpus-based materials in ESL/ EFL classrooms which enable learners to observe the real language use by English speakers in authentic contexts. Using corpus data also promotes noticing and enhances the levels of language awareness. One of the most important benefits of a corpus-based approach is the focus of this approach on collocation patterns and the usage of different words in different contexts. Corpora show students how language chunks are used by proficient speakers and therefore help learners to acquire conventional use and fluency which cannot be achieved through studying structural rules. Using corpora gives L2 learners this opportunity to acquire real language

and prevent them from producing ineffective collocations (Hong, et al., 2011). Integration of lexico-grammatical features into language education would seem to be a good direction to proceed. The corpus-based approach can advance students' knowledge and their repertoire of English expressions.

Based on the results, the verb '*mean*' conveys different meanings when it takes a gerund or an infinitive in different contexts. The present study highlights the difference between spoken and written English. For example, as it was shown in the results part, the expression '*I mean*' is not used in academic writing. Contrary to ESL/EFL reference books which categorize '*mean*' as a verb that accepts either a gerund or an infinitive, the present study proposed a new classification for '*mean*' as a verb which accepts both complements based on the context.

Forcing the learners to memorize the long lists of verbs followed either by a gerund, an infinitive, or both without explaining the rational reason for this selection or highlighting the difference in meaning, does not really mirror the language use in the real world. As the results of analyzing the form and the meaning of the verb '*mean*' showed, proficient English speakers use one complement over the other intentionally.

5.5. Pedagogical implications

Several pedagogical implications may be drawn from the findings of the present study which can be used by the curriculum designers, ESL/EFL teachers, ESL/EFL learners, and materials developers. The presentation of the grammar rules in L2 classrooms and in ESL/EFL textbooks has direct influence on the language learning process. Well-presented grammar rules may make a learning process exciting and productive, however, poor or inauthentic presentation of grammar rules may make the

process painful. This is especially true for those confusing areas of English grammar such as the infinitive and gerund complements. Teachers and textbook writers should take this important fact into their consideration when developing curricula. Sometimes made-up examples or relying on their intuitions for presenting a given form may not be very helpful and constructive.

The results of this study highlight a gap between the presentation of grammar rules in the selected ESL/EFL books and the real use of the gerund and infinitive complements. The results also show that sometimes there is a significant mismatch between normal use of English and the materials provided and taught to L2 learners in L2 classrooms. For example, the verb '*mean*' is presented as either taking the gerund or the infinitive complements in the ESL/EFL textbooks and the grammar reference books, but the results show that proficient English speakers construct their utterances with both complements based on the meaning that they want to convey. Therefore, the verb '*mean*' is followed by both gerunds and infinitives depending on the context and use.

By using the examples taken from corpora teachers or even textbook writers may facilitate the process of learning the language by showing students why a given form is followed by the infinitive or the gerund in a given context. When students are exposed to these authentic materials and encouraged to realize their benefit in their real lives, the process of natural language acquisition is expedited. As a result, the authenticity feature of the ESL/EFL materials should be the first criteria for creating textbooks.

The three important criteria of language learning (accuracy, fluency, and restructuring) are met through activities which are designed by using corpus-aided discovery learning. During these activities learners :(a) focus on form and meaning at the

same time, (b) benefit from this exposure to the naturally- occurring language, and (c) are able to discuss the results in pairs or small groups before completing their assignments (Sinclair, 2004). The present study recommends that the gerund and infinitive complements should be contextualized. This way learners are able to see the authentic use of these complements.

In order to develop effective and meaningful materials in this area of grammar, the present study offers two recommendations: (1) that textbooks should add representative collections of spoken and written English texts, and (2) teachers should draw learners' attention to differences between spoken and written utterances when a given verb is followed by a gerund or an infinitive. TV Corpora and COCA can provide ample contextualized examples of gerund/infinitive complementation. The instructors can show their students how a certain verb which is followed by a gerund or an infinitive complement reflects the connection between the form, meaning, and contextual use.

Romer (2006) suggests that corpus linguistics should be mandatory in the university curriculum for future teachers of English. It is important to equip teachers with computers, corpora, and concordance software and convince them to use it for teaching and training (Romer, 2006). Teachers should know how use the corpora when they face some problems especially for problematic features, like gerunds and infinitives. They should know that corpora can act as an accessible proficient English speaker advisor that show the real language use. In addition, besides familiarizing teachers and students with corpora and encouraging them in order to use them, Romer emphasizes that syllabus designers and materials writers should be aware of corpus data. Materials writers should employ corpus research findings when they want to make effective decisions about the

presentation and ordering of grammatical features in textbooks. Using corpora can help them how to design different exercises based on the real language use. Applying corpus materials would be very valuable for syllabus designers when they are planning a course. Learners also can benefit from corpora if they get involved directly, and explore the language and its patterns in an autonomous way.

Instead of using decontextualized exercises, textbook designers should use tasks in order to encourage students to take part in their learning process, and find the real use of the language items, which can be done by familiarizing the students with the corpus search. They can even design more interesting activities that the final answers can be found by exploring the corpus materials that familiarizes the students with naturally-occurring language. This approach does not force the learners to just rely on their teachers to give them the words which fit in the blanks.

Finally, as based on some studies on second language acquisition, it has been confirmed that the infinitive complements are acquired prior to the gerund complements (Shirahata, 1991 cited in Keck & Kim, 2014), therefore, it is may be a good suggestion that textbook designers design the textbook materials on the infinitives and gerunds in two separate sections instead of clustering them together in one chapter or two consecutive chapters. The arrangement of the gerund and infinitive complements in different chapters has been emphasized by other researches (Petroviz, 2001 cited in Schwartz & Causarano, 2007). As the acquisition of the infinitive complement take places first, the presentation of grammar rules focusing on this form should be provided prior to the gerund complement. Gerunds and infinitives are often contrasted through the same unit in most of ESL textbooks; clustering these structures together may be very

confusing for students to differentiate them. Petroviz (2001) suggests that it is better to reorganize the ESL instruction by starting to teach the learners infinitives, as they are more frequent than gerunds. This way of instruction may produce less confusion and allow learners to develop generalizations about the infinitive + complement structure and internalize the verbs that accept the infinitive patterns. When the infinitive features become more salient for the learners, the gerund constructions can be taught. As a result, by changing the order of descriptions, ESL learners will be able to manage how to learn the given structures and internalize the both constructions of English, gerunds and infinitives, effectively (as cited in Schwartz & Causarano, 2007).

5.6. Limitations and future research suggestions

There are several limitations of this study that should be acknowledged. First, due to the amount of time required to examine the meanings of verbs used in context, it was only possible to examine the ten most common patterns that were returned using each of the search terms in each of the two corpora. This meant that only a limited set of verbs used in the complementation of '*mean*' could be examined. Second, there was only time for 400 examples (i.e., 100 examples for both complementation patterns in both corpora) to be examined, and a more thorough cataloguing of the meanings that are conveyed by the *mean* + [verb] patterns would be of benefit as a lexicographical resource. Perhaps in the future, crowd-sourced approaches might make semantic tagging more accurate and more widely available on a larger number of texts found in corpora.

There are several future studies that could follow up on the work conducted in this study. In the light of the findings of this study, it might be very useful and beneficial for teachers and students, if by searching the corpora, the other conflicts in commercially

available ESL/EFL resources were also identified. As I have already emphasized, it can be confusing for L2 learners when they encounter such conflicts in textbooks, and when they notice gaps between what they are taught and what they hear and read outside of the classroom. Similarly, it would be very interesting if other high-frequency verbs which accept the two complements be investigated for their frequency with infinitives or gerunds, especially in comparison between spoken and written English. The present study has focused on TV Corpora and COCA, the presentation of the gerunds and infinitives in other registers would be very interesting and useful for the presentation of this complex area of English grammar. A comparative study between written and spoken English for those verbs which accept the two complements in order to highlight the difference in their meaning may help L2 learners to make a logical choice between these two complements. Having this knowledge may enable L2 learners to become more fluent and accurate and use the two complements effectively and correctly as proficient English speakers do. However, the present study examined only 400 examples. A more nuanced understanding of its use might be possible if more examples had been included. Further research should also include more in-depth qualitative analysis of the texts presented in textbooks to show their authenticity.

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Appendices

Appendix A

Categorizing the verb 'mean' through analyzing the examples taken from TV

Corpora

1) 'Intend to say sth': to intend a particular meaning when someone says something

- notice I didn't run. - You fought for me. - What I **meant to say** is I - I think I broke my ankle. Let's
- of the killer. Unfortunately, he walked far enough into the room. You **mean to say**, you have this terrific system, but it didn't work?
- Museum? The things some people will do to sell tickets. And do you **mean to say** you let them walk out of here with... Actually, madam
 - There are other cubes? – I don't know I didn't **mean to say** that. – Why not? – Not that you shouldn't know
 - one? Would that qualify me for a job in this asylum? Do you **mean to say** you're not going to walk out that door? You just remember
- of line, but, boy, are you out of line. What I **mean to say** is... You're right. I am out of line. Now
- housework, and cook the meals, and things like that. Samantha, you **mean to say** that you're paying someone to do what you could do with a
- 99, but that's the way it's got to be. Do you **mean to say** you could go a whole week without kissing me? Why not?
- Aunt Clara or is it just because you were embarrassed? Well, what I **mean to say** is aren't you more concerned over what we think... -...
- bombers smashed and demolished the ball bearing factory next to the Hammelburg Zoo. You **mean to say** the old zoo got hit and all those wild animals are running loose
- black people! No! Unacceptable! Ooh! Did I say black? I **meant to say** minorities. Acceptable! Looks like someone's about to get an
- while in prison. - We lost him. - [Sobbing] [Narrator] What the doctor **meant to say** was that George Sr. Had escaped... a feat he'd accomplish
- I didn't make myself clear when I said Cheryl couldn't read. I **meant to say** she can read. Jim, don't be an enabler. I
- . it's time. you heard the lady. goodbye. actually, i **meant to say** good night. so, uh... [clears_throat] how do we... do
- not the killer. - Her boyfriend. We're in love. What I **meant to say** was he's my delusional friend that was just about to get me

- awake? What happened? - I thought you might say that. - I **meant to say** what the hell happened? - It was chloroform. - Colour-forms...
- in the driveway. Oh, yeah, her car. See, what I **meant to say** is that she just can't talk right now. Right. Yeah
- you mean " she "? What about you? I'm sorry, I **meant to say** " both of us. " Oh, good. I just do
- . (SIRENS WAILING It! No. It, it, it. I **meant to say** blow it. Ally. All right. We're not gon na
- for my advice when I can't even make my own decisions. Do you **mean to tell** me that you still haven't said anything to Bobby? Sooner or
- from those two guys... is gon na be a piece of cake. You **mean to tell** me... that Sheriff Coltrane sent you deputies over here to pick up
- . I sure hope we got five minutes. public Enemy Number One. You **mean to tell** me you sent those two boys out... to bring back a man
- Honest John Ledbetter who's running against you... can't be bought. You **mean to tell** me he's honest? He's so crooked, he makes you
- find it. Don't turn around, Rosco. He means it. You **mean to tell** me that little brat's got a pistol? Don't rile him
- this gunny sack. - Go get them. - Right, Boss. You **mean to tell** me they put your illegal money in this sack? Yeah, all
- watch your counter for the blip and then you stand by for the blip You **mean to tell** me that all these years, every time I took Mrs Columbo to
- half, and I walk in and sit down and watch the movie, you **mean to tell** me that I will see those flashes on the screen? Right That
- know the first thing about handling that kind of big affair. You don't **mean to tell** me that you have brought me in to lunch with you to talk
- Pam. No, sir, it wouldn't, not right now. You **mean to tell** me that you like the idea of her working? I'm not
- in the driveway. Oh, yeah, her car. See, what I **meant to say** is that she just can't talk right now. Right. Yeah

2) **'Intend to do sth'**: to intend to do something or intend that someone else should do something/ have as purpose/ have an intention

- whoever will have you? Is that all you're worth? You don't **mean to be** unkind, do you? No. Just realistic. Realistic. Okay
- all right? But just let me go, all right? I didn't **mean to be** here. Can't. Can't do that. (growling)
- thinking more along lines of good old-fashioned natural insemination. I didn't intentionally **mean to be** vague. Do you think he's going to be very hurt?

- ? - Mr. Hopkins? That's right. Look, I don't **mean to be** rude, but if you're selling something-No, it's nothing like
- Don't get your feathers ruffled. Look, guys, I don't **mean to be** rude, but we've got some x-rays to sketch. This is
- ? He's not there for tourists. I'm sorry. I didn't **mean to be** disrespectful. I know how important he is. You have no idea
- got to do with me? That's a good question. I don't **mean to be** suspicious, Jessica, but after what you've put me through these
- Kim in private. Yes, so would I. Well, I don't **mean to be** rude... Mother, I will not apologize to Grandfather! I've
- it from. Excuse me. [Jessica] Miss Lorraine, please. We didn't **mean to be** abrupt. It's just that Mr. Schubert recognized that song from
- a few major muscle contractions! You're a pathetic species! I didn't **mean to hurt** your feelings, Richard. I only wanted to get you off that
- It's not like I was saying anything nice. Ling! She didn't **mean to hurt** your feelings, Billy. Show me the boo-boo. Let me kiss
- smile is worth a thousand splinters. Easy. Got it. I didn't **mean to hurt** you. Make it up to me by letting me take you ou
- There's a hell of a lot more of them than me. If they **mean to hurt** me, that's not gon na help. All right. See
- stairs. Oh, my God. What have I done? I didn't **mean to hurt** her. Your powers are growing. I know, but as soon
- of Children and Family Services investigates. It was an accident. Eric didn't **mean to hurt** Adrian. This is Eric's way of hitting back. Hitting back
- wrote " Imp "? - I'm sorry, John. I didn't **mean to hurt** you. I was offended by what you said. I just do
- out this junk for months. Do you have homework? - I didn't **mean to hurt** him. - I don't wan na talk about this. –
- sleeping elsewhere tonight. Lucky him. Good night. Night. I didn't **mean to hurt** your feelings. I just don't like when my father tries to
- less on mine. - Right. I'm sorry. - I don't **mean to hurt** your feelings... - No, no. I understand. – You
- felt. Software doesn't have feelings. BALTAR: Open cell. I never **meant to hurt** you. (GATEOPENING) I'd like some privacy, please
- just lay there. He wasn't moving. He was cold. I never **meant to hurt** him. But it was just too late. Are the people satisfied
- dog, anyway. But she ended up dead. It's not like i **meant to hurt** her. And, um, when i finished, when i let
- can fix this. But you've got to let Reid go. I never **meant to hurt** her. But make no mistake I will shoot your boy right now
- thought I was the Shadow Man. What? I swear, I didn't **meant to hurt** anyone. It's just that they never sleep. Old age.
- - -' cause he's crazy. Still, I don't think he **meant to hurt** anybody. Uh, hello! Uh, he was waiting there for

- drank a great deal of that poison. You called me a lot of names **meant to hurt** feelings I no longer have. And then you sat there for hours
- . That's why I ditched my car, reported it stolen. I never **meant to hurt** anyone. It's just not that easy to shoot a gun by
- She's so beautiful. Soft and sweet... like an angel. I never **meant to hurt** her... I couldn't get the smile off of my face.
- He never actually mentioned her name. All he said was, " I never **meant to hurt** her. " Six days missing? He didn't just hurt her
- Everybody loves him. Okay. - Dan. - Hi. I didn't **mean to interrupt**, but my freezer broke down, and I wanted to see if
- you find me? - Yeah, good to see you too. Didn't **mean to interrupt** your conversation. We'll wait outside for you so we can have
- , then, you're way more understanding than I am. I don't **mean to interrupt**. I know it's important. I don't mean to interrupt
- don't mean to interrupt. I know it's important. I don't **mean to interrupt**. I know it's important. I don't mean to interrupt
- to the Church of Soul and Consciousness? Get lost! I don't **mean to interrupt**....., but you're overlooking the inherent contradiction of taking a
- Am I scaring you? Oh, no! Not at all! Didn't **mean to interrupt** your fuzzy little moment, but I wanted to, um... [Clears_Throat]
- some air. Go on. Inez? I'm sorry. I didn't **mean to interrupt** you. Do you need anything? I just want people to know
- - That's okay, Grams. No. Go right ahead. Didn't **mean to interrupt**. - Hello, Clifford. - Hello, ma'am. - I
- I trying to get some therapy out of you, doc? I didn't **mean to interrupt** you! Maybe, god forbid, by some freak accident you could
- direct your call? I didn't mean to do it. I didn't **mean to kill** them. I... these... these blisters, they itch so bad
- I'm comin', Steve! I'm comin'! I didn't **mean to kill** you! - Roger? - [Gasps] That's not me in the
- A MARKED MAN OR IN SEGREGATION? YOUR CHOICE. I... I DID N'T **MEAN TO KILL** HIM. - JUST WANTED TO SHAKE HIM UP A BIT? -
- tried to tell me, but... I wouldn't listen. I didn't **mean to kill** him. What are you doing? I'm in the middle of
- ... but you know what? Your broken tripod definitely will. I didn't **mean to kill** her. We had a deal. But your deal went south when
- copy and distributed it and profited from her death. Look, I didn't **mean to kill** her! You left her in the park, Leonard! You did
- Yeah, but, look, I meant to scare her. I did not **mean to kill** her, okay? Ross promised he was going to leave his wife
- car, and then he died. I was angry, but I didn't **mean to kill** him. What were you so mad about, Ruben? They showed
- down to the onal arge: ckless homicide. He says his client didn't **mean to kill** anyone. She just drove at them in a momentary rage and tried

- Randy said even if someone saw, and I got caught, if I said I didn't **mean to kill** her, I'd only get a couple of years, and we'd

3) **Clarification (I mean: used when sb wants to explain more or give an example of something, or when pausing to think about what they are going to say next)**

- you and Nick. And about how you're being his girlfriend. - You **mean being** his good friend. - I mean being his girlfriend. A good friend
- 're being his girlfriend. - You mean being his good friend. - I **mean being** his girlfriend. A good friend will maybe drive someone to the mall in
- . What, wrestling? Yeah, that, too. No, I just **mean being** the DPP. Prosecuting people. First black DPP. That would be really
- had some serious problems - - exposed wires, electrical fires. No. I **mean being** here with me. You know, if you have someplace else you'd
- Hey. - What you doing? - Just going through the mail. You **mean going** through my mail? I think you mean, " Thanks for bringing it
- " no "? - To what? - Coming out. Oh, you **mean going** to the Lamb and Flag with you, sitting at the bar, twinkling
- in there people? (Croaks) Well, I better get hopping. I **mean going**. Looking this good takes time. You look... Amazing! Of course
- rally. We'll take it up to the next level. You don't **mean going** to a strip club, do you? Oh, this is so much
- a mistake, honey. He says everybody has a wedding planner now. I **meant getting** married. For decades, I have tended to your father's needs,

4) **'Result in sth': to have a particular result or outcome**

- saying this space is available? The whole floor? Might be, if it **means getting** you out of my face. (chuckles) Yeah, this could work
- We got ta get going. Can you walk? I'll sprint if it **means getting** the hell out of here. Please, don't... don't do
- husband need never know. After all, what's one little secret if it **means getting** your husband back? Assuming, of course, that's, uh,
- Riding bikes sounds really, really, really cool, but not if it **means getting** you in trouble. [Foo], that's it! I think I figured
- it out. And then you'll do whatever's necessary, even if it **means getting** your hands dirty. I think you proved today that you're capable of

- the world, and she knows you're the most important thing even if it **means being** emotionally abused by a brat day in and day out, okay? She
- I'm moving out. I don't want to be here if it **means being** your slave. Or as you call it, Lisbeth. You said helping
- again. ALICIA: Howell won't give up his girlfriend. Even if it **means going** to jail for three years? Yes. Why are they allowing Neil Gross
- we don't come together. I'm loving doing this. Knowing Caitlyn Jenner **means going** on wonderful adventures, but it's... it's about more than having
- 're putting out there is as good as it can be. Even if it **means making** me look bad? You're not the product, Megan. I am
- shoots, and talk shows. Whichever man is first in space, making history **means making** headlines for America's astro family. [Vocalizing] Duncan: Vroom. We've
-
- can talk it over with a cup of Thoni tea. Being with you would **mean being** at odds every day with my heart, Mxyzptlk. I'd rather die
- my big chance. And maybe I am. But if making something of myself **means losing** myself, then what am I making? Do my ends justify my means
- 'm not talking about the gold. I will not take a chance if it **means losing** it all again. This, here, now, is my dream come
- of his untimely death. I can't give that up. Even if it **means losing** something very meaningful and moving to a place one guide book described as "
- just stop. It's time for me to take responsibility. And if that **means losing** everything... then so be it. That's not gon na happen.
- I can't help that my life is crazy, Kyle, even if it **means losing** an amazing guy like you. You're not gonna lose me.
- to tell Rebecca that you are Senator Morra's mole in the FBI. Which **means losing**, let's see, the enzyme and your immunity. (chuckles)
- is to scare the shit out of them. Well, if winning my case **means losing** all my employees, then forget about the whole thing. - William,
- if anything can be salvaged of our cause. Right, no. If it **means losing** everyone I love, I'm not going anywhere. Zo, there is
- own. Are you up for that, Daniel? Absolutely. Even if it **means losing** our careers... or going to prison. - Whatever it takes.
- 're clear. Our priority is getting Mike back, right, even if it **means losing** Theo. You really think I would put Mike's life at risk?
- enough. Are you sure you're able to negotiate in person? If it **means putting** an end to the Bourbon threat and keeping you and Charles safe after I
- when she comes back. Why are you still protecting Elena? Especially if it **means putting** yourself, and maybe our family, in jeopardy? Look at me.

- , to take a deficiency of character and label it a disease? If it **means putting** the truth center stage, no matter how uncomfortable, yes. Well,
- She's a mom. She'll defend her son's life even if it **means putting** her other son in prison. Okay, Billy is camera one, Meredith
- have a friend, first you have to be a friend. Even if that **means putting** your own life on the line. I understand now. Hulk: Hey
- his shoe. He is not getting away from me again, even if it **means putting** my favorite hand into his rotten stink-boot. Okay. Hoo-hoo! Did you
- cure. I don't care about the cure, Damon, not if it **means putting** the people that I love in danger. Hey. There would have been
- You've got a great future ahead of you. It's just gonna **mean going** down a different road. I'm gon na release you from your contract
- the burial ground. I'd have left my own daughter out there if it **meant getting** those weapons to my people. - I will not give up. -
- \$100 million, and I'd let you cut it off right now if it **meant getting** back my little girl. What can I do to help? Where did

5) 'Entail/ necessitate/ require/ involve':

- going to be simple. We just have to get to that part. Which **means getting** to Galinda. Since the separation, Galinda has gone after all of Mangels
- them across the universe to keep them safe. - Plus, visiting the Utrom **means getting** to go back to Dimension X! Whoo-hoo! - I still feel bad
- 's eyes, which are in that embassy. Getting in during the G8 summit **means getting** past an A-list security system and a small army. Good luck with that
- the mistake we all make, isn't it? Believing that being a writer **means being**, you know, totally and utterly uninterrupted. It means silence. It
- , you're gon na have to take care of yourself, and if that **means being** drowsy, then so be it. Okay? Now open your mouth.
- dog is... it means having a life together. And having a life together **means being** all-in. Both of us. For better or for worse. In good
- only thing we haven't tried is... just being. Having a life together **means being** all in. Till death do us part.? Sultry music??
- to save a king's life. You must convince Charles to abdicate. Which **means going** away with him. You don't care about me at all. I
- And that doesn't mean being married to a country club manager. It **means being** married to a country club member. - Jesus, Lissa! – Do
- I've wanted to be a Palos Hills mom. And that doesn't **mean being** married to a country club manager. It means being married to a country

- and most likely, we will graft new vessels on around it. But that **means going** on a heart-lung machine, right? Yes, it does. Then I
- from Philly. She would say that when she needed to get cash. It **means going** to an ATM. Uh... Mac. Was formally known as the Money
- means going up against the White House sometimes. In eight days, that'll **mean going** up against me. I needed to know that you could handle that.
- fighting with you... I'm talking about fighting for you. And if that **means going** up against Lucious, well... then so be it. Hmm.?
- as all the money we have so we can work for him. It'd **mean going** back to square one, but if he takes us in, we'll
- Boyd: Services you were hoping I might provide. Loretta: It would **mean going** up against Avery Markham. [sighs] He's shaking your tree a little bit
- be public. I want to see her legs cavort when she hangs. That **means going** to the justice. Quigley's got his pintle in her fist. Well
- The only way out of these tunnels is back the way you came, which **means going** through me. You can either return of your own accord or you can
- 's the thing about s'mores. That takes fire, which takes wood, which **means going** into the woods. And since there's wilderness out there, I'm
- way around and connect it to the outtake over here. Of course, that **means going** straight through the garden and the greenhouse, which we've been trying'
- it says we stand by our fellow man in his darkest hour? Sometimes that **means taking** the plea. Just like yesterday, not taking your meds is your choice
- 's done you, but you got to know that taking this job, that **means taking** off that mask forever. Careful. Could hurt yourself with that. It
- to the idea that truth is whatever you're comfortable with. Even if it **means taking** a hit to the bottom line. Right. Guess I'm just old-fashioned
- be treated like an adult, I got to act like one. And that **means taking** real responsibility. Oh, look. Our baby brother is a baby man
- of the house until I come home, all right,' Riq? That **means taking** care of your two sisters and being respectful to your mother. I got
- want to catch Alice Sands, you have to be at your best, which **means taking** care of your body and finding ways to relieve the stress. Okay,
- we can take them down. Now. We can move faster, but that **means taking** bigger risks. Losing Mimi was a pretty big risk. Not my call
- like I just stepped in. Okay, play it again without Sly. That **means taking** out the red sound wave. SYLVESTER:... but that's... (
- hate us. [chuckles] Well, I'm just saying, being' a parent **means making** sacrifices. Whatever it takes, I'm ready. You know, I

- to end this occupation. And if we want to achieve that goal, it **means making** some hard choices. Prioritizing. Listen, if you're not ready to
-) Well, in some ways, she is. And sometimes being a hero **means making** sacrifices. Deep down, she always knew there was something big she needed
- been 24 hours... Detective, he never misses an appointment, even if that **means making** a ship-to-shore call from a yacht somewhere in the Greek Islands. So the
- back. I have a responsibility to both these inmates and the community. It **means making** a lot of tough choices. Come on inside. Through this doorway is
- n't just kill them. - Would you? - Sometimes, being an Earp **means making** tough decisions to survive. For the greater good. Yeah, well
- childhood, you had a series of photo-ops. And how loving your children sometimes **means making** tough choices. I do love you, Hayes. You are so smart
- mind. That's the beat I walk. And sitting here tonight, that **means making** sure the right folks are left standing when Escobar gets his bullet. So
- , I've wanted to be a Palos Hills mom. And that doesn't **mean being** married to a country club manager. It means being married to a country
- has a disease that affects his speech and motor skills. Winning Face Off would **mean being** able to help out my brother. It would also mean being able to
- Face Off would mean being able to help out my brother. It would also **mean being** able to move back to LA for another shot at my career, so
- most nights. Look, Lainey and I need this friendship to work. That **means putting** in some actual effort. But not too much effort. You don't
- be sure that I'm doing the best job possible for you. Sometimes that **means putting** a bit of space between us. Me and Liam fooled around the other
- years of marriage to Catherine, he now wanted to marry Anne Boleyn. This **meant getting** rid of Catherine. You might wonder why he didn't just get a
- put things back to the way they were before the offer.' And that **meant getting** the gang together.' Hiya. She's supposed to be revising,
- knew his only chance with her was to be a real producer, and that **meant getting** a signature from a father whose face he hadn't seen in ages.
- site. There's no way that Granger did this. Not even if it **meant getting** us closer to the mole. You know that, I know that,
- it is. But in this case, we needed to protect ourselves and that **meant getting** rid of it, okay? Spencer... So it's done. It

6) **‘Have a particular meaning’ (to have or represent a particular meaning):**

No any example has been found in the spoken English in TV Corpora for this category from the chosen examples.

7) **Be associated with/ equate/ Show sth is true/will happen (to be a sign that sth is true or will happen):**

- toward school with heavy looks. " What's that supposed to mean?
It **means being** apart from the one you love is hard. Yeah, tell me about

8) **Know/understand what it means to be sth (to have experienced a particular situation, so that sb knows what it is like)**

- Virginia. - Most of his troop is LDS. He'll learn what it **means to be** a saint.
Nothing wrong with that. Long as they don't
- maybe I'm not so brave. This goes to the heart of what it **means to be** a defense attorney, Annabeth. This is the thing you never understood
- is lecturing. Every action of the human body,... every single thing it **means to be** alive is powered by ATP. How much do you weigh? -
- You, reverend. Uh, detective Dunbar, I sence you know what it means to be treated unfairly. Promise me you won't do the same to titus
- I'm learning, it seems, for the first time what it truly **means to be** Vulcan. Maybe you can fill me in. Not until I understand
- the nature of the android, it really said a lot about... what it **means to be** human. You know, I... never thought of it that way
- don't? - Nipple confidence. Hey! You don't understand what it **means to be** me. I'm Tonya, guest liaison. I'm here to
- and they commit your strategies to memory. You're an example of what it **means to be** a Grandmaster. Well, isn't it true that a Grandmaster will
- I hide the best part of me... But you don't understand what it **means to be** me... My clock is ticking, Lara, and... and you

9) **‘be meant to do sth’/ ‘to be intended to do sth’:**

No any example has been found in the spoken English in TV Corpora for this category from the chosen examples.

10) **‘Destine or Design for a purpose (often in passive= be meant to be good/ excellent/ bad etc.)**

- was your surf-ski record I broke in last year's lifeguard competition. Records are **meant to be** broken. Wrong, mate: Records are meant to make you famous

- slumber party " would imply that one sleeps, but somehow I sense that's **meant to be** ironic. Terrific. We're really on a roll here. I
- is lecturing. Every action of the human body,... every single thing it **means to be** alive is powered by ATP. How much do you weigh? -
- these seats are pretty far from the field. Yeah. Dorothy, baseball was **meant to be** seen from the bleachers, in small, intimate parks with real grass
- The Sans Souci Hotel, Cromer. The delicate nature of the job has **meant getting** background information on the other guests, rather slow. You'll have to

11) sth was meant to be /happen (used to say that you think a situation was certain to happen and no one could have prevented it)

- It's okay. It's like you always say, it's what's **meant to be**. Oh, Paul. Well, let's go tell your brother
- would you go? Providence, Rhode Island. Providence is when... something is **meant to be**. I don't know what's meant to be. Vincent,
- is when... something is meant to be. I don't know what's **meant to be**. Vincent, I care about you so deeply. But a part

Appendix B

Categorizing the verb 'mean' through analyzing the examples taken from Academic COCA

1. 'Intend to say sth': to intend a particular meaning when someone says something
 - something the prosecution found hard to believe. " I hope you don't **mean to say** that there were no songs sung at your dinner? " John Scott
 - twentieth century, which were often undermined by bodies of passing. I do not **mean to say** that gays and lesbians are blatantly (and legally) separated from the
 - not, I'm coming around to talking about music). I don't **mean to say** that " despair " as I've described it is a purely Christian
 - 9, rep. ob. 2). # (n37) I do not **mean to say** that rights claims exhaust an individual's relationship to external justice; questions

2. 'Intend to do sth': to intend to do something or intend that someone else should do something/ have as purpose/ have an intention
 - Georgia, 18601890 (Athens, GA, 2000); Elizabeth Varon, We **Mean to Be** Counted: While Women and Politics in Antebellum Georgia (Chapel Hill,
 - in charge of making the change happen.150 # Needless to say, we do not **mean to suggest** that, either singly or in combination, these arguments will overcome the
 - " By relying on Greenberg's account of the standard picture, we don't **mean to suggest** agreement with the rest of his account of legal obligation " Baude &
 - by the trial judge and echoed by the court of appeals, I don't **mean to suggest** that such expression of disgust was purposefully chosen in order to fortify a
 - see Michal Givoni and Joshua Pederson. # 4 In drawing this connection I do not **mean to suggest** that we should think of Sebald's narrators alongside the witness-survivors that stand
 - makes problems of perspective central to the novel. By " perspective, " I **mean to suggest** the term's conceptual and physical dimensions, the mental and bodily coordinates
 - American blues. # I need to be very careful here. I do not **mean to suggest** that the ugly scenarios depicted in " B Movie, " " Human
 - . # By including this list of changes in the course, I do not **mean to suggest** that I have found a way to avoid the many tensions I focus

- below are anecdotal and need to be tested empirically. Second, I do not **mean to suggest** that a certain practice alone will always lead to a certain result,
- , that claims of anti-Semitism are part of Israel's smokescreen. I do not **mean to suggest** that all claims of anti-Semitism are in fact a claim for the state
- likely to apply to the next episode, as Dynan had suggested. She only **meant to suggest** that this is a potentially powerful mechanism, and large in this instance
- focusing almost exclusively on the possibility of the no to God! have not **meant to suggest** that the sense of the tragic it fosters has a stature equal to
- children of illegal aliens to have access to free public education, we do not **mean to imply** that these children are constitutionally allowed access to all privileges of United States
- the Accord. # 10 In referring to " Aboriginal, " I do not **mean to imply** that there is only one Aboriginal culture or people. # WORKS CITED
- fuel choice as a movement " up the energy ladder, " we do not **mean to imply** that households use cleaner fuels exclusively (Farsi et al. 2007
- I don't mean any sort of moral judgment. And I certainly don't **mean to imply** that these were casual, non-loving relationships. # Our ancestors spent their
- , The Mystic Ark 4, ed. Sicard, 145-46. I do not **mean to imply** here that Hugh's thought is specifically related to this phenomenon. *
- 's firing on its subjects from airplanes. The secretary of state obviously did not **mean to imply** that so long as the Syrians eschewed the use of fixed-wing aircraft they
- of the motivations for this paper. n14 with the above accounts, I do not **mean to imply** that the amount of criticism of Israel, whether in the UN,
- that all young Igbo women have many sexual partners before marriage, nor do I **mean to imply** any moral judgment about women's premarital behavior by using the word promiscuous
- no name can be mentioned. " 52 Having said this, I do not **mean to imply** that Thin Leather somehow represents failure in the Pima community. On the
- us. And when I refer to " our " work, I do not **mean to imply** that if implementation does not succeed you can blame me and the good

3. Clarification (I mean: used when sb wants to explain more or give an example of something, or when pausing to think about what they are going to say next)

No any example has been found in the written English from Academic COCA for this category from the chosen examples.

4. 'Result in sth': to have a particular result or outcome

5. 'Entail/ necessitate/ require/ involve':

- has portrayed that. That the male is the protector and the provider and that **means being** bigger. # Receive Extra Attention for Height. Females also shared perceptions that
- about it, the less like engagement that seems. I think true engagement would **mean being** honest and open. I could not be that way with him. #
- era, we must be equidistant from every era, including the present: this **means being** estranged from our own works, and so in a way from ourselves.
- the number of people getting dementia, it may be my mom. End-of-life care **means being** present and preparing a person for death regardless of their memory. We just
- which the autobiographical story behind the philosophical concerns wasn't hidden or disguised. That **meant being** forthright about how I came to be preoccupied with certain questions about the self
- personal growth, which has been almost a round-trip back to square one, has **meant being** less interested in the future and more interested in the present, plus givi
- the way. # This sharing of our personhood within the context of the project **meant being** open and accountable with regard to the impact of our own racial-cultural identities.
- defined self-esteem as almost equivalent to self-confidence. For many, having self-esteem or self-confidence **meant being** able to communicate with comfort and expressing ideas without restraint. Female graduates generally
- and property. Liberal meant having enough to give some of it away. It **meant being** autonomous. It meant having property rights. And usually only white men of
- outside of wedlock. In this view, acting like a woman, therefore, **meant being** a mother -- a sexually controlled social role. My informants suggested that emancipated
- . # To look at The Rings of Saturn as a text of witnessing thus **means taking** seriously the relation between the narrator's impressions of the East Anglian landscapes he
- the students in our classrooms today to start wherever we can, even if that **means taking** only one small step forward tomorrow morning.
- unprofessional and unsatisfactory service. We can and must do better. 11 # Doing better **means taking** all of the trial-and-error (self-directed) learning that is going on in our
- library has been instrumental in building. Taking responsibility for use of copyrighted materials also **means taking** ownership of the contribution made to the scholarly dialogue or aesthetic culture by remixing

- opportunities for practices to be in conflict with their CCG. Making decisions locally also **means taking** the blame locally. # The money to fund this DES, and indeed
- field at such close distances, I frequently use the focus stacking technique. This **means taking** many images of the subject shifting the focus from front to back. I
- seriously the value not just of human life but of particular human lives, which **means taking** an interest in the practices and beliefs which lend them significance " (xiv-xv
- privacy occurs. Of course, these risks exposing providers to greater liability because it **means making** additional promises to users that could be violated, intentionally or unintentionally. Providers
- replacement levels -- if only they adopt the right kinds of pronatalist policies. This **means making** available high-quality and affordable child care, offering families financial support, and supporting
- other is wasting less of the power the world produces from all sources. That **means making** buildings, appliances, and industrial processes more energy efficient, a complicated but
- Quadrennial Defense Review. Spending less on defense means doing fewer things, and that **means making** firm choices in precisely the areas that Gates has said he wants to protect
- improving education in our school and district (not just our library). That **means making** connections to educational technology, powerful teaching and learning, innovation, teacher effectiveness
- embracing the concept that they need to take part in the conversation. Creating change **means making** their voices heard. It is easy to forget that we live in a
- into cancer care to better the patient experience. # " Overseeing the clinic often **means making** difficult decisions and handling difficult interactions. For example, deciding which patients require
- does with colleagues at " recognized " institutions. # For funding agencies, it **means making** the involvement of minority institutions part of an agency's main line of business
- "122 The government must show that the policy is narrowly tailored, which often **means using** " the least restrictive means " to achieve the compelling interest.123 Because of their
- feel that computing a combined group mean or performing any comparative analyses based on group **means using** this group would be meaningful. Any aggregates shown are simply for the sake ('mean' is not a verb in this example, therefore, this example is not considered and counted)
- of using our wider professional communities to provide authentic assessment to our students. It **means using** the knowledge available in our immediate surroundings and through Web 2.0 tools to enrich

- our immediate surroundings and through Web 2.0 tools to enrich our instructional processes. It **means using** retirees, experts, and volunteers from professional organizations and advocacy groups to comment
- means having to obtain field and molecular data for more than one species and also **means using** additional and more complex analytical and statistical methodologies. It is evident that testing
- TECHNOLOGY Angola wants to join the 21 st century, not the 20th. That **means using** the latest available technology rather than falling back on traditional, labor-intensive options.
- environment in which the students transform the information reached by themselves into the skill which **means using** this information in real life. Such a functional learning environment enables the process
- also share the corresponding commitment to find stability and restorative justice - even if it **means using** the very tools of literacy and law that, in other hands, are
- says, and the right way these days is often to go online. That **means using** discrimination: " One child just printed out pages from the internet. It
- and encourage activities that require students to use knowledge in creative ways. This often **means using** project-based assignments where students are required to solve an interesting problem. Rather than
- of synaptic connections that can be altered or disassembled as a result of experience also **means recognizing** " how fragile a patch job the self is " (304).
- Among their suggestions, they state, " Building a culture of inquiry also **means recognizing**, supporting, and teaching the role of metacognition. Metacognitive skills are part
- of understanding and acting upon the world. The act of being a text critic **means recognizing** how Discourses construct certain understandings about the world as normal or " common sense
- but still concrete affiliations with nations, states, cultures, and localities. This **means recognizing** that for many, if not the majority, of people on earth,
- in explaining the why's and how's of collective action. Rather, it **means recognizing** that there is a need to augment and expand the kinds of questions asked
- other parent-professionals and professionals can tap an important pool for future recruitment. Recruitment initially **means recognizing** parents who are particularly skilled in facilitating learning in their own and other children
- # Drawing upon Capra's characterization of living systems, seeing communities in this way **means recognizing** that the community members who enroll as part of a cohort in a community-based
- that all students can be taught to the best of their ability - and this **means recognizing** that different students have different needs, learning styles and rates of development that

- they matter as fellow inquirers, and working toward mutual interaction and reciprocity. It **means recognizing** that even strangers could be colleagues. Conducted with generosity and reciprocity, such
- In other words, legislatures should craft statutory factors with science in mind. This **means recognizing** the scope of available, reliable evidence of domestic violence and inserting reliable indicators
- library space, we need to consider the social-development needs of adolescents. This goal **means finding** ways to encourage the development of close, personal relationships among peers, especially
- Your own reality -- for yourself, not for others. " Thinking for yourself **means finding** yourself, finding your own reality. Here's the other problem with Facebook
- yoke of their opinions. " Notice that he uses the word lead. Leadership **means finding** a new direction, not simply putting yourself at the front of the herd
- the University of Hawaii at Manoa, who appeared via web conference, planning strategically **means finding** out what matters most to teachers and administrators. Therefore, the teacher-librarian in
- a variable based on the measured values of other variables. In practice, this **means finding** the best fitting curve to a series of points so that one can see
- goal of " better music education through memorizing " is worthy and attainable. This **means finding** ways to minimize the negatives and maximize the positives. To a notable degree
- everybody is worried about how to achieve excellence in smaller and flatter organizations. That **means finding** styles of leadership that work well with smart, self-respecting professionals. Since everybody
- in shaping history, as well as in authenticating it. For paleoanthropologists, this **means finding** very early human fossils, artifacts that could prove that the Chinese race evolved
- that it is unworthy of explanation. Of course, to revamp conceptual integration theory **means finding** ways to falsify it. That is no easy task. Like other prominent
- would do well to think about the reader. The general reader. And that **means focusing** on the writing. # Rachel Toor is a professor of creative writing at
- require a scrutiny beyond that applied to churches and temples.⁴⁴ # Implementing such a policy **means focusing** law enforcement attention on a community that is defined by its religion. This
- tailor its wind and solar strategies to play to the country's strengths. That **means focusing** on the higher end of the market, developing next-generation technologies and business models

- aspects in the production process to focus on social needs and human relations. This **means focusing** more on the importance of informal organization and its direct impact on the individuals
- bringing about democracy and enforcing human rights by the use of armed interventions. This **means focusing** on saving lives and not regime change. The right to life has a
- achieve a level of clarity, continuity, and beauty when writing code. This **means focusing** on the code and its clarity, balance, and symmetry, not on
- . Criticism of religion should engage, but not antagonize our natural allies. This **means focusing** on how the abuse of religion, especially its use of myths to inspire
- , no matter how discouraged I am by the latest rejection. # It also **means focusing**, intently: I often unplug the phone in the morning; I manage
- seem to me like leaders. Does being a leader, I wondered, just **mean being** accomplished, being successful? Does getting straight as make you a leader?
- to advocate for his client throughout the publication process, but that doesn't necessarily **mean being** a yes man. I always endeavor to give my clients my frank,
- than the church leadership, the presidential administration shared the concern that this should not **mean being** dictated to by the West, nor should it represent an encroachment on the
- often balancing an education or a career, perhaps a family and more, which **means getting** to the doctor for a prescription can be a hassle. Even worse,
- don't use the right equipment to get the job done, but if it **means getting** the job done, I can get it done. " Beth enjoys the
- to freshwater ecosystems will require at least a doubling of agricultural water productivity, which **means getting** twice as much dietary benefit out of every liter of water extracted or appropriated
- of a better standard of living. Yet in 2005, getting an education now **means getting** a second degree, an MBA, a law degree, a Master's
- endeavor, such as business development, marketing and product development. # And that **means getting** rid of employees, an issue that dot-com employers need to handle delicately.?
- of seamen as part of a larger nation until he sees just exactly who that **means getting** into bed with. So too, the " mankind " that includes everybody

6. 'Have a particular meaning' (to have or represent a particular meaning):

- itself. Furthermore, while responsibility of necessity must entail a recognition of what it **means to be** responsible, this responsibility is, according to Derrida, never sufficiently theorized

- and other necessities all through the state. Under these circumstances, what does it **mean to be** an ordinary North Korean, as opposed to a mouthpiece of the government
- even with a more incorporative usage of the term diaspora, what does it really **mean to be** associated with a particular nation a few generations down?
Susan Pui San
- question, King would have to venture answers to several others: What does it **mean to be** American? Who counts as American? How does someone become American?
- are separate expressions, it failed to clearly define the concept. What does it **mean to be** integral? What are the criteria? In the case of textual augmentations
- do not depend on particulars for their existence.⁴³ But if so, what would it **mean to say** that universals prior to the many need particulars in order to be predicated
- the runners don't begin at the same starting point. What does it **mean to say** that the first to cross the finish line deserves his or her victory
- justice. # The second step follows closely from the first. What does it **mean to say** that rights language presses us to consider the external impact of our actions
- preserves the steadfast belief in the divinity of the Son? What precisely does it **mean to say** that the Son of God is divine? It was not simply a
- physical copresence can be ignored, mitigated, or forgotten. If escape from captivity **means being** allowed to choose whether or not to watch the film, the ability to
- " (406), and John Hooper notes, " If being a Spaniard **means being** a Christian, in Spain being a Christian means being a Catholic "
- CEOs identify transparency as sharing grantmaking information, roughly 43 percent of CEOs believe transparency **means being** open and/or honest, and 38 percent of foundation CEOs and 4 percent of
- 's a simplistic, narrow-minded view. Success means more than earning money: success **means being** able to live your life as you want to live it. And the
- some with full programs with speaking opportunities for the authors. # Being taken seriously **means being** seriously involved in the university as a whole. At the University of Lethbridge
- other people and imagine possible selves. For some students in the study, that **meant being** part of a community of readers; for others, it meant that teachers
- that the social workers defined this role varied. For one social worker, this **meant being** a " quiet, constant presence ": # Sitting with that patient and
- the exact language used by the perpetrator or perpetrators. Being " too Western " **meant being** seen as too independent, not subservient enough, refusing to wear varieties of

- and dismiss the importance of queer content in reading Hughes. For others, this **means taking** Hughes's sexuality less as a thing to be uncovered or proved and more
- * Analyzing: Requires students to use criteria to examine work; analysis typically **means taking** the whole and breaking it into meaningful parts to be examined closely. *
- security and the need for adaptation. In the language of crop scientists, adaptation **means finding** the genes within the genetic variability of domesticated food plants and animals, as
- Advocacy is not a marketing campaign about your own priorities. Instead, advocacy **means focusing** on the priorities of others and developing a continuous and strategic effort to facilitate
- ethnicity, and developmental ability to learn technological literacy in class. # Reframing **means focusing** on different aspects of the design process. Testing in this context is more
- have a future, no matter the changes around us. Weathering change does not **mean being** static, and to avoid the position of fear and uncertainty, we need
- vision, leadership. Because we're more than that. " Integrity # Pragmatism **means getting** things done, but the kind of pragmatism environmental health practitioners are looking for
- a positive correlation for the following reasons. First, to the extent that power **means getting** what you want, if most young adults want sex with someone, they care
- But in the arts, excellence has more dimensions than scale and complexity. Excellence **means getting** better over time. It means maintaining, expanding, and honing knowledge and
- and overtly told to focus on issues of identity and worldview, exploring what it **means to be** Nishnaabe today through the lessons of animals like wolves, coyotes, and
- editing.¹⁶⁶ Yet, along with great promise, CRISPR/ Casg threatens to destabilize what it **means to be** human and to enable genetic engineering of future generations in ways that previously
- over from humans, but to aim at changing mankind itself - and what it **means to be** human - too. Moreover, this is the more important second dimension
- agreement.⁹ Despite this statutory distinction, there is little guidance for agencies on what it **means to be** " substantially involved. " 10 # B. " Substantial Involvement"
- rejects dualisms and the binaries we have tended to draw on to define what it **means to be** human in the world: human/machine, human/animal, subject/object, self/other and
- worldwide outcry because cloning, if applied to humans, threatened to undermine what it **means to be** human. Human reproductive cloning, after all, " forces us to

- Here, USAID's failure to adhere to its own policy guidance on what it **means to be** " substantially involved " proved disastrous-not only for the Afghanistan aid programs,
- amend title 2 of the CFR to include guidance for federal agencies on what it **means to be** " substantially involved " and create binding legal requirements on agencies to remain
- these policies are not legally binding.¹⁵⁷ Amending the C.F.R. to provide guidance on what it **means to be** " substantially involved " and to create binding legal requirements on agency involvement

7. Be associated with/ equate/ Show sth is true/will happen (to be a sign that sth is true or will happen):

- more as an " active measures " opportunity, but embracing the myth did not **mean being** able to control it. # On 26 October 1986, London's Sunday
- hunger; she also observed that being " unchurched " in America does not necessarily **mean being** unreligious or irreligious. As LaFontaine reported on her address: # In addition
- be overemphasized, especially when the patients are adolescents. # Being younger does not **mean being** easier to treat -- teens have an array of special needs. For example
- the stigma of superstition, but makes the ironic point that being superstitious does not **mean being** unobservant. If twins or other multiple human births signal wrongness in the world
- their encounter. It was about letting her choose her own path, which often **means making** a mistake. If we prevent our characters from making mistakes, they do
- defendants who are detained pretrial, the worst punishment may come before conviction.¹⁴ Conviction generally **means getting** out of jail; people detained on misdemeanor charges are routinely offered sentences for

8. Know/understand what it means to be sth (to have experienced a particular situation, so that sb knows what it is like)

- He provides a series of brilliant readings, all meant to demonstrate what it **meant to be** alive as a writer (or dancer or composer or singer or teacher
- in the telling, the wolf's salvation comes when he remembers " what it **means to be** a wolf, " though the memory is vague and dim, as

9. 'be meant to do sth'/ 'to be intended to do sth':

- pose, wearing a floral crown and standing in an undefined interior space that is **meant to suggest** the austerity of the cloister and its removal from the secular realm

- The isolation of one " type " of knowledge-practice per case is in no way **meant to suggest** that there are, for example, no embodied, subject formation,
- This is not a full taxonomy, and, more importantly, it is not **meant to suggest** these texts are written in imitation of Holocaust testimonies. It does mean
- 2003). In defining clinical supervision Acheson and Gall wrote, " clinical is **meant to suggest** a face-to-face relationship between teacher and supervisor and a focus on the teacher
- My essay is not agenda-driven or prescriptive. It is **meant to suggest** that the power of ethnic nationalism in the twentieth century has been greater
- which they transformed into an independent practice and healing space. 8 This categorization is not **meant to suggest** that all magico-religious workers and their traditions were identical or static. It
- community. HOW CHURCHES IN FACT CELEBRATE # In short, all that precedes is **meant to suggest** how eucharistic celebration marks the hope-filled relation of divine justice, with its
- " in the more concrete parts (Richardson 1990, 292). Specification is **meant to provide** criteria as to how we can reach stability in ethical theories. #
- in The Overture, we thus witness an imbalance of power: those who are **meant to provide** service do it on their own terms and expect obedience from their customers
- instruction should include providing virtually all students with the core instructional program, classroom routines **meant to provide** opportunity for instructional differentiation, and accommodations that in principle permit access to
- as " special needs " and is given a form of special education that is **meant to provide** instruction in the general classroom where accommodations to curricula and co-teaching are to
- , & Long, 2009). The studies presented in this special issue are **meant to provide** readers with an understanding of (a) what behaviors underlie the complexities
- Point Four's appropriation is to miss a crucial component of the program--it was not **meant to provide** extensive government-funded, capital investments. Rather, the program sought to endow
- precautions to avoid injury to such a pedestrian. A relatively large number of devices **meant to provide** additional support, or possibly to replace the long cane and the dog
- from 400 billion euros to more than a trillion euros. This latter move was **meant to provide** insurance guarantees that would allow Italy and potentially Spain to access capital markets

- options carefully. To the reader, the practical plastic surgeon, this process is **meant to provide** a transparent and uncomplicated framework for multifaceted clinical decision making. # In
- in a discussion of Jesus Christ that is simultaneously a spiritual and artistic manifesto, **meant to serve** as a foundation for his future art. In this study, I
- hoped for upon his release: a Vita Nuova for which this text was doubtless **meant to serve** as a foundation. # In conclusion, it is impossible to read
- life. # In this way, my use of autobiography and experience reports is **meant to serve** a distinct philosophical practice. The practice is to write philosophy in a
- distinct theory of power that completely breaks from earlier tradition. Political authority is not **meant to serve** a widely shared goal or to promote a comprehensive system of meaning;
- issues ought to raise questions about whose or what interests the special African show is **meant to serve**: the very idea of announcing a call for proposals for the African
- apply rigorous, transparent standards to their reviews of research studies. Although they are **meant to serve** policymakers, health workers, and people who use services, the extent
- he had taken over the editorship of the newspaper Le Nain Jaune, which was **meant to serve** the interests of the regime; as a result of some catastrophic financial
- The wording was clear that this call for an earnest pursuit of peace wasn't **meant to serve** the interests of any country or group but of humanity as a whole
- it, too, resembles an Afro. So juxtaposed, the two images are **meant to serve** as metonyms of the distinction and the destitution of " the Dravidians "
- be delineated on the basis of their own authority. The resulting institution is also **meant to serve** these various consulting populations of Indigenous people who have a critical interest in
- of routine procedural decisions will increasingly ossify, generalize, and ultimately marginalize factors initially **meant to protect** comity. As time passes and precedent mounts, it becomes increasingly difficult
- that a foreign plaintiff's choice of forum merits little deference, while the safety valve **meant to protect** plaintiffs exceeds the institutional capacity of the courts and has thus been simplified
- , the question must be whether the regulation abridges expression that the First Amendment was **meant to protect**. We hold that it does. "). # 181.
- for retirement investors); Jonnelle Marte, Trump Calls for Review of Long-Awaited Rule **Meant to Protect** Retirement Savers, WASH. POST (Feb. 3, 2017),
- He continued that the congressional statute-and its framing document, the Equal Protection Clause-is **meant to protect** both aliens and citizens: # The protection of this section has been

- consolidating the roles of rulemaking, enforcement, and adjudication-and the concerns that framework was **meant to protect** against. In the modern era, these concerns are central to basic
- so standard less that it authorizes or encourages seriously discriminatory enforcement. " 238 It is **meant to protect** against at least two types of harm: Failure to provide regulated parties
- encourages seriously discriminatory enforcement. " Id. (citation omitted). It is **meant to protect** against at least two types of harm: providing regulated parties notice of
- the expense of its citizens; it is only now beginning to launch welfare programs **meant to protect** them from the turmoil of these rapid changes. # Brazil, meanwhile
- arraignment. His mother never learned what charges he faced. Although the Constitution is **meant to protect** the rights of all people, immigration status is a means by which

10. 'Destine or Design for a purpose (often in passive= be meant to be good/ excellent/ bad etc.)

- between those in government who should oversee and those in the private sector who are **meant to be** overseen.151 # Perhaps no category of delegation has generated more negative publicity in
- Econ. 285, 285 (1997). Generally, because life tables are not **meant to be** conclusive, a plaintiff's preexisting health condition does not affect the admissibility
- undermine the conventional view that canons lack such status-but the brief treatment here is not **meant to be** definitive. The discussion does not attempt to establish that the courts would
- how " the media " covered any component of the Holocaust. This is not **meant to be** an apology for the bland, neutral coverage that concerns Kalb. Rather
- is born out of its very suppression of that sentimentality. This assessment is not **meant to be** an exercise in reader response criticism, a mere reflection on the feeling
- If anything, it testifies to a concern with the real; singularity is not **meant to be** defined only negatively (as that which is irreducible, non-generalizable or non-substitutable
- # 83. Despite her French surname, it is possible that this character was **meant to be** Portuguese, given Hollywood's typically imprecise use of nomenclature. However

11. sth was meant to be /happen (used to say that you think a situation was certain to happen and no one could have prevented it)

No any example has been found in the written English from Academic COCA for this category from the chosen examples.

Appendix C

All the verbs which are categorized under the three main categories in the resources

Table 1A

Verbs followed by the two complements represented in selected resources

Verbs	GR1	EL	T1	T2	T3	T4	GR2	GR3	T4	GR4	T5
advise	*										
attempt											*
begin	*	*					*	*		*	
bother								*			
can't bear	*										*
can't stand	*						*			*	
cease											*
continue	*	*	*				*	*		*	
forget	*						*			*	
go on								*			
hate	*	*	*	*	*		*			*	
like	*	*	*	*	*		*	*		*	
love	*	*		*	*		*			*	
need								*			*
neglect										*	
prefer	*	*	*	*	*		*	*		*	*
propose										*	
regret	*							*		*	
remember	*						*	*		*	
start	*	*	*				*	*			
stop	*						*				
try	*						*	*			
Would like											*

Note. GR1: Understanding and Using English Grammar; EL: ESL Library; T1: Ventures 3; T2: Four Corners 2; T3: Top Notch 2; T4: Q: Skills for Success 4; GR2: Grammar Express: Intermediate; GR3: Grammar in Use Intermediate; T4: Pathways 2; GR4: Grammar Sense 3; T5: Interchange 2 & 3

Table 2A*Verbs followed by the infinitives represented in selected resources*

Verbs	GR1	EL	T1	T2	T3	T4	GR2	GR3	T4	GR4	T5
afford		*					*	*			
agree	*	*	*		*	*	*	*			*
aim											*
appear	*	*					*	*			*
arrange	*						*	*			*
ask	*	*					*	*			
attempt							*				
beg	*							*			
Be sure					*						*
Can afford			*								
Can't afford	*		*				*				
Can't wait	*						*				
care	*										*
choose					*		*		*		
claim	*							*			*
consent	*						*				*
dare								*			
decide	*	*	*		*	*	*	*	*	*	*
decline											*
demand	*										*
deserve	*						*	*			
expect	*	*	*		*	*	*	*			
explain								*			
fail	*						*	*			*
forget								*	*		*
grow							*				
guarantee											*
help			*				*	*			
hesitate	*						*				
hope	*	*	*	*	*	*	*	*	*	*	*
hurry							*				
intend	*	*	*				*				*
know								*			
learn	*	*	*		*	*	*	*	*		
make sure											*
manage	*		*				*	*			*
mean	*	*	*				*	*=			
								intend			
need	*	*	*		*	*	*		*		

neglect							*		
offer	*	*	*				*	*	
pay							*		
plan	*	*	*	*			*	*	*
pledge									*
prepare	*	*	*				*	*	
pretend	*		*				*	*	*
promise	*	*	*				*	*	*
refuse	*	*	*				*	*	*
remember								*	*
request							*		
resolve									*
seem	*	*		*			*	*	
struggle	*						*		*
swear	*						*		*
tend	*							*	*
threaten	*							*	
try						*		*	*
understand								*	
volunteer	*	*	*				*		*
wait	*	*					*		*
want	*	*	*	*	*	*	*	*	*
wish	*			*			*		
wonder							*		
would hate								*	
would like			*	*			*	*	*
would love								*	
Would mind								*	
would prefer								*	*
yearn							*		

Table 3A

Verbs followed by the gerunds represented in selected resources

Verbs	GR1	EL	T1	T2	T3	T4	GR2	GR3	T4	GR4	T5
acknowledge							*				*
admit	*	*					*	*			*
advise		*					*	*			
allow								*			
anticipate	*										*
appreciate	*	*					*				*
avoid	*	*	*		*		*	*			*
Can't help	*		*				*	*			*
Can't imagine	*										
Can't stand											*
celebrate							*				*
complete	*	*									
consider	*	*				*	*	*			*
defend											*
defer											*
delay	*						*				*
deny	*	*					*	*			*
detest							*				*
discontinue							*				
discuss	*	*			*		*				*
dislike	*	*	*	*	*		*				*
don't mind						*		*			
endure							*				*
enjoy	*	*	*	*	*		*	*	*		*
escape							*				*
explain							*				
excuse											*
Feel like			*		*		*				*
finish	*	*	*				*	*			*
forgive							*				
give up= stop							*	*			
go	*										*
hate			*								*
imagine	*	*					*	*			*
involve											*
justify							*				
Keep	*	*					*=	*=		*=	*
							continue	on		continue	

like			*					*
loathe								*
love			*					*
mean								*=involve
mention	*	*			*			*
mind	*	*	*		*=	*		*= object to
					object			
					to			
miss	*	*	*		*	*		*
omit								*
postpone	*				*	*		*
practice	*	*	*	*	*			*
prevent					*			*
prohibit					*			*
propose					*	*		
Put off=						*		
postpone								
quit	*	*	*	*	*	*		*
recall	*				*			
recollect	*							
recommend	*	*	*	*	*	*		*
regret			*		*			
report					*			
resent	*				*			
resist	*				*			
risk	*				*	*		
stop							*	
suggest	*	*	*	*	*	*	*	*
support					*			
tolerate	*				*			
understand	*				*			
urge	*							
would enjoy								*
would love								*
would like								*
Would mind						*		*