

Authenticity of Future Time Reference in Textbook English: a Corpus Study

University of Tampere
Department of English
Pro Gradu Thesis
Spring 2008
Eemeli Ojanen

Tampereen Yliopisto
Kieli- ja käännöstieteiden laitos
Englantilainen filologia

Ojanen, Eemeli: Authenticity of Future Time Reference in Textbook English: a Corpus Study
Pro Gradu –tutkielma, 72 sivua + liitteet (11 sivua)
Kevät 2008

Tiivistelmä

Tutkielman tarkoituksena on selvittää tulevaan aikaan viittaavien englannin kielen rakenteiden autenttisuutta kahdessa oppikirjasarjassa, jotka ovat laajalti käytössä suomalaisissa yläkouluissa. Valitsin aiheeksi tulevaan aikaan viittaavat rakenteet, koska nämä ovat englannin kielessä hyvin erilaisia kuin suomen kielessä ja voivat näin ollen aiheuttaa vaikeuksia suomalaisille kielenoppijoille. Koska kaikkien englannin kielen tulevaan aikaan viittaavien rakenteiden tarkastelu olisi pro gradu –työn laajuuteen nähden liian mittava projekti, päätin rajata tutkimuksen kohteeksi *will/shall* ja *be going to* –rakenteiden tarkastelun.

Käytän tutkimuksessa kahta oppikirjasarjaa, *Key English 7-9* ja *This Way Up 1-3* –sarjoja. Käyn läpi kaikkien kuuden tekstikirjan tekstikappaleet sekä kielioppiosiot ja listaan niistä löytyneet *will/shall* ja *be going to* –rakenteet. Tämän jälkeen kokoon listaan kummankin rakenteen verbikollokaateista ja listaan ne esiintymismäärän mukaiseen järjestykseen. Tämän jälkeen pyrin selvittämään, mitkä ovat näiden rakenteiden yleisimmät verbikollokaatit autenttisessa kielenkäytössä käyttämällä apunani *British National Corpus* –korpusta. Lopuksi käännyin *Internation Corpus of Learner English* –korpuksen puoleen, josta tutkin erityisesti suomalaisten englannin kielen opiskelijoiden esseistä koottua osuutta. Käyn läpi korpuksen suomalaisen osan *will/shall* ja *be going to* –rakenteiden verbikollokaatit, ja vertaan tästä oppijakorpuksesta (*learner corpus*) saamiani tuloksia autenttisiin *British National Corpus* –korpuksesta saatuihin tuloksiin.

Tutkimustulokset osoittavat, että *will/shall* –rakenteet esitellään verbikollokaattien suhteen varsin autenttisella tavalla *Key English* –sarjassa. Kirjasarjoista vanhemman, *This Way Up* –sarjan, *will/shall* –rakenteet ovat hieman *Key English* –sarjan vastaavia kauempana autenttisesta ilmaisusta, vaikka useimmat tämänkin kirjasarjan verbikollokaateista ovat yleisiä myös autenttisessa ilmaisussa. *Be going to* –rakenteiden osalta kirjoista saatu aineisto puolestaan oli liian vähäistä kvantitatiivista analyysia silmälläpitäen.

Asiasanat: korpuslingvistiikka, autenttisuus, oppikirjat, *will*, *shall*, *be going to*

Contents

| | |
|---|----|
| 1. Introduction..... | 1 |
| 2. Background | 3 |
| 2.1 Electronic corpora..... | 4 |
| 2.2 Authenticity | 6 |
| 2.3 Corpora and language teaching | 11 |
| 2.4 Corpus-driven linguistics..... | 13 |
| 2.5 Contrastive interlanguage analysis | 14 |
| 2.6 Future time constructions in English | 14 |
| 2.6.1 <i>Will and shall</i> | 16 |
| 2.6.2 <i>Be going to</i> | 17 |
| 3. Material | 19 |
| 3.1 Textbooks..... | 19 |
| 3.1.1 <i>Key English</i> | 20 |
| 3.1.2 <i>This Way Up</i> | 20 |
| 3.2 The British National Corpus | 21 |
| 3.3 International Corpus of Learner English..... | 22 |
| 4. Methods | 24 |
| 5. Data collection | 26 |
| 5.1 The BNC..... | 26 |
| 5.2 The ICLE..... | 26 |
| 5.3 <i>Key English 7-9</i> | 27 |
| 5.4 <i>This Way Up 1-3</i> | 28 |
| 6. Results..... | 30 |
| 6.1 <i>Will and shall</i> | 30 |
| 6.1.1 <i>Key English</i> | 30 |
| 6.1.2 <i>This Way Up</i> | 34 |
| 6.1.3 The BNC..... | 37 |
| 6.1.3a Collocates in the written part of the corpus..... | 37 |
| 6.1.3b Collocates in the spoken part of the corpus..... | 38 |
| 6.1.4 The ICLE | 40 |
| 6.2 <i>Be going to</i> | 42 |
| 6.2.1 <i>Key English</i> | 42 |
| 6.2.2 <i>This Way Up</i> | 42 |
| 6.2.3 The BNC..... | 43 |
| 6.2.3a Collocates in the written part of the corpus..... | 44 |
| 6.2.3b Collocates in the spoken part of the corpus..... | 45 |
| 6.2.4 The ICLE | 46 |
| 7. Analysis..... | 49 |
| 7.1 <i>Will and shall</i> | 49 |
| 7.1.1 Qualitative analysis of the uses of <i>will and shall</i> | 52 |
| 7.1.2 <i>Will</i> as collocate | 54 |
| 7.1.3 Representation of <i>shall</i> | 55 |
| 7.1.4 Distribution of <i>will and shall</i> | 57 |
| 7.2 <i>Be going to</i> | 58 |
| 9. Criticism | 63 |
| 9.1 On the validity of corpus data | 63 |
| 9.2 Rethinking authenticity | 64 |
| 10. Conclusion and implications for future study | 67 |
| Appendices | 73 |

1. Introduction

The aim of English language teaching is moving from teaching strictly normative English towards teaching a language that is as authentic as possible, i.e. used in real discourse between people. There is thus need for a study that examines whether the EFL (English as a foreign language) textbook usage of given grammatical constructions are common in real-life language use as well. I decided to study the use of future time constructions in two Finnish EFL textbook series and then compare textbook future time expression with authentic expressions. The main research question of this study then is: How authentically are future time constructions represented in Finnish textbooks of English? Furthermore, I will attempt to find out whether the way the EFL learners use these constructions is closer to their textbook use or their authentic use, i.e. if the textbooks present them in a non-authentic way and whether this has repercussions for the way learners use these constructions. I will use a corpus to find out which verbs most commonly appear with common future time constructions involving either *will* and *shall* or *be going to*, and then determine to which extent the same verbs are used in EFL textbooks that are in use at the upper level of comprehensive school. I chose this particular topic because the future tense is a linguistic structure that is nonexistent in Finnish, and it can therefore be particularly challenging for Finnish learners of English. After comparing the results provided by the textbooks and corpus respectively, a third dimension will be added to the study by studying some learner output by way of consulting a corpus that is specialized in English language produced by EFL learners. This will be done in order to gain some insight on how close the future time constructions produced by the learners are to authentic usage on one hand, and textbooks usage on the other.

The basic structure of this study is as follows: first, in section 2 I will

attempt to offer a brief account of the history and of the contemporary applications of corpus linguistics in general, as well as familiarize myself with the notion of authenticity and its implications for EFL teaching. Subsection 2.6 is dedicated to a grammar-based introduction of the future time constructions examined in this study. The textbooks under scrutiny and the corpora used in this study will be introduced in section 3, and the study methods discussed in section 4. The details of data collection as well as observations about the textbook chapters are included in section 5. Section 6 features the detailed results of the corpus queries as well as the findings from the textbooks. These results will be analysed in section 7 which has separate subsections devoted to quantitative and qualitative analyses of the uses of *will* and *shall* in the material. I will discuss and evaluate the results of the study as well as consider their reliability and validity in section 8 of this study. Section 9 is devoted to an alternative, more critical approach on corpus linguistics in general and the notion of authenticity in particular. Finally, in section 10 I will once more assemble the main points and results of this study, the implications to be made on the basis of them as well as consider the possible subjects for future research in this domain.

2. Background

Corpora provide researchers with empirical data, which enable them to “make statements which are objective and based on language as it really is rather than statements which are subjective and based upon the individual’s own internalised cognitive perception of the language” (McEnery and Wilson 2001, 103). Halliday, too, puts emphasis on authenticity as the main benefit corpora can offer: “its data are authentic. This one property underlies all its other advantages. What people actually say is very different from what they think they say; and even more different from what they think they ought to say” (Halliday 2004, 34). The question of authenticity is crucial in the scope this study as well; its significance concerning teaching materials has been raised by several linguists in recent years. If corpus linguistics can provide the textbook authors with an abundance of authentic discourse, why use invented materials at all? The question of authenticity is discussed at length in section 2.2 below.

In his book *an Introduction to Corpus Linguistics*, Kennedy (1998, 1) defines a corpus in the following way: “a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description”. Since its debut on linguistic scene in the 1950s, corpus linguistics has grown from a specialty of a small group of enthusiasts to a large field of study that has infiltrated most language-related disciplines (Granger 2003, 538). Large linguistic corpora, like the British National Corpus (see section 3.2), are designed so that they aim to represent a whole language or language variety (Kennedy 1998, 21). The most important feature corpora have to offer is the possibility to show where and how often particular phonological, lexical, grammatical, discoursal or pragmatic features occur (Kennedy 1998, 3). Furthermore, corpus-based research has led to the realization that few linguistics descriptions are adequate for language as a whole and that there are important and systematic

differences among registers at all linguistic levels (Biber et al. 1994, 170)

2.1 Electronic corpora

Virtually all corpora appear in an electronic form today. The linking of corpus linguistics to the computer means “incredible speed, total accountability, accurate replicability, statistical reliability and the ability to handle huge amounts of data” (Kennedy 1998, 5). The following quote from John Sinclair, a man seen by many as a pioneer on the field of corpus linguistics, reveals in an amusing way what a substantial effect the emergence of computers has had on the field of linguistics: “Thirty years ago when this research started it was considered impossible to process texts of several million words in length. Twenty years ago it was considered marginally possible but lunatic. Ten years ago it was considered quite possible but still lunatic. Today it is very popular” (Sinclair 1991, 1). If this was true already in 1991, it is certainly even easier to process vast quantities of text today with the huge machine-readable corpora that are available to virtually every researcher.

Kennedy (1998, 19-20) lists some of the different kinds of corpora that exist today: *general* or *core corpora*, which are text bases for unspecified linguistic research used as a basis for comparative studies, and *specialized corpora*, which are designed for particular research projects such as for the compilation of dictionaries. Specialized corpora include *training corpora* and *test corpora*, compiled to facilitate the building of models of language, as well as *dialect corpora*, *regional corpora*, *non-standard corpora* and *learner corpora*. An electronic corpus may be grammatically tagged, i.e. pre-processed to linguistically show the word class of each word, and parsed to show the sentence structure and syntactic functions of different word classes: tagged and parsed corpora enable the researcher to make increasingly detailed queries quickly.

In addition to this, a corpus that is divided into subsections by genre can include an option for running queries which show the usage patterns of certain words in different genres (Hockey 1998, 108).

The first machine-readable corpus was the *Brown Corpus* which was compiled between 1961 and 1964 at the Brown University, USA. The *Brown Corpus*, a corpus of one million words, was designed to represent American English language of 1961. Its British English counterpart, the *Lancaster-Oslo/Bergen (LOB) Corpus*, which not only was the same size as the *Brown Corpus* but which was also compiled of texts published in 1961 in order to enable comparative studies of British and American English with the help of the two corpora. In the following years, similar corpora were compiled to represent e.g. Indian, New Zealand and Australian English respectively (Kennedy 1998, 23-29). These first-generation corpora gave way to second-generation “mega-corpora” (Kennedy 1998, 48) during the 1990s. These second-generation corpora include the Bank of English, a constantly growing huge monitor corpus of 450 million words (situation in March 2007 according to the Bank of English User Guide) as well as the 100-million word British National Corpus, which was used in this study and which will be discussed further in section 3.2. Specific corpora, such as the International Corpus of Learner English (ICLE) have been developed in order to study second language acquisition: these learner corpora contain written and spoken output by students of English as second language. These corpora are being used in the development of teaching strategies and learning materials for second language acquisition (Meyer 2002, 26-27). Granger argues that learner corpora are particularly useful in that they can provide the field of EFL teaching with “a much more solid and versatile empirical foundation than has previously been available” (Granger 1998, 177). The ICLE in particular will be further discussed in section 3.3 of this paper.

When conducting research with the help of corpora, one should keep in mind that they are not infallible, all-powerful tools, and that even the biggest corpora have their limitations. Wray and Bloomer (2006, 204) list some of these in their book *Projects in Linguistics*: Firstly, most corpora can only give what Wray and Bloomer describe as a snapshot of the language at a particular time. Secondly, corpora rely on what is electronically available and what is not restricted by copyright, which may lead to over-representation of certain genres such as journalism compared to other, copyrighted genres. Thirdly, since transcribing spoken data requires a considerable amount of both time and money, it is usually not available in as large amounts as written corpus data. Finally, corpus searches are constrained by the software tool in use as well as the accuracy of text tagging used in compiling the corpus at hand.

The first of the above points is, of course, particularly true of the British National Corpus as well as all other corpora that are finite in size (cf. monitor corpora). The fact that no new texts have been added to the corpus since 1994 may raise the question of whether the material in the corpus is becoming outdated and possibly does not reflect the language as it is today. This matter will be further discussed in the materials section 3.2.

2.2 Authenticity

The question of authenticity is a crucial issue concerning ELT materials and has been discussed somewhat extensively in the literature, as the issue is raised by many linguists in several books and articles from recent years. McDonough and Shaw (2003), for example, say that there has been a shift towards the real world in materials design and that a stated requirement of authenticity appears alongside it. They further define authenticity as

a term that loosely implies as close and approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom (McDonough and Shaw 2003, 41).

Authenticity is commonly seen as a positive attribute which is often connected with qualities such as purity, originality and quality. It is an attribute that is now generally accepted by the teaching community as an important feature of ELT materials (Mishan 2004, 219). Bayer et al. noted already a decade ago that

reliance on, or reference to, naturally occurring data is taking hold in modern theoretical linguistics as well, and becoming more prevalent . . . In many cases, researchers have relied on corpora to refute previously-proposed generalizations about linguistics constructions (Bayer et al. 1998, 233).

Mindt (1996, 232), on the other hand, says that a certain kind of school English is prevalent in textbooks and that this variety does not exist outside the classroom at all, i.e. in his opinion the textbooks do not provide the students with authentic language.

Mindt further argues the following:

learners who leave their school surroundings very often find it hard to adapt to the English used by native speakers . . . [they] have to reshape their linguistics behaviour in those areas of the language which were not taught properly (Mindt 1996, 232).

Mindt bases his claims for non-authentic language use in textbooks on his own study from 1992 in which he studied authenticity in German school textbooks, finding it lacking. It will be interesting to see to what extent the situation regarding future time constructions has improved in the ten years between 1992 and 1999, the year of publication of the first book of the first textbook series studied in this paper, *This Way Up*; and on the other hand, between 1992 and 2004, the year in which the latest volume of *Key English*, the second series this paper examines, was published.

Carter (1998, 47) criticizes textbooks for presenting learners with a society in which spoken interaction is smooth, predictable and problem-free and where nobody

interrupts anyone else and speakers always co-operate with each other politely with utterances that are almost as complete as sentences. He calls this kind of scripted text unreal, but nevertheless admits that it may be pedagogically more useful than real conversations with elements such as ellipsis and ungrammatical forms included.

Fox (1998, 27) introduces further reasons for the use of authentic teaching materials in ELT. She says that using invented examples will result in learners using language that is far more formal than native output. These learners end up using the most common words less frequently and in fewer contexts than they would be used by native speakers of English, because of the lack of attention drawn to these words in the classroom, which tends to overlook them precisely on the basis of their high frequency. Sinclair sees no point in employing non-authentic language as examples: “In time, it will be realized that there is just no reason or motivation to invent an example when one is knee-deep in actual instances” (Sinclair 1991, 5). When it comes to compiling teaching materials the question of authenticity is, however, by no means a simple one: some teachers, researchers and textbook authors claim that invented materials produce better results since they can be specifically tailored according to the needs of the curriculum. Others are of the opinion that authentic material should be used as much as possible in order not to distance the learners from the way language works in the real world.

Johansson (1995, 20), who represents the latter of the schools mentioned above, points out the fundamental flaw of producing invented examples, saying that introspection is fallible since it may be biased towards the point that is to be proved. Römer goes as far as to claim that invented materials lead to a situation where learners “face sentences which have not occurred in any natural speech situation before (and which probably never will)” (Römer 2005, 171). She sets bridging the gap between

corpus linguistics research and actual teaching as her own goal. Römer's study will be discussed further in section 2.4.

McEnery and Wilson (2001, 120) claim that students who have studied English using the traditional textbooks with invented example sentences rather than authentic materials are often unable to analyze longer sentences common in real language use. Granger (2002, 8), on the other hand, is of the opinion that "the foreign language teaching context usually involves some degree of 'artificiality' and that learner data is therefore rarely fully natural". In general, it seems that with the emergence of more extensive and more user-friendly corpora the arguments against the use of authentic language output in the compiling of teaching materials are gradually abating, and that the main question concerning authentic teaching material is not "*why* compile them?" anymore but "*how* best compile them?" instead. It should be of course acknowledged that an insistence on absolute authenticity in ELT materials is much easier said than done, and that it will probably therefore make compiling textbooks remarkably more challenging than before. Nevertheless, as the following remark by John Sinclair illustrates, inventing examples may certainly be not so effortless either:

"The position of those who like to invent examples would be more plausible if, in practice, it was felt that they did a good job of simulation. However, it seems that sensitivity to context is very difficult to achieve, and even experts at simulating natural language are prone to offer examples which are extremely unlikely ever to occur in speech or writing" (Sinclair 1991, 6).

Francis and Sinclair (1994, 190) comment on why some linguists scorn corpus samples of language:

"The reason . . . is probably that they rely on their intuitions about language, considering them a kind of hotline to the part of the brain that handles the construction and interpretation of utterances. Being unencumbered with the rough-and-tumble of articulation, expression and the world outside, they might seem to be a purer kind of evidence than what actually happens when people talk and write to one another"

Widdowson (2000, 6) is one of these critics. He discusses the limitations of corpus analysis, saying that while it does reveal a reality about language which was not evident before, it has its drawbacks. He argues that since corpus contains only observed data it is contrary to intuition. The researcher gets an account of what people do, but not about what they think they do: “corpus analysis deals with the textually attested, but not with the encoded possible, nor the contextually appropriate” (Widdowson 2000, 7). He further argues that using corpus-based, authentic language in teaching materials does not take into account the conditions that have to be met in the classroom, nor make them appropriate for learning.

Peacock (1997, 144) shares Widdowson’s doubts to an extent, saying that too many authors take it for granted that authentic materials would have a positive effect on learner motivation, and that proper research on the topic has been inadequate. He conducted a study in which he monitored the on-task behavior, class motivation and self-reported motivation of two groups using authentic and fabricated learning materials respectively. He found that authentic materials significantly increased learner on-task behavior and overall class motivation, but produced no significant difference in self-reported learner motivation (Peacock 1997, 148-150). When conducting post-class interviews, however, he found out that learners reported authentic materials as significantly less interesting than artificial materials. What should be kept in mind, though, is that Peacock used English-language newspapers, magazine advertisements, poems and one pop song as his teaching material. The material was probably lacking in continuity, a trait which is essential to most EFL textbooks. I for one do not propose that textbooks should be compiled of random clips from newspapers or novels in order to attain authenticity, but rather that a possibility of compiling materials with a sense of continuity and purpose that are nevertheless based on authentic usage in that corpus data

has been consulted in consideration about what to include in the textbooks and what to omit from them. The textbooks should not, therefore, be entirely corpus-based, but rather, to use Granger's (2003, 543) term, *corpus-informed*.

2.3 Corpora and language teaching

Corpora have for a number of years been playing an important part in the EFL classroom. Some scholars even go so far as to say that corpus analysis has allowed researchers to throw light on such a fundamental concept as the very the nature of language learning (Kennedy 2003, 468-469). Corpus evidence may suggest which constructions are most likely to be encountered by language users, and which therefore may deserve more time to be taught (Kennedy 1998, 281). There is a definite discrepancy between this line of thinking and the one reported by Fox (see 2.2), who implies that what actually happens in the classroom is exactly the opposite of what Kennedy depicts.

In the field of materials design the reliance on corpus evidence has made possible significant improvements in EFL dictionaries, grammar books, concordance-based classroom exercises, and – most significantly in the focus of this study - in EFL textbooks, as corpus data provides an objective basis for vocabulary selection (Granger 2002, 21). This use of corpora in materials design is of course closely linked to the notion of authenticity discussed in 2.2 above. It should be taken into account that language teaching does not solely benefit from the development of large general corpora, but that small corpora are important in the field of ELT as well:

“If you ask *what is language?* in a *general* sense, then the place to look is a very large corpus - ideally much larger than any we have today. But if you ask *what is language?* in a *special* sense, say, because you are developing projects to assist non-native learners of English in appreciating the language of literature . . . then the place to look is a *small corpus* representing the language from a suitably specific point of view” (Beaugrande 2001, 10).

The ICLE is such a corpus, a smaller collection of specialized language which provides a ‘suitably specific point of view’ for this particular study.

Conrad (2000, 556-558) writes that corpus linguistics should have widespread impact on grammar teaching simply because it can give teachers access to the empirical evidence that is necessary for making these changes. She further argues that whether this will take place or not depends on several factors: for example, ESL teachers should be introduced to corpus-based research in their training; grammar teaching materials should incorporate the results of corpus-based research; furthermore, ESL teachers should be willing to deviate from traditional grammar syllabi. Finally, she adds that incorporating this new view will require a concerned effort on the part of researchers, materials designers and teachers together. Conrad, as well as O’Keeffe and Farr (2003), emphasize the role of teacher training in order to get corpora more widely used in language teaching: “if corpus applications and corpus findings are to reach the right audience (i.e. language learners), they must be integrated at the very core of teacher education courses” (O’Keeffe and Farr 2003, 392). This would seem advisable especially because teachers are usually the ones responsible for writing textbooks (at least in Finland this is the case): therefore instructing them to use corpora early on, in teacher training, would likely lead to production of textbooks compiled with a goal for authentic language.

2.4 Corpus-driven linguistics

When conducting this study I applied a research method presented by Ute Römer in her book *Progressives, Patterns, Pedagogy: A Corpus-Driven Approach to English Progressive Forms, Functions, Contexts and Didactics* (2005). In her study Römer studied and analyzed the authenticity of the use of progressive forms in German EFL textbooks with the help of two large corpora of spoken English. As mentioned in the title of her book, Römer's study method is *corpus-driven*, i.e. theory and findings are derived from the corpus data and textbook data respectively with the corpus as the center of the research, or as Römer puts it "working corpus-driven means working, as far as possible, unaffected by existing frameworks or theoretical descriptions" (Römer 2005, 19). It is important to distinguish corpus-driven linguistics from *corpus-based linguistics*, in which the researcher has pre-formulated ideas and hypotheses in mind which he or she then tests with the help of corpora (Römer 2005, 7-9). The downside of the corpus-based approach is the danger of attaining imbalanced results that reflect the researcher's own presuppositions rather than actual fact. I therefore made no presuppositions as regards the results of this study and attempted to draw all the conclusions only on the basis of the corpus and schoolbook data.

Gavioli and Aston (2001, 238-239) write that there has been considerable discussion on how far ELT materials should be corpus-driven in order to reflect linguist reality. In their paper they come to the conclusion that while corpora cannot tell the materials designer what to include in the ELT syllabus, they can nevertheless help her or him make decisions that are better informed. Gavioli and Aston give the following example structure:

That's enough, *don't you think?*

The tag question (or "tail") in the above construction is a type frequently found in real-

life conversations, but rarely so among the prototypical patterns presented in textbooks. There are reasons for this omission: the use of such a tag is highly context-dependent and they are therefore “difficult to teach and harder to master than other markers of affect with similar functions”. This example was made to show that although authenticity (see section 2.2) is an important criterion in the compiling of ELT materials, it can by no means be the only criterion, and should not be treated as such.

2.5 Contrastive interlanguage analysis

The third part of data collection and analysis employed in this study is performed with the help of a learner corpus of English. Learner corpora are most often used for either Computer-aided Error Analysis or Contrastive Interlanguage Analysis (Granger 2002, 12). This study concentrates on the latter, defined by Granger as contrastive qualitative and quantitative comparisons between native and non-native data. In this study the BNC will serve as the source of native speaker data, while the International Corpus of Learner English, or ICLE (see 3.3), provides the non-native data. Granger (2002, 12) further argues that comparisons of these two types of data “can highlight a range of features of non-nativeness in learner writing and speech, i.e. not only errors, but also instances of under- and overrepresentation of words, phrases and structures”, the latter of which are exactly the subject of this paper.

2.6 Future time constructions in English

Although future events cannot be referred to as facts, they can nevertheless be predicted or planned (Downing and Locke 1992, 361). In the English language these plans and predictions can be expressed with the help of various linguistic structures. As stated in section 1, in this study I will concentrate on the textbook use of two future-time

structures; *will* and *shall* as well as *be going to + infinitive*; more specifically, I will study the verb collocates of these two types of structure (i.e. the verbs that most commonly appear with them). These two types of constructions, of course, are by no means the only ways to denote futurity in English. Although a separate inflectional tense does not exist, there are other possibilities for expressing future time in English: modal auxiliaries, modal idioms, and semi-auxiliaries, or the simple present and progressive forms (Greenbaum and Quirk 1990, 57). Leech and Svartvik (1994, 76-78) list the following five ways of expressing futurity:

(A) *Will/Should*

(1) Temperatures tomorrow *will be* much the same as today

(B) *Be going to*

(2) Are you *going to put* a coat on?

(C) *Progressive aspect*

(3) We're *inviting* several people to a party.

(D) *Simple present tense*

(4) I hope the train *isn't* late.

(E) *Will/Should + progressive aspect*

(5) *Will he be coming* by car?

Will is by far the most common of the constructions studied in this paper, appearing relatively commonly in all registers. *Be going to*, while relatively common in conversation (c. 2200 occurrences per million words), is considerably rarer in written registers, especially in academic writing, with less than 100 occurrences per million words. *Will*, in contrast, appears 2200 times per million words in this register (Biber et al. 1999, 488-489).

As to the differences between *be going to* and *will*, Huddleston and

Pullum (2002, 211-212) list several fields on which the two differ: for example, they argue that *be going* is characteristic of relatively informal style, whereas *will* is neutral. They also say that the *be* component of *be going* has inflectional forms and consequently appears in a wider range of environments than *will* (e.g. *She had been going to tell me*). Furthermore, Huddleston and Pullum argue that *be going* implies intention while *will* conveys willingness:

I have asked her to join us but she's *not going to / won't*.

Here, *won't* suggests explicit refusal more distinctly than *isn't going to*.

2.6.1 Will and shall

Greenbaum and Quirk (1990, 57) point out that although *will* and *shall* are “the closest approximations to a colourless, neutral future, they also cover a range of modal meanings”. Consider the following example from Downing and Locke (1992, 389):

Will you marry me?

The above question quite clearly involves more than an “approximation to a neutral future”: there is an obvious sense of volition involved in it, although the distinction between volition and prediction is in many cases blurred (Biber et al. 1999, 496).

Another common modal meaning attached to *will/shall* is that of intention (Downing and Locke 1992, 390):

I'll ring you sometime next week.

Biber et al. (1999, 499) point out that *shall* is particularly noteworthy in that it marks volition more often than prediction. Out of the five future-time constructions presented in section 2.6 above, (A) and (E) differ from each other in that while the former is most often an expression of “the neutral future of prediction” (as is evident from the context of the above example), the latter can be either used to add the temporary meaning of the

progressive to the future, or “refer to a future event which will take place ‘as a matter of course’” (Leech and Svartvik 1994, 76-78) so that an interpretation of volition, intention or promise is avoided (Greenbaum and Quirk 1990, 58). Furthermore, (E) can be used to convey greater fact than (A):

When *will* you *be paying* back the money?

Huddleston and Pullum (2002, 188) introduce another use of *will* which is found in past and present time situations:

[Knock on door] That *will be* the plumber.

Here, it is obvious that the speaker does not intend to imply that the person at the door is not yet a plumber, but merely expresses his or her own presupposition about the identity of the person who knocked on the door. Huddleston and Pullum call this kind of past or present time use of *will* the *central-epistemic* use.

On a further note, modal auxiliaries such as *will* and *shall* may also be used as directives (Downing and Locke 1992, 171):

You *will* report to Head Office tomorrow.

2.6.2 *Be going to*

As for construction (B) in the list future time constructions presented in section 2.6, Leech and Svartvik (1994, 76) say that it indicates future as a fulfilment of the present in that it represents the future as resulting from a present intention, as in the example sentence (B). Two further examples of this kind of construction offered by Leech and Svartvik follow:

She said that she’s *going to visit* Vic at two o’clock.
She says she’s *going to be* a doctor when she grows up.

Leech and Svartvik further (1994: 77) argue that *be going to + infinitive* may also “refer

to the future resulting from other causative factors in the present”:

I think I'm *going to faint* (i.e. I already feel ill).

It's *going to rain* (i.e. I can already see the black clouds gathering).

This meaning can be found with both non-personal and personal subjects (Greenbaum and Quirk 1990, 57). Furthermore, Leech and Svartvik point out that in the above examples there is an expectation involved that the described event will take place soon. In short, *be going to + infinitive* can be used to refer to intended or imminent future events (Downing and Locke 1992, 362).

Biber et al. say that the semi-modal *be going to* can also be marked for tense, and when combined with the past tense form of *be* it marks “reference to a projected future time dating from some point in the past”:

I *was going to be* called Kate if I was a girl.

What is interesting about the above example is that the actual time reference is before the present, and the reference is to a situation that never actually took place (Biber et al. 1999, 456).

3. Material

This study concentrates on four different basic sets of material. Firstly, two widely used textbook series written for the three years of Finnish upper level comprehensive school, *Key English* and *This Way Up*, will be examined. Secondly, a comprehensive corpus of the English language will be consulted in order to assess the level of authenticity of the textbooks. Thirdly, I will carry out a corpus query for the same grammatical constructions in a learner corpus to see whether Finnish advanced learners' use of these constructions is closer to their textbook use or authentic use, if either. The choice of materials will be further discussed in this chapter.

3.1 Textbooks

In this study I will examine future time constructions in two English textbook series that are used in Finnish upper level comprehensive schools. The role of the textbooks in teaching of course varies greatly in accordance with the outlook on teaching of each teacher, and while it should be realized that the textbooks are not by any means the only learning materials pupils use in comprehensive school, they are nevertheless often used as the backbone of teaching which the additional materials are often based on or linked to. I am therefore inclined to agree with Römer (2005, 171) when she claims that English language instruction is much determined by a particular course book series. The fact that textbooks play such a big part in ELT arguably gives further justification for conducting studies on their authenticity. Tomlinson (1998, 13) lists some ideal qualities of textbooks: they should provide exposure for rich and varied authentic input. Furthermore, the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language. In this study will only deal with a fragment of these characteristic features: analysing all

aspects of Tomlinson's qualities would require a study vastly larger in scope.

3.1.1 *Key English*

The first part of the material used in this study consists of the text units and grammar sections of *Key English*, an English textbook series used in Finnish upper level comprehensive schools. *Key English* was written by Paul Westlake, Raija Kangaspunta, Eero Lehtonen and Jyrki Peuraniemi. *Key English* is designed for a three-year course so that the three volumes cover one year each. The series was published gradually, as is common with textbooks, so that *Key English 7* was put out in 2002, *Key English 8* in 2003 and *Key English 9* in 2004. The reason I picked *Key English* as my subject of study is that the series is (according to the web site of its publisher, WSOY) the most popular EFL textbook used in Finnish upper level comprehensive schools. The WSOY website further describes *Key English* as follows: what the series offers to the learner is practice in communication, a solid foundation of grammar, teaches to learn and assess one's own work and progress, information about English-speaking countries and their customs, while all the time applying the principles of the new curriculum as well as those of the common European framework.

3.1.2 *This Way Up*

The second textbook series under scrutiny in this study is *This Way Up 1-3*. The series was written by Tarja Folland, Mike Horwood, Mika Lintujärvi, Arto Nieminen and Maria Tervaoja. The series is some three years older than *Key English*, published by Otava in the scope of three years' time between 1999 and 2001. *This Way Up* was included in this study to provide a more extensive view on Finnish textbooks than examining just one series would have done. The series is described on the Otava

website as explicit and versatile, a textbook series that teaches learners to think, to make conclusions, to solve problems and to discuss their solutions with others. The publisher further promotes *This Way Up* by saying that it motivates learners to study English as well as develops their learning strategies and ability to co-operate. Otava has already issued their next English textbook series for upper level comprehensive school, *Smart Moves*, the first two volumes of which were published in 2006 and 2007 respectively. Although this series would have probably offered information on what is latest in Finnish EFL teaching, I decided to use *This Way Up* instead since the *Smart Moves* series currently still incomplete as its final volume is yet to be published.

3.2 The British National Corpus

After examining the textbooks I will use the British National Corpus (BNC) in order to determine the authenticity of the language used in the textbook examples. The BNC was compiled between 1991 and 1994 by a consortium of universities, publishers and the British government (Kennedy 2003, 471) and is described on its website as being a “100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of current British English, both spoken and written”. Aston and Burnard (1998, 28) say that the magnitude of the BNC corresponds to ten years of an average speaker’s linguistic experience in terms of sheer quantity. Kennedy describes the BNC as follows:

The British National Corpus was undoubtedly the most ambitious corpus compilation yet attempted. Begun as a collaboration of between major academic, commercial publishing and publicly funded institutions . . . the corpus was designed to be representative of British English as a whole and not just one particular genre, subject field or register (Kennedy 1998, 50).

It is important to keep in mind that unlike the Bank of English, the BNC is finite in size, i.e. no new texts have been added since the completion of the corpus. The number of

words is thus fixed to approximately 100 million. As mentioned in section 3.2, it could be argued that the BNC is slowly becoming obsolete as its newest material dates already fourteen years back. On the other hand, the first volume of the textbook series studied in this paper was published in 1999, which is only five years from the completion of the BNC. I decided the time difference between the two is not too large for the purposes of this study.

Ninety percent of the BNC consists of written texts, and the remaining 10 percent of spoken material. Both the written part and the spoken part of the BNC will be used in the study, so as to obtain information of future time reference in both categories respectively. The Zürich BNCWeb online interface was utilized in the corpus searches. Furthermore, although the Finnish national curriculum (p. 93) states that the pupil should be familiarized to communicate in concrete situations mostly orally, it is later said in the curriculum that from grade seven onwards the share of written language should grow in teaching (p. 94). The fact that the curriculum specifically sets both spoken and written language as focuses of learning is one reason for studying both written and spoken corpus data. Combined with the textbook publishers' claims that both *Key English* and *This Way Up* having been compiled in accordance with the national curriculum it gives, in my opinion, ample justification for including at both the spoken and the written part of the corpus in this study.

3.3 International Corpus of Learner English

The third essential source of material in the study is a corpus that specializes in EFL learner English. Learner corpora are particularly useful because in the field of language teaching, in addition to knowing what native speakers typically say (with the help of native speaker corpora), we also need to know what the typical difficulties of learners of

the language in question are (Nesselhauf 2004, 125-126) Evidence of under-, over-, and misuse of distinct elements by learners can help materials designers and teachers alike, as well as offer help in the ranking of ELT materials (Granger 2003, 534). Combined as an international collaborative project between universities around the world, the International Corpus of Learner English is currently well over 2 million words in size and contains essays written by university students of English who are described as advanced learners of English on the web site of the compilers of the corpus, the Louvain Centre for English Corpus Linguistics (see bibliography for references). The language in the essays represents general English rather than English for specific purposes (Granger 2003, 540), a feature that arguably makes the ICLE more comparable to native-speaker corpora. The corpus is compiled of essays by well over 3 000 learners, a solid empirical basis for the study of second-language acquisition. The corpus is divided into 19 sub-corpora according to the 19 different mother tongue backgrounds of the EFL learners monitored in the corpus.

4. Methods

As stated in section 2.6, this study will be restricted so that it will only concentrate on future time constructions with *will/shall* and *be going to*. Other grammatical constructions of expressing futurity will not be included in the study, firstly due to the limited scope of the thesis and secondly due to the difficulties these constructions would create in performing the corpus queries (for example, searching the corpus for future time constructions with the simple present would prove very difficult indeed).

I will first conduct corpus searches with *will*, *shall* and *be going to* respectively to find out which verbs most commonly occur with this type of future-time constructions. These collocations of words play an important part in language learning because learning takes place by repeatedly coming across the same words occurring together in the same order so that these linguistic patterns and constructions are stored in memory (Kennedy 2003, 480). Kennedy (2003, 485) calls the results of this kind of cognitive processes “probabilistic implicit knowledge” of the language. It would be fruitful for the learner, then, that in order to best learn to master English future time constructions in a natural way the most common collocate verbs in the textbooks should be the verbs that are the most common collocates in authentic output as well.

Next, I will chart the distribution of these collocate verbs and their according shares. After this I will turn to the two textbook series. I will examine the text chapters and grammar sections of the textbooks for expressions of futurity, make notes of verb usage with *will shall* and *be going to* respectively, and assemble all the textbook examples of these constructions so that I can draw out the distribution of verbs in the textbooks. I will then compare the results I obtained from the textbooks to the ones that the British National Corpus provided. Conclusions about the authenticity of the future-time constructions in the two textbooks will then be made on the basis of this

comparison; this way it will be possible to examine if certain verbs are over-represented as collocates in the textbooks and, conversely, if certain verbs are under-represented. If these two verb groups (or at least one of them) indeed emerge from the comparison of the textbooks and corpus data, it would of course be interesting to know whether there is a link between the possible shortcomings in the textbooks and the way learners actually use these structures. This will be done with the help of the International Corpus of Learner English. The ICLE will provide me with a similar data set of the collocations as the three other sources; finally, I will compare the ICLE data with the data from the BNC, *Key English 7-9* and *This Way Up 1-3* in order to determine whether the aforementioned link between textbooks and learner output is to be found. The main interest concerning this study is, of course, the Finnish subcorpus as the textbooks examined here are in use at Finnish upper level comprehensive schools. The compilation of the Finnish subcorpus was supervised by Åbo Akademi, and consists of essays by upper secondary school EFL students. The corpus features a total of 390 student essays which amount to 278 103 words. The level of the students involved makes looking at the ICLE particularly interesting, since they are learners for whom the latest finished school level is the upper level of comprehensive school, the level for which both *Key English* and *This Way Up* have been designed.

5. Data collection

5.1 The BNC

The corpus data was retrieved from the BNC with the help of its online user interface, the Zürich BNCWeb. The query process was conducted by way of a standard query with the words *will* and *shall* and the phrase *going to* as well as their contracted and negative forms *'ll*, *won't*, *shan't* and *gonna*. The verb collocates were then retrieved from both the spoken and written part of the corpus, with a window span of five words following the node word (i.e. the word the corpus was searched for) for *will* and *shall* and a window span of one word for *going to*. This is due to the fact that with *going to* the verb collocate usually follows the node directly, and therefore using a larger window span would lead to distortions in the query results (for example, when a span of five words following the node is used, *is* appears as the fourteenth most common collocate in BNC_spoken). The results were arranged on the basis of frequency as collocate.

5.2 The ICLE

The ICLE corpus searches were conducted with the help of AntConc concordance software, and the collocates were traced using the same program. The AntConc user interface does not allow searches with multiple words, so separate searches with *will*, *shall*, *won't* and *'ll* were conducted. Furthermore, the interface lacks a search option that would confine the tracing of collocates within sentence boundaries, so the window span was set as two words right from the node. The window span for the *going to* query was the same that was used in the BNC queries (one word following the node).

5.3 *Key English 7-9*

The textbook data materials included the actual main text units of the three *Key English* textbooks as well as the sections of “Key Grammar” at the end of each book that dealt with future time constructions with *will* and *shall*. I did not include any material from the three workbooks, mainly because they do not include many whole texts: the exercises have gaps in them for the students to fill, and even these texts are very often repetitions or text fragments taken from the actual text units. The textbooks themselves feature some exercises as well, but these mainly require discussion and listening and were also excluded from the study. I did, however, decide to include *will/shall* and *be going to* -constructions denoting common knowledge instead of futurity (*KE 8B: a lack of protein will make you ill; KE 12A: people will try to sell you anything*) because with so much material in the corpus samples it would have been extremely time-consuming to exclude them from them either.

In general, the future time constructions appeared in groups and sequences so that there were several examples in a single text unit that was somewhat clearly geared towards presenting this kind of constructions (such as *Key English* unit 24B, “Jobs for the Future”). Another visibly recurring theme in the textbook units was the occurrence of future time constructions at the end of text chapters in order to show that some kind of lesson had been learned by the characters (*KE 17C: “I will never wear it again”*) or that they had made a resolution concerning the future on the basis of the events described in the chapter (*KE 24A: “I don’t think I’ll be working like this when I’m 30”; KE 6A: “I’ll become a millionaire”*).

As can be seen in Appendix 1, *Key English 7* has 17 examples from the grammar section listed, while *Key English 9* has only four and *Key English 8* none at all. This is not due to actual lack of examples in the second and third instalments of the

series, but because the books mostly have exactly the same example sentences in the grammar part. The same goes for “Key Grammar” examples of *be going to*. These first appeared in the seventh grade book and therefore they are listed under it in the Appendix.

5.4 *This Way Up 1-3*

As with *Key English*, the main text units were the primary source of material for *will/shall* and *be going to* –structures in the *This Way Up* textbook series. The grammar sections were again examined as well. As with *Key English*, the future time examples in the Minigrammar section of *This Way Up* were the same in volumes 2 and 3, which is the reason why only the data from grammar section of the second book is listed in the Appendices. An interesting feature of the *This Way Up* data is that although there is a somewhat large amount of future time constructions of these types already in the first book (42 *will/shall* –constructions and three *be going to* –constructions), the matter is not touched upon in the Minigrammar of the first volume. Apparently the authors do not expect future time structures to be a part of the learners’ active knowledge of the language but they nevertheless are expected to understand what these structures mean. Hence, no instructions on how to form these constructions have been included in the Minigrammar.

Another point to be made about the *This Way Up* data is that the second book had considerably more future time constructions of the two types examined in this paper than the other two volumes. There are 17 *be going to* –structures in the second book, while there are only three in each of the other two. As for *will/shall* –structures, the situation is similar; the two modals appear a total of 138 times in the second volume of the series which is more than the other two books combined (*TWU 1*: 42

constructions, *TWU 3*: 65 constructions). Why, then, is the second book so intensely concerned with futurity? One probable explanation for the added emphasis on the matter is that as mentioned above, these constructions are first introduced in a theoretical level in the second book. It is only logical that they appear in the texts in abundance since this is the stage in which learners are required to master them. In the first book, almost half (20 out of 42 examples) of the *will/shall* –constructions can be found in the EXTRA-chapters which, as the name suggests, are described as additional material not considered to be part of the basic texts (Folland et al. 1999, 2).

The distribution of future time expressions with *will/shall* and *be going to* in the books was similar to that of *Key English* insofar that there were several chapters with no examples at all and, conversely, many examples could be found in a single chapter where the thematic atmosphere was right. The themes in these texts included for example starting a new hobby (*TWU 2*, 13: “You will gain a lot of self-confidence, which will help you in your life.”), future homes (*TWU 2*, 26: “it will be possible to build underwater living areas”), co-existing with computers (*TWU 3*, 104: “fascinating virtual worlds will be created”) and even fortune-telling (*TWU 2*, 24: “Venus will be your guiding planet next week”; “an important event will come your way next week”).

6. Results

The results of the textbook analysis and the corpus queries are included in this section. Section 6.1 and its subsections present the results I obtained when tracing the collocates for *will* and *shall* and their contracted forms in the textbooks and the corpora respectively; the corresponding results for *be going to* can be found under 6.2 and its subsections. The distribution of the verb collocates for each data set has been presented with the help of a table. The most common verb collocates have also been presented in separate diagrams.

6.1 Will and shall

6.1.1 Key English

After going through the *Key English* textbooks I was left with a total of 132 *will/shall* – constructions: 50 of them in *Key English 7*, 29 in *Key English 8*, and 53 in *Key English 9*. The three books had 64 different verb collocates and 157 verbs in total. These have been organized in Table 1 below in a descending order. The numbers in the second column denote the number of collocations with *will* and *shall*.

Table 1: The distribution of verb collocates in *will/shall* –constructions in *Key English 7-9*

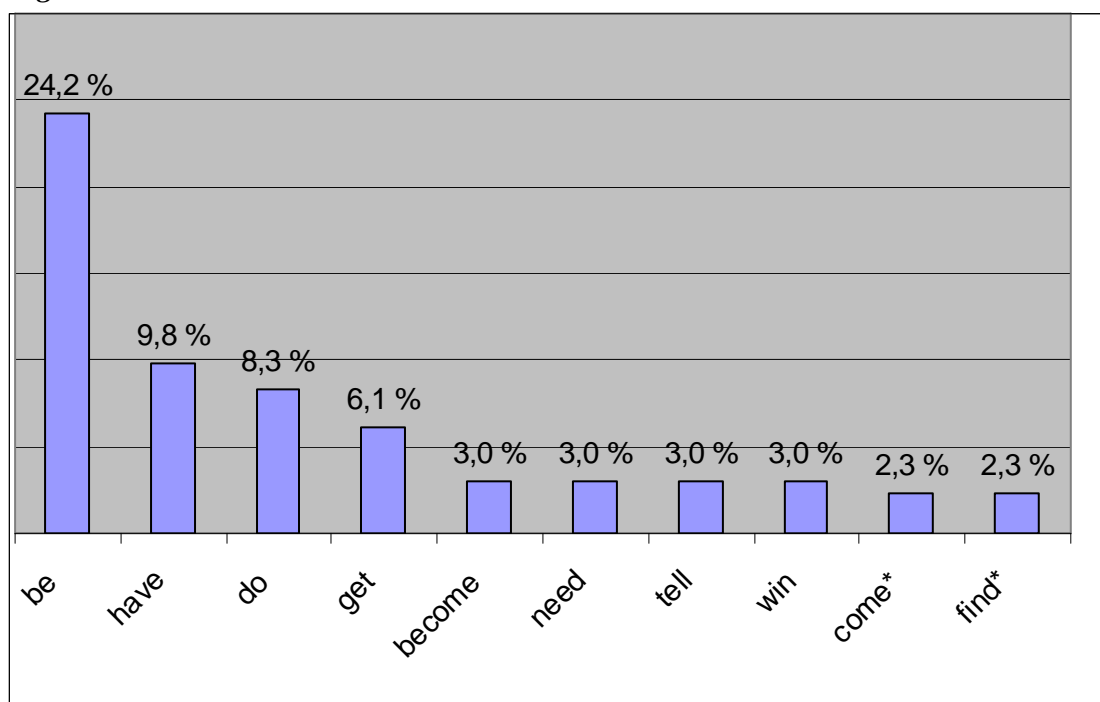
| Verb: | As collocate: | Verb: | As collocate: |
|----------|---------------|------------|---------------|
| be | 32 | rise | 2 |
| have | 13 | say | 2 |
| do | 11 | see | 2 |
| get | 8 | start | 2 |
| become | 4 | stay | 2 |
| need | 4 | wait | 2 |
| tell | 4 | work | 2 |
| win | 4 | admit | 1 |
| come | 3 | annoy | 1 |
| find | 3 | answer | 1 |
| give | 3 | appreciate | 1 |
| go | 3 | arrive | 1 |
| make | 3 | bet | 1 |
| take | 3 | bother | 1 |
| believe | 2 | call | 1 |
| learn | 2 | collect | 1 |
| remember | 2 | dance | 1 |

| | | | |
|----------|---|------------|---|
| devour | 1 | prepare | 1 |
| end | 1 | push | 1 |
| excuse | 1 | sell | 1 |
| feel | 1 | serve | 1 |
| happen | 1 | speak | 1 |
| gain | 1 | talk | 1 |
| know | 1 | teach | 1 |
| leave | 1 | try | 1 |
| lie | 1 | understand | 1 |
| live | 1 | use | 1 |
| look | 1 | waste | 1 |
| lose | 1 | watch | 1 |
| melt | 1 | wear | 1 |
| overtake | 1 | whisper | 1 |
| pay | 1 | wish | 1 |
| play | 1 | write | 1 |

In total: 157 verbs

Be is by far the most common collocate to appear, with a proportion of 24.2 percent of all the future time constructions studied here. Other common collocates include *have*, *do*, *get*, *become*, *need*, *tell* and *win*. The ten most common collocates are listed in Diagram 1 along with their percentage value shares of all the examples featured in *Key English*.

Diagram 1: Ten most common verb collocates in *will/shall* –constructions in *Key English 7-9*



* Note: *come, find, give, go, make* and *take* all appeared three times in the data.

Perhaps the most striking feature in this data set (and indeed in all of them) is the fact that *be* and *have* are so clearly the two most common collocates. This “over-representation” results from the aforementioned verbs acting as auxiliaries in two very common constructions, the first of which was covered in section 2.6 (*Will/Shall* + progressive aspect). The following examples are all taken from concordances in the written part of the BNC (node word in bold, *be*-collocates in italics):

- (1) You'**ll** *be* weeping about Lucy when you're fifty and fat.
- (2) After this past week they **will** all *be* thinking the same.
- (3) that is fifty percent of what you'**ll** *be* doing.
- (4) other workers **will** *be* recruited locally and sent to Japan

Because the collocations function of the BNCWeb traces all verb collocates within a span of five words following the node, the query gets rather unreliable in cases like the above. The progressive requires a construction of *be* + *ing* form, which in turn results in what could be described as a somewhat gross over-representation of *be* in the data.

This situation occurs with the *be going to* –constructions as well (examples taken from BNC_written):

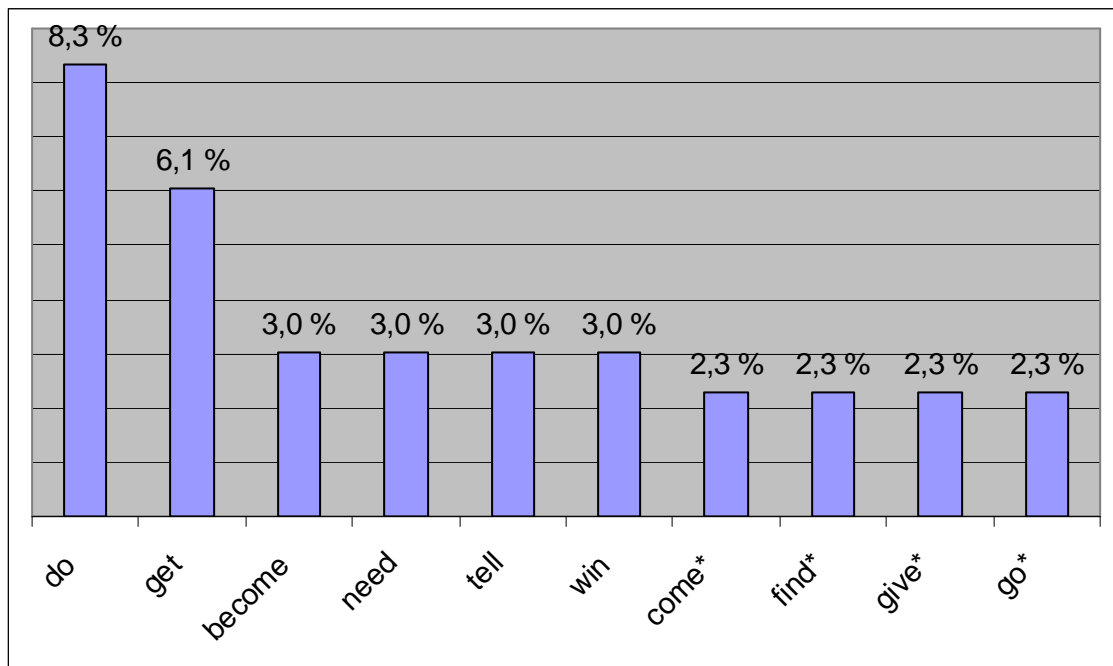
- (5) the Motorsport team is **going to be** bringing many more smiles to people's faces.
- (6) people are **going to be** questioning the role of the monarchy more and more
- (7) it pays to know a few things about a bloke you're **going to be** sharing with

There is a similar explanation to the position of *have* as a common collocate. This is what Leech and Svartvik (1994, 79) call the past in the future. The construction is expressed by *will* + perfect infinitive. Upon closer examination of the concordances for *will* + *have* it soon became evident that this construction is the reason why *have*, too, recurs very often in the data. The following examples are again from the written part of the BNC:

- (8) students **will** presumably *have* developed a fair amount of performing skill
- (9) the liveliness of the small hours **will** *have* been sustained
- (10) about this time tomorrow, you **will** *have* done the impossible
- (11) though more refined palates **will** *have* gagged a bit

Since the notable representation of *be* and *have* can in large part be explained by the fact that the constructions discussed above are very common, it is perhaps more fruitful to analyse the other collocates in greater detail. I will therefore omit *be* and *have* from distribution diagrams from this point on. The ten most common collocates from *Key English* where the over-represented cases of *be* and *have* have been excluded are represented in Diagram 2.

Diagram 2: Ten most common verb collocates in *will/shall* –constructions in *Key English 7-9* (*be* and *have* have been omitted from results)



* Note: *come*, *find*, *give*, *go*, *make* and *take* all appeared three times in the data.

This matter will be further discussed in section 7 of this paper.

6.1.2 *This Way Up*

In the *This Way Up* series a total of 245 *will/shall* –constructions were found. 42 of these appear in *This Way Up 1*, as many as 138 in *This Way Up 2*, and 65 in *This Way Up 3*. There were 108 different verb collocates and 276 verbs in total. The verbs from *This Way Up* have been organized in Table 2 below.

Table 2: The distribution of verb collocates in *will/shall* –constructions in *This Way Up 7-9*:

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 55 | check | 1 |
| have | 20 | contribute | 1 |
| get | 15 | create | 1 |
| do | 10 | demand | 1 |
| go | 10 | drink | 1 |
| help | 5 | drive | 1 |
| make | 5 | enhance | 1 |
| ask | 4 | end | 1 |
| come | 4 | expel | 1 |
| find | 4 | face | 1 |
| see | 4 | fall | 1 |
| use | 4 | feel | 1 |
| forget | 3 | flow | 1 |
| give | 3 | follow | 1 |
| let | 3 | function | 1 |
| look | 3 | gain | 1 |
| return | 3 | hear | 1 |
| run | 3 | hide | 1 |
| send | 3 | hit | 1 |
| take | 3 | hurry | 1 |
| try | 3 | identify | 1 |
| believe | 2 | join | 1 |
| bring | 2 | kill | 1 |
| call | 2 | last | 1 |
| cause | 2 | leave | 1 |
| eat | 2 | live | 1 |
| explain | 2 | locate | 1 |
| keep | 2 | lose | 1 |
| knock | 2 | marry | 1 |
| know | 2 | move | 1 |
| learn | 2 | need | 1 |
| like | 2 | notice | 1 |
| receive | 2 | offer | 1 |
| say | 2 | pee | 1 |
| sleep | 2 | penetrate | 1 |
| spend | 2 | piece | 1 |
| start | 2 | play | 1 |
| stay | 2 | prevent | 1 |
| talk | 2 | provide | 1 |
| tell | 2 | put | 1 |
| wait | 2 | rent | 1 |
| appreciate | 1 | rise | 1 |
| baptize | 1 | rule | 1 |
| begin | 1 | save | 1 |
| build | 1 | shave | 1 |
| bump into | 1 | show | 1 |
| care | 1 | sing | 1 |

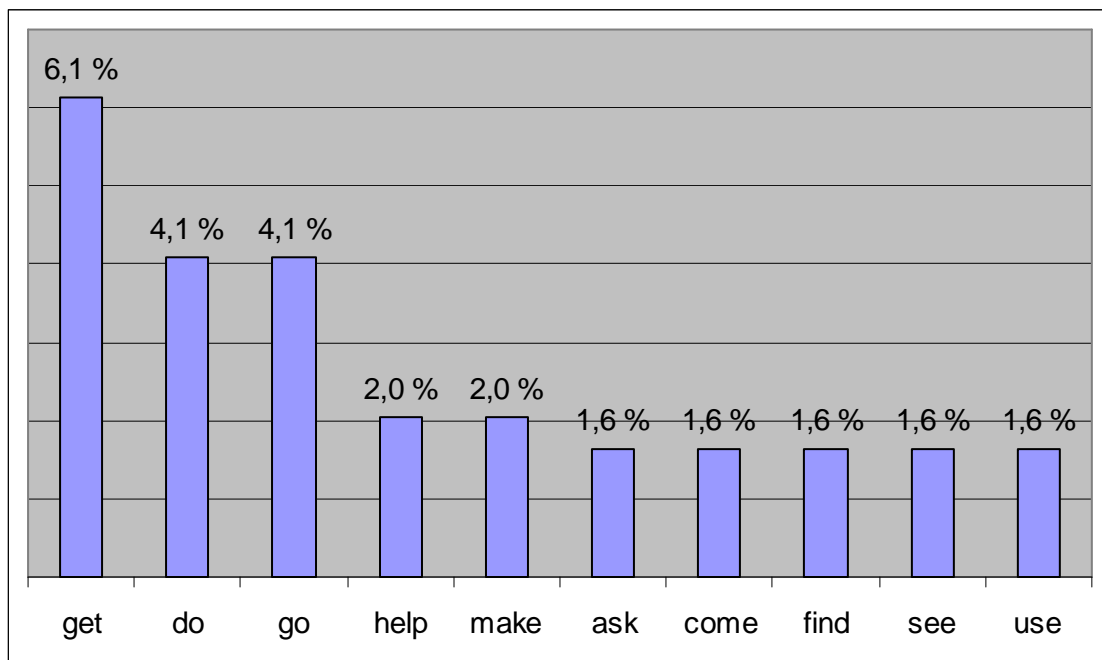
| | | | |
|---------|---|------------|---|
| smell | 1 | think | 1 |
| smoke | 1 | throw | 1 |
| speak | 1 | trick | 1 |
| stop | 1 | turn out | 1 |
| succeed | 1 | understand | 1 |
| suit | 1 | visit | 1 |
| taste | 1 | wash | 1 |
| tease | 1 | work | 1 |

In total: 276 verbs

As in the *Key English* data, *be* appears as the most common collocate with a share of 22.4 percent of all constructions. Other collocates with high percentage values are *have*, *get*, *do* and *go*.

The ten most common collocates, excluding *be* and *have* (see 6.1.1 above), are listed in Diagram 3 along with their percentage value shares of all the examples featured in *This Way Up*.

Diagram 3: Ten most common verb collocates in *will/shall* –constructions in *This Way Up 1-3* (*be* and *have* have been omitted from results)



6.1.3 The BNC

The query for *will* and *shall* with their contracted forms produced a total of 356 293 hits in the corpus; 296 070 in the written part and 60 223 in the spoken part. Since the BNCWeb is unable to trace collocates for a database of over 20 000 sentences, the results of both queries were restricted to that number by using the random thinning option. The largest possible (i.e. most representative) sample possible was therefore used.

6.1.3a Collocates in the written part of the corpus

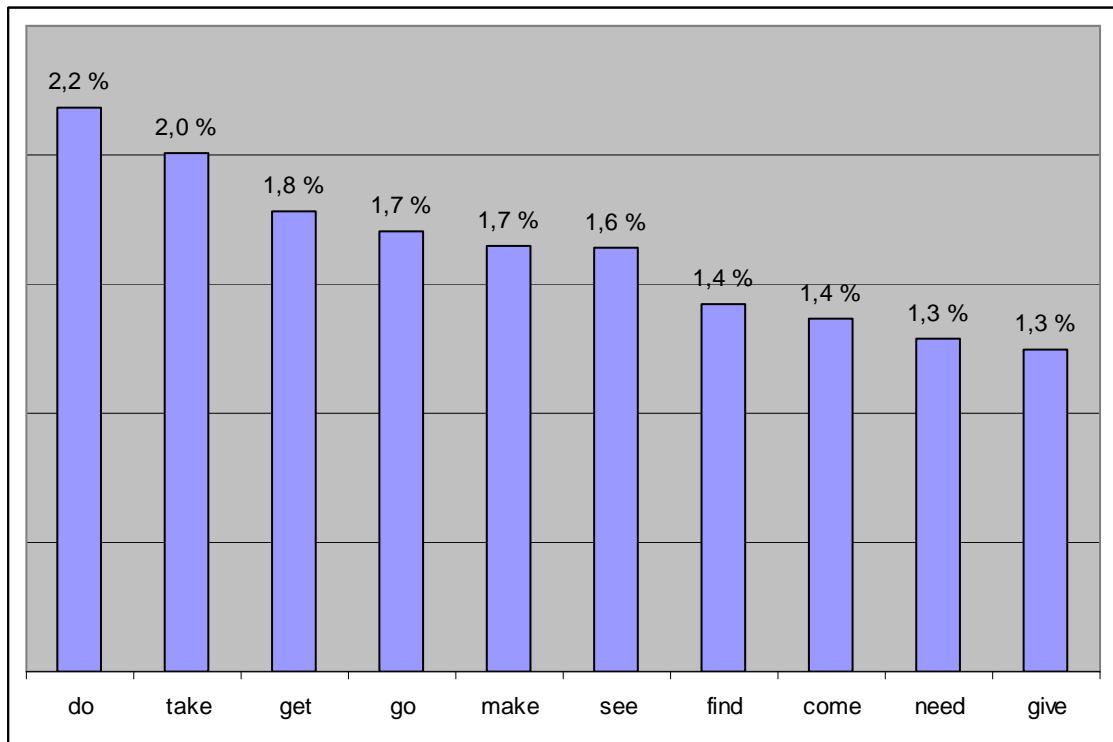
The 30 most common verb collocates in the written part of the BNC are listed in Table 3 below.

Table 3: 30 most common verb collocates in *will/shall* –constructions in the written part of the BNC

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 6579 | tell | 177 |
| have | 1345 | know | 164 |
| do | 436 | provide | 126 |
| take | 401 | become | 122 |
| get | 356 | look | 119 |
| go | 341 | say | 114 |
| make | 330 | keep | 113 |
| see | 328 | pay | 112 |
| find | 284 | use | 104 |
| come | 273 | want | 103 |
| need | 258 | work | 100 |
| give | 250 | will | 97 |
| continue | 208 | made | 87 |
| is | 200 | put | 85 |
| help | 180 | bring | 84 |

As with the textbooks, *be* is again the most common collocate, followed by *have*, *do*, *take*, *get*, *go*, *make*, *see*, *find* and *come*. The ten most common collocates (excluding the over-represented *be* and *have*, see 6.1.1) have been listed in Diagram 4 along with their percentage value shares of all the examples featured in BNC_written.

Diagram 4: Ten most common verb collocates in *will/shall* –constructions in the written part of the BNC (*be* and *have* have been omitted from results)



6.1.3b Collocates in the spoken part of the corpus

The 30 most common verb collocates in the spoken part of the BNC are listed in Table 4 below.

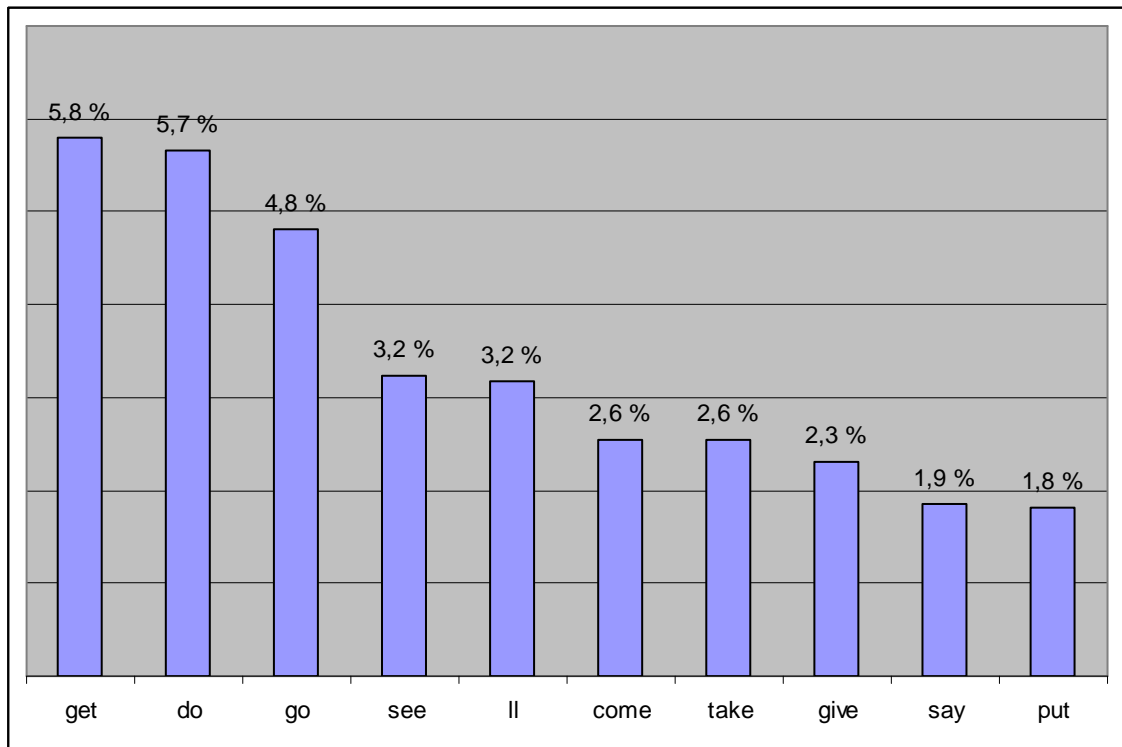
Table 4: 30 most common verb collocates in *will/shall* –constructions in the spoken part of the BNC

| Verb | As collocate: | Verb: | As collocate: |
|------|---------------|-------|---------------|
| be | 4373 | make | 271 |
| have | 2049 | find | 271 |
| get | 1161 | 's | 261 |
| do | 1132 | is | 253 |
| go | 961 | wo | 202 |
| see | 645 | look | 200 |
| 'll | 636 | need | 182 |
| come | 510 | try | 175 |
| take | 510 | let | 164 |
| give | 463 | leave | 146 |
| say | 372 | pay | 137 |
| put | 362 | ask | 137 |
| tell | 346 | want | 128 |
| will | 319 | start | 128 |
| know | 306 | think | 123 |

Unsurprisingly, *be* is the most common collocate in BNC_spoken as well, although here the other top ten collocates are interestingly far more common than in BNC_written.

The rather unexpected appearance of *'ll* and *will* as common collocates of *will* and *shall* will be discussed in section 7. The ten most common collocates are listed in Diagram 5 along with their percentage value shares of all the examples featured in BNC_spoken.

Diagram 5: Ten most common verb collocates (excluding *be* and *have*) in *will/shall* –constructions in the spoken part of the BNC



6.1.4 The ICLE

In the Finnish section of the ICLE there were 924 instances of *will* in its full form and 15 instances of the contracted form 'll, 23 instances of the negative *won't* and 12 instances of *shall* which makes up a total of 974 hits. The twelve most common verb collocates are listed in Table 5.

Table 5: 12 most common verb collocates in *will/shall* –constructions in the ICLE

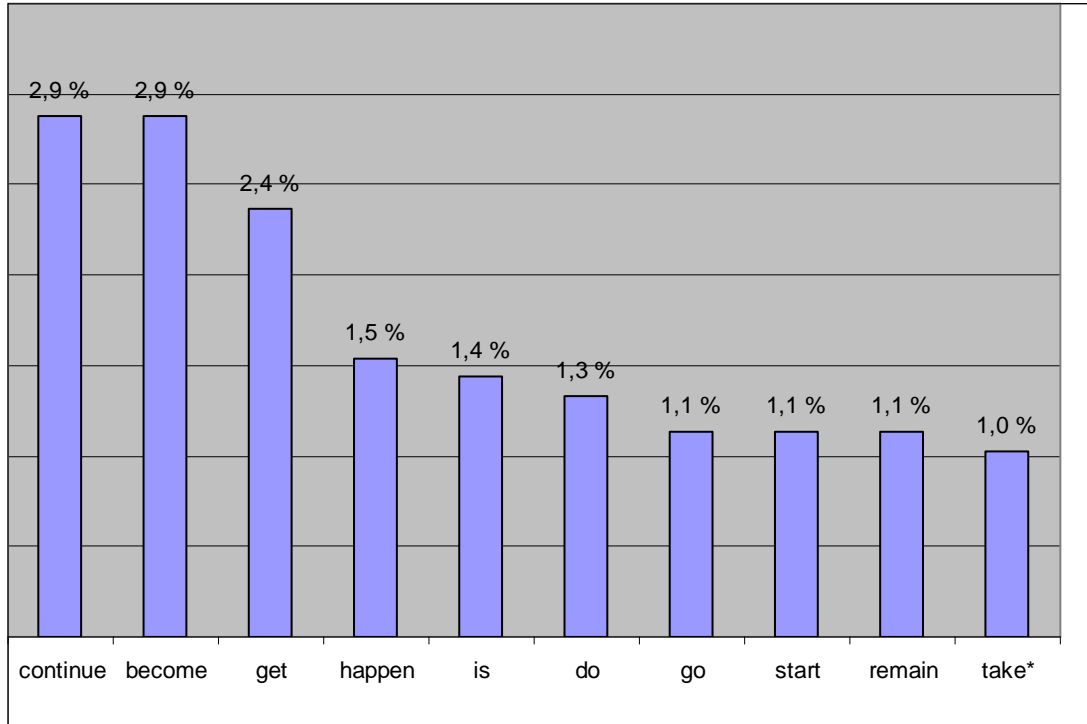
| Verb: | As collocate: | Verb: | As collocate: |
|----------|---------------|--------|---------------|
| be | 295 | do | 13 |
| have | 81 | go | 11 |
| continue | 28 | start | 11 |
| become | 28 | remain | 11 |
| get | 23 | take | 10 |
| happen | 15 | come | 10 |
| is | 14 | make | 10 |

Be and *have* were once again overwhelmingly the most common collocates.

Surprisingly, *is* emerges as the seventh most common collocate with 14 instances. *Be*

and *have* have been again excluded from the following diagram which shows the percentage shares of the ten most common verb collocates.

Diagram 6: Ten most common verb collocates in *will/shall* –constructions in the ICLE



* Note: *take*, *come* and *make* all appeared ten times in the data.

6.2 *Be going to*

6.2.1 *Key English*

The total amount of future time constructions with *be going to* was substantially smaller than the amount of constructions with *will/shall*; there were only 21 *be going to* - constructions in total, five of which were found in *Key English 7*, four in *Key English 8*, and 12 in *Key English 9*. The verb collocates of these have been arranged in Table 6 below:

Table 6: The distribution of verb collocates in *be going to* –constructions in Key English 7-9

| Verb: | As collocate: | Verb: | As collocate: |
|--------|---------------|---------|---------------|
| be | 5 | live | 1 |
| have | 2 | play | 1 |
| do | 1 | press | 1 |
| draw | 1 | spend | 1 |
| feed | 1 | stand | 1 |
| go | 1 | study | 1 |
| happen | 1 | wake up | 1 |
| learn | 1 | watch | 1 |

In total: 21 verbs

The results mirror the remarkably small number of occurrences; *be* and *have* are the only verb collocates appearing more than once. A diagram showing the distribution of verbs with *be going to* according to percentage is not included because *be* and *have* are the only collocates appearing more than once and a graphic presentation does not therefore seem necessary.

6.2.2 *This Way Up*

Interestingly, although the amount of constructions with *will/shall* in *This Way Up* was almost twice the number of constructions in *Key English*, there is no significant difference in the amount of future time structures with *be going to*, which in both series is very low. Out of the 23 *be going to* –constructions in the *This Way Up* series, 3 were

found in the first volume, 17 in the second one, and the remaining three in the third volume. The verb collocates have been listed in Table 7 below.

Table 7: The distribution of verb collocates in *be going to* –constructions in *This Way Up 1-3*:

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 2 | love | 1 |
| go | 2 | make | 1 |
| have | 2 | miss | 1 |
| stay | 2 | rain | 1 |
| bake | 1 | say | 1 |
| call | 1 | take | 1 |
| change | 1 | turn | 1 |
| check out | 1 | watch | 1 |
| get | 1 | wreck | 1 |
| loosen | 1 | | |

In total: 23 verbs

Here the distribution of collocates is even more balanced than in *Key English*, as there are only four verbs (*be*, *go*, *have* and *stay*) appearing more than once, and no verbs appearing more than twice. What is noteworthy about the *This Way Up* results is that the bulk of the future time constructions studied in this paper could be found in the second book: 56 percent of the *will/shall* –constructions and as many as 74 percent of the *be going to* –constructions were in the second volume of the series.

6.2.3 The BNC

The query for *going to* produced a total of 32 908 hits in the corpus, 21 535 of which were in the written part of the corpus and 11 373 in the spoken part of the corpus. The results for the query on the written part exceeded the maximum of 20 000 processable examples, so the results were once again thinned to that number.

6.2.3a Collocates in the written part of the corpus

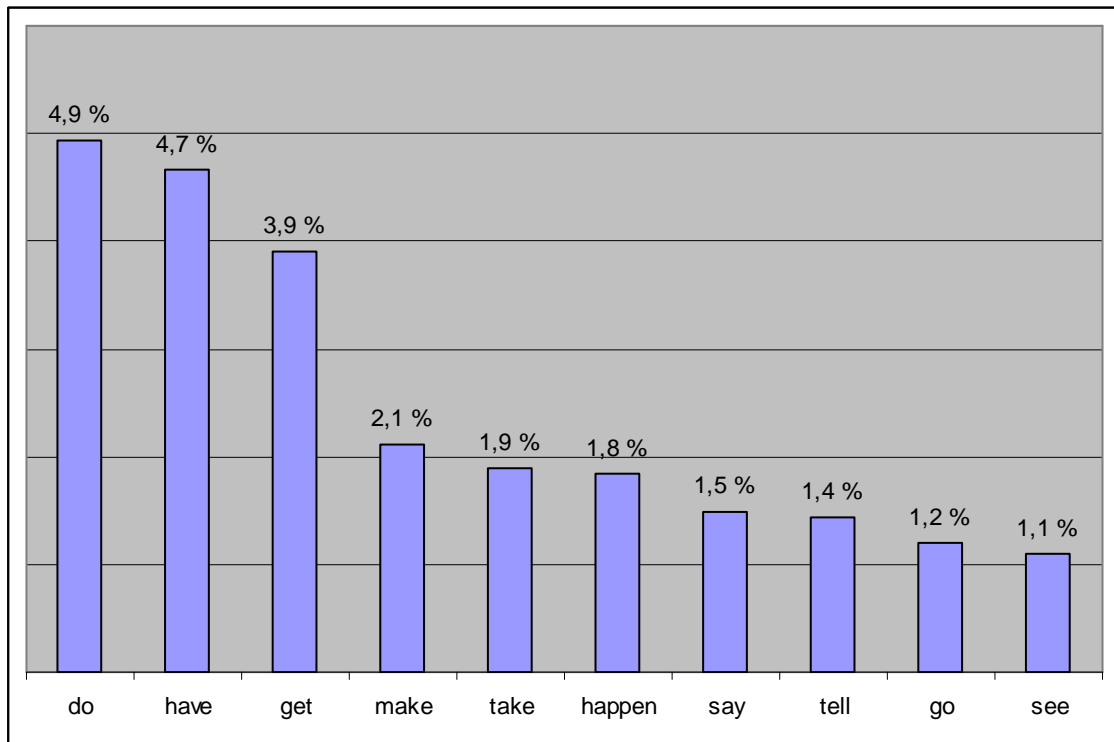
The 30 most common verb collocates for *be going to* in the written part of the BNC are listed in Table 8 below.

Table 8: 30 most common verb collocates in *will/shall* –constructions in the written part of the BNC

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 3561 | need | 140 |
| do | 987 | find | 134 |
| have | 932 | ask | 134 |
| get | 782 | stay | 125 |
| make | 422 | stay | 125 |
| take | 377 | marry | 116 |
| happen | 368 | start | 111 |
| say | 299 | change | 111 |
| tell | 288 | stop | 107 |
| go | 240 | win | 104 |
| see | 221 | live | 101 |
| die | 208 | try | 100 |
| give | 187 | help | 98 |
| come | 163 | kill | 97 |
| let | 149 | leave | 96 |
| put | 142 | | |

As with *will/shall*, *be* is again the most common collocate, followed by *do*, *have*, *get*, *make*, *take*, *happen* and *say*. The ten most common collocates (excluding *be*, see 6.1.1) are listed in Diagram 7 along with their percentage value shares of all the examples featured in BNC_written.

Diagram 7: Ten most common verb collocates in *be going to* –constructions in the written part of the BNC.



6.2.3b Collocates in the spoken part of the corpus

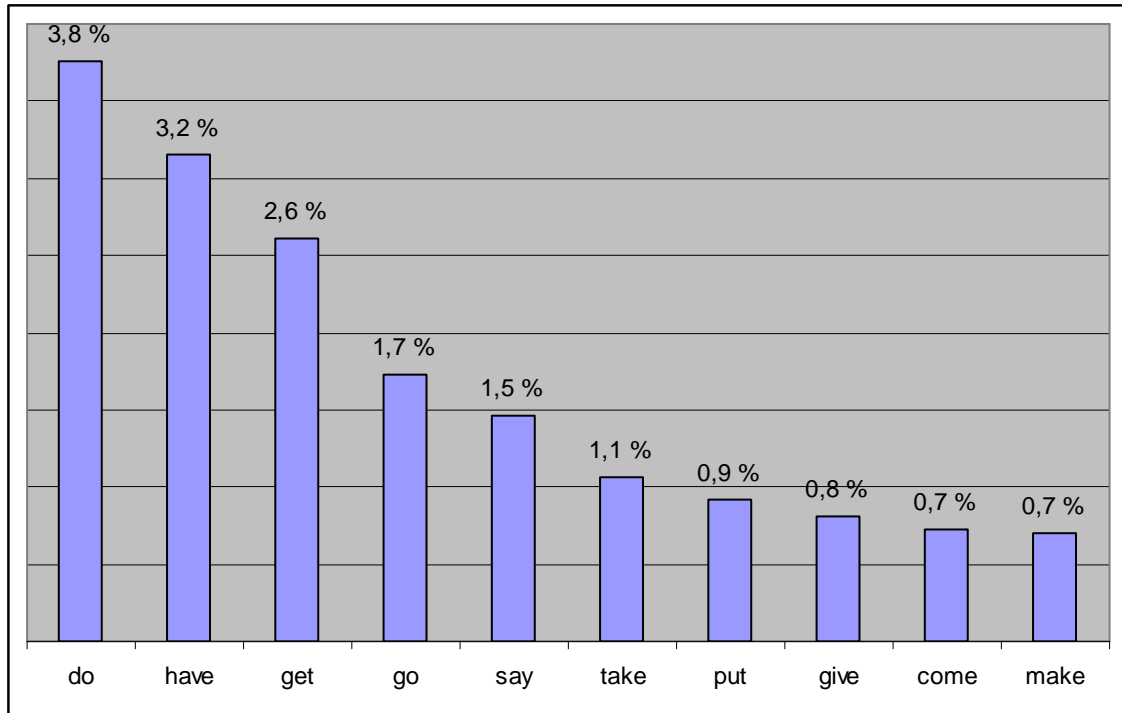
The 30 most common verb collocates for *be going to* in the spoken part of the BNC are listed in Table 9 below.

Table 9: 30 most common verb collocates in *will/shall* –constructions in the spoken part of the BNC

| Verb: | As collocate: | Verb: | As collocate: |
|--------|---------------|--------|---------------|
| be | 2125 | use | 94 |
| do | 751 | talk | 78 |
| have | 632 | is | 74 |
| get | 523 | need | 73 |
| go | 346 | start | 73 |
| say | 293 | tell | 69 |
| take | 213 | try | 66 |
| put | 183 | cost | 56 |
| give | 161 | write | 48 |
| come | 144 | change | 47 |
| make | 140 | find | 44 |
| happen | 136 | pay | 43 |
| see | 125 | help | 42 |
| ask | 124 | buy | 40 |
| look | 99 | stay | 37 |

Be is again by far the most common collocate, numbering more hits than the next three collocates (*do*, *have*, *get*) put together. The ten most common collocates (excluding *be*, see 6.2) are listed in Diagram 8 along with their percentage value shares of all the examples featured in BNC_spoken.

Diagram 8: Ten most common verb collocates in *be going to* –constructions in the spoken part of the BNC



6.2.4 The ICLE

The query for *going to* yielded 95 hits in the ICLE. These have been arranged in table 10 below.

Table 10: The distribution of verb collocates in *be going to* –constructions in the ICLE

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 25 | continue | 1 |
| have | 5 | cope | 1 |
| give | 4 | cost | 1 |
| happen | 4 | disappear | 1 |
| take | 4 | elect | 1 |
| discuss | 3 | enroll | 1 |
| affect | 2 | experience | 1 |
| focus | 2 | find | 1 |
| get | 2 | force | 1 |
| make | 2 | increase | 1 |
| stay | 2 | interfere | 1 |
| survive | 2 | join | 1 |
| work | 2 | live | 1 |
| achieve | 1 | look | 1 |
| admit | 1 | meet | 1 |
| allow | 1 | open | 1 |
| base | 1 | rise | 1 |
| bash | 1 | run | 1 |
| become | 1 | see | 1 |
| buy | 1 | share | 1 |
| change | 1 | slacken | 1 |
| choose | 1 | spread | 1 |
| comment | 1 | talk | 1 |
| commit | 1 | think | 1 |
| concentrate | 1 | watch | 1 |

In total: 95 verbs

Be is again overwhelmingly the most common collocate. The other collocates numbering three hits or more are *have*, *give*, *happen*, *take* and *discuss*. The relatively high occurrence of *discuss* (three hits) and *focus* (two) in the data seems to be connected with the medium of the ICLE material, which consists of academic essays:

- (1) I am going to focus on the spoken Swedish
- (2) In my essay I am going to focus on the reasons
- (3) In this essay I am going to discuss the problem of what languages to teach
- (4) In this paper I am going to discuss the idea of an increased privatization

As in the above examples (taken from the ICLE data), the two verbs commonly appear in academic writing as vehicles for expressing the writer's intentions regarding the

study at hand.

7. Analysis

7.1 *Will and shall*

There were 14 verbs in *Key English* that appeared three times or more as collocates for *will* and *shall*:

Table 11: 14 most common *will/shall* verb collocates in the *Key English* data

| Verb: | As collocate: | Verb: | As collocate: |
|--------|---------------|-------|---------------|
| be | 32 | win | 4 |
| have | 13 | come | 3 |
| do | 11 | find | 3 |
| get | 8 | give | 3 |
| become | 4 | go | 3 |
| need | 4 | make | 3 |
| tell | 4 | take | 3 |

On the basis of a comparison between this list and the list of most common collocates in the written part of the BNC (see section 6.1.3a) it can be said that the verb usage with *will* and *shall* in *Key English* is fairly close to the usage in the corpus: all except one (*win*) of the fourteen verbs above rank in the top 20 most common collocates in the written part of the BNC. The situation is slightly less uniform when results from *Key English* and those from the spoken part of the BNC (see 6.1.3b) are compared: three of the above verbs (*need*, *become* and *win*) do not fit in the top 20 of the corpus; in fact, *become* and *win* are not among the 80 most common collocates in the spoken part of the corpus.

The *This Way Up* series had considerably more *will/shall* verb collocates (276 verbs) than the *Key English* books (157 verbs). This difference is visible in the list of most common collocates as well, as there were 21 verb collocates for *will* and *shall* that appeared three times or more in the data:

Table 12: 21 most common *will/shall* verb collocates in the *This Way Up* data

| Verb: | As collocate: | Verb: | As collocate: |
|-------|---------------|--------|---------------|
| be | 55 | use | 4 |
| have | 20 | forget | 3 |
| get | 15 | give | 3 |
| do | 10 | let | 3 |
| go | 10 | look | 3 |
| help | 5 | return | 3 |
| make | 5 | run | 3 |
| ask | 4 | send | 3 |
| come | 4 | take | 3 |
| find | 4 | try | 3 |
| see | 4 | | |

When I compared the above list with the data from BNC_written I found that the results from *This Way Up* are less in line with the corpus data than the *Key English* data in that out of the 21 collocates that appeared three times or more in the textbooks, as many as 7 are not within the 30 most common collocates in BNC_written. These are *ask* (number 70 in the corpus), *forget* (79), *let* (49), *run* (45), *send* (74), *return* (65) and *try* (35). The *This Way Up* textbook data correlates with the spoken part of the corpus in a similar fashion; out of the 21 most common collocates in the textbooks, six rank outside the 30 most common verb collocates in BNC_spoken: *help* (35), *use* (45), *forget* (104), *return* (249), *run* (86) and *send* (54).

As for the ICLE, there were a total of 14 verbs appearing ten times or more as collocates in *will/shall* -constructions in the corpus (see section 6.1.4). Out of these 14 verbs, three (*happen*, *start* and *remain*) rank lower than the top 30 most common collocates in BNC_written (see 6.1.3a).

Table 13: 14 most common *will/shall* verb collocates in the ICLE

| Verb: | As collocate: | Verb: | As collocate: |
|----------|---------------|--------|---------------|
| be | 295 | do | 13 |
| have | 81 | go | 11 |
| continue | 28 | start | 11 |
| become | 28 | remain | 11 |
| get | 23 | take | 10 |
| happen | 15 | come | 10 |
| is | 14 | make | 10 |

As for comparison with BNC_written, *start* is the 42nd most common collocate, *happen* ranks 66th and *remain* 36th.

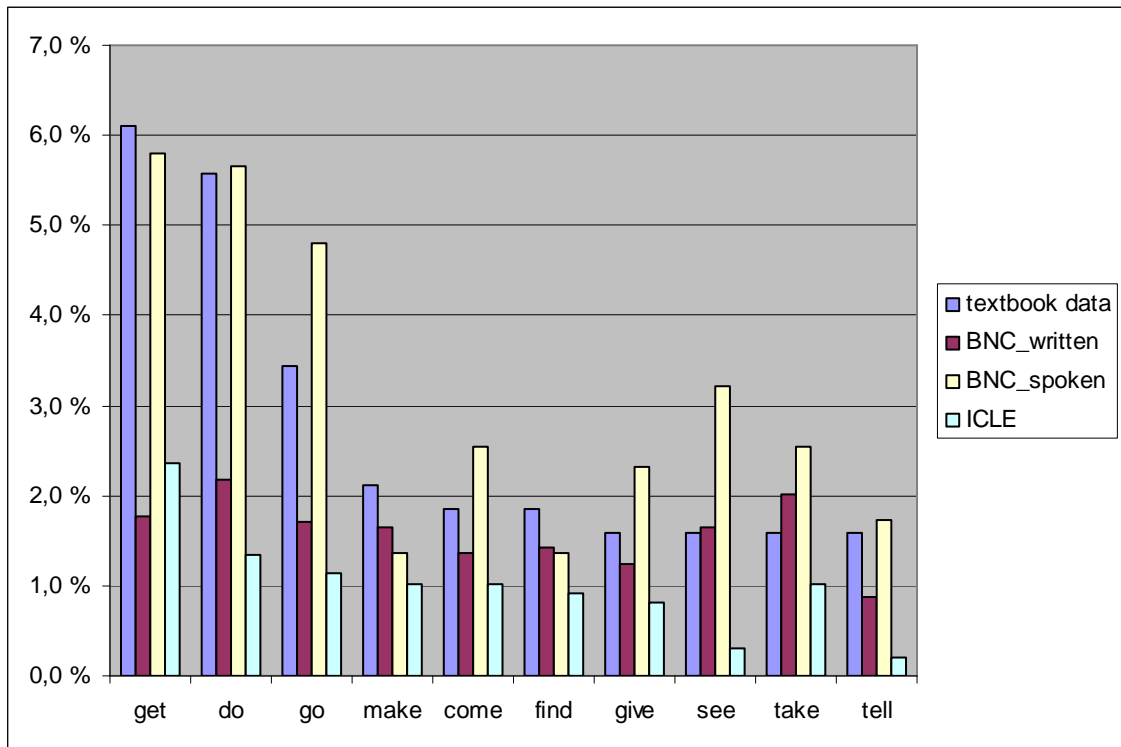
The combined textbook data sets yielded 12 verbs which appeared six or more times with future time constructions involving *will* or *shall*:

Table 14: 12 most common verb collocates in *will/shall* –constructions in the two textbook series

| Verb: | As collocate: | Verb: | As collocate: |
|--------------|----------------------|--------------|----------------------|
| be | 87 | come | 7 |
| have | 33 | find | 7 |
| get | 23 | give | 6 |
| do | 21 | see | 6 |
| go | 13 | take | 6 |
| make | 8 | tell | 6 |

This data is combined with the corpus results in Diagram 9, which shows the ten most common collocates after *be* and *have* from the two textbook series in descending order, as well as their shares as collocates in the ICLE and the written and spoken parts of the BNC.

Diagram 9: 10 most common verb collocates in *will/shall* –constructions from the textbooks and their shares in the BNC and ICLE data (*be* and *have* have been omitted)



As the diagram shows, the top ten most common collocates of the combined textbook data seem to in fact be most similar to the data from BNC_spoken out of the three corpora under scrutiny here.

7.1.1 Qualitative analysis of the uses of *will* and *shall*

As noted in section 2.6.1, *will* is not always connected with future time. Since there is no option in the BNCWeb interface to exclude it from the search, another search with *will*, *shall* and their contracted forms was conducted to work out the approximate share of non-future time constructions in the data. The results were randomly thinned to 100 hits for individual examination. Out of the 100 hits, 11 are not clearly connected with future time. The examples are discussed below one by one.

The first of the *will/shall* –constructions not involved with future time is an example of modal certainty (Downing and Locke 2006, 381-382). The source or text

type according to the BNCWeb is included in parentheses:

- (1) There is a number of private agencies which *will* recruit and place living-in companions and daily or longer-term nurses or care workers. (Miscellaneous: "Age Concern fact sheets")

This is a modalised declarative which expresses a strong assumption. Leaving *will* out of the above sentence altogether illustrates how the statement would be in fact much stronger without it. The next three examples involve logical necessity:

- (2) As Figure 5.3 illustrates, it may be derived that teams which are not effectively constituted *will* have difficulty moving out of the forming and norming stages (Book: *Education management for the 1990s*)

- (3) A model with a clockwise rotor *will* already have a slight lean to the right (Book: *Learning to fly radio controlled helicopters*)

- (4) And it is true to say that, provided you do not suffer from any particular allergy or illness, a certain amount of food commonly considered to be "bad" for you *won't* do you any harm at all. (Book: *Your four point plan for life*)

- (5) Seeing the life around one through Sally Booth's "eye" *will* bring colour and renewed awareness to the simplest of scenes (Periodical: *Women's Art*)

Will implying logical necessity means that the speaker has drawn a conclusion from things already known (Greenbaum and Quirk 1990, 61-63). The next example involves a prediction, although not about the future:

- (6) The princess *will* have read this advice in the chapter The Secret, Power And Effects Of Love to help her deal with her failed marriage. (Newspaper: *Today*)

Will can be used this way to make a "prediction" about the present, and carries the same meaning as *must* (Leech and Svartvik 1994, 131). Another use of *will* is in a habitual sense:

- (7) It is known that volatile organic compounds dissolved in groundwater *will* release molecules into the vapour phase at the water-table, and these can then migrate upwards through the unsaturated zone. (Miscellaneous: Report of The British Geological Survey 1990-1991)

(8) the more often they have to subject their students to the selective, norm-based assessment, the more some of their students *will* lose confidence and motivation and be reinforced in failure. (Periodical: *New Internationalist*)

(9) For a proportion of students -- as for other groupings of adults -- the partner *will* be a same-sex partner. (Book: *Study for survival and success*)

(10) Dry-cleaning *will* set you back around £28 but don't forget that leather outlasts denim. (Newspaper: *Today*)

In the first of the above examples *will* mediates the idea of characteristic behaviour (Leech and Svartvik 1994, 131). According to Greenbaum and Quirk (1990, 64), this habitual use of *will* occurs also in conditional sentences and in “timeless statements of predictability”, of which the second, third and fourth of the above sentences serve as examples. Finally, in the last example *shall* is involved with obligation:

(11) "Wastes *shall* be initially blended before incineration and the plant operated in such a manner as to ensure that the flue gases discharged to the atmosphere are such that they do not give rise to an environmental hazard or danger to public health". (Book: *Odour nuisances and their control*)

In this example *shall* conveys a sense of “inescapable obligation or requirement” (Downing and Locke 2006, 387-388). *Shall* occurs in this sense in legal language and other formal contexts, of which this is obviously an example.

7.1.2 *Will* as collocate

An interesting point to be made about the corpus query results was the rather surprising high positions of *'ll* (seventh most common collocate of *will/shall*) and *will* (14th most common collocate of *will/shall*) in the spoken corpus data. A closer inspection of the concordances again gives answers to why this construction is so common in spoken texts. The following three examples are from the spoken part of the BNC. In these examples the node word appears in bold while the collocate is presented in italics:

I'll, *I'll* drive yeah, so there are three seats spare in my car, vehicle.

Mm well we'll have to we'll have to start <pause> <unclear >
 And he **won't** employ <laugh> he *won't* employ full time workers

Here, the appearance of *'ll* and *won't* as collocates for themselves is a result of repetition, which in turn is a common characteristic of speech. Free speech is notoriously ungrammatical and this can be seen rather clearly in the results of this particular query. This point will be discussed further in chapter 8. Another reason for the large representation of *will* is that it appears in tag sequences such as the following:

You **won't** take kindness, *will* you?
 But if he **won't**, I *will*.

Both examples above are taken from the spoken part of the corpus.

7.1.3 Representation of *shall*

Quirk and Greenbaum (1990, 65) say that *shall* is in present-day English (especially in AmE) a rather rare auxiliary and only two uses are generally current:

- (1) prediction (with 1st person subjects)
 According to the opinion polls, I *will/shall* win quite easily.
 When *will/shall* we know the results of the election?
- (2) volition (with 1st person subjects)
 I *will/shall* uphold the wishes of the people.
Shall I/we deliver the goods to your home address? (offer)
Shall we go to the theatre? (suggestion about shared activity)

The above two kinds of questions are the only ones in which *will* cannot regularly replace *shall* (Quirk and Greenbaum 1990, 65). The constructions with *shall* from *Key English* and *This Way Up* have been listed below (book and page number appear in parentheses):

- (a) I shall just have to wait and see (*KE* 7, 11)
- (b) Which song shall we play first? (*KE* 7, 78)
- (c) Shall I talk to her? (*KE* 7 grammar, 137)
- (d) Shall we dance? (*KE* 7 grammar, 137)
- (e) What shall I do? (*KE* 8, 74)
- (f) I shall have to wait until I catch up (*KE* 9, 26)
- (g) something I forgot to do yesterday and sha'n't be able to

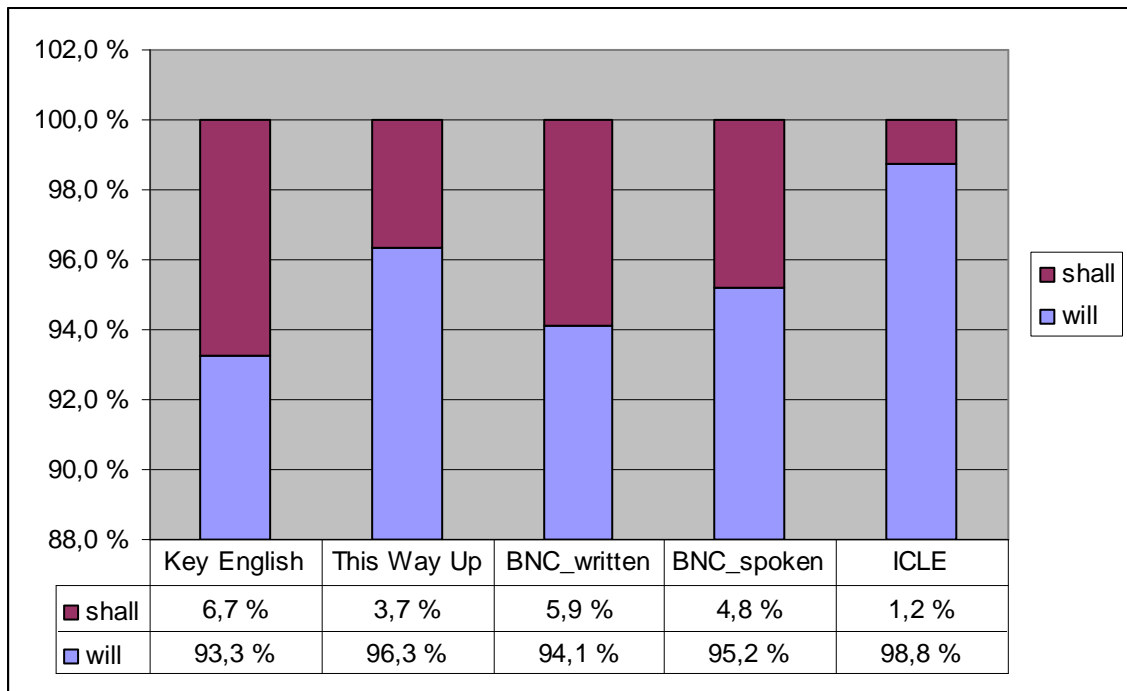
- do to-morrow (*KE 9*, 26)
- (h) we shall be looking into exactly what happened (*KE 9*, 83)
- (i) shall we go and see him? (*KE 9* grammar, 146)
- (j) I shall not kill you (*TWU 1*, 33)
- (k) I shall give you one chance (*TWU 1*, 33)
- (l) I shall rule all England (*TWU 1*, 33)
- (m) I shall return here tomorrow (*TWU 1*, 34)
- (n) what shall we do if we get home (*TWU 1*, 78)
- (o) Shall I help you with the tea? (*TWU 2* grammar, 136)
- (p) When shall we have some tea? (*TWU 2* grammar, 136)
- (q) Shall I hear more? (*TWU 3*, 99)
- (r) Shall I speak at this? (*TWU 3*, 99)

Constructions (a)-(i) are from *Key English* and constructions (j)-(r) are from *This Way Up*. Many occurrences of *shall* in the books appear in units composed of considerably older texts which have not been originally produced by the textbook authors themselves: (f) and (g) can be found in a text unit that is in fact an excerpt from *Winnie the Pooh* by A. A. Milne. Constructions (j)-(m) are all from an EXTRA-unit which tells a tale about King Arthur and the knights of the round table, written in a style that is probably deliberately archaic. Examples (q) and (r) are taken from a chapter devoted to the work of Shakespeare and are in fact excerpts from *Romeo and Juliet*. Furthermore, constructions (b), (d), (i), (o) and (p) appear in separate grammar sections of the books as specific examples of the use of the modal *shall*. This leaves no more than five examples (a, c, e, h, n) appearing in the regular text units.

Biber et al. (1999, 495) say that *shall* marks volition more often than prediction. Out of the 18 textbook samples quoted above, 12 (b, c, d, i, j, k, l, m, o, p, q and r) arguably mark volition. Unsurprisingly, all the examples from the grammar sections are included in this group. Prediction is showcased in samples (a), (f) and (g). It is difficult to say whether the remaining three (e, h and m) mark volition or prediction precisely, but even with 12 out of 18 examples marking volition it seems safe to say that in this respect the textbook data is in line with the claim by Biber et al.

7.1.4 Distribution of *will* and *shall*

The six textbooks studied here had a total of 18 constructions with *shall* which constitutes as 4.7 percent of all *will/shall* –constructions. In the *Key English* series *will* occurred 125 times and *shall* nine times, making *will* 13.9 times more common in the series. In the three *This Way Up* books *will* appeared 236 times and *shall* again nine times, making the ratio 26.2 in the favor of *will*. As for how this compares with the distribution of the two modals in the BNC, the situation is as follows: *will* is 16.0 times more common than *shall* in BNC_written and 19.9 times more common in BNC_spoken. In the ICLE data set there were only 12 instances of *shall*, making *will* as many as 80.2 times more common than *shall*. The distribution percentages of the two modals in each dataset under scrutiny here are illustrated in Diagram 10.

Diagram 10: Distribution of *will* and *shall* in the textbook series and the corpora

It seems on the basis of the ICLE data that *shall* is not a favorable choice for students; on the other hand it should be borne in mind that the ICLE consists of university essays in which first person questions are probably very rare, which may serve as an explanation to the rare occurrence of *shall*. It could be argued, however, that both textbook series represent the use of *shall* rather well insofar as neither of them grossly over-represents its distribution in relation to that of *will*, while nevertheless acknowledging the existence of *shall* as an alternative to *will* on limited occasions. However, the fact that *shall* mostly appeared in excerpts from relatively archaic texts in the textbooks could perhaps be seen as an indication of certain reluctance on the authors' part to include it in the text units as a construction that is still valid today.

7.2 *Be going to*

The amount of *be going to* –constructions in the six textbooks was rather meagre: there were no more than 44 constructions in total in the two series; there were only five verbs

(*be* and *have* included) that appeared as collocates more than one time in the data. These results arguably do not offer sufficient grounds for any proper quantitative analysis.

8. Discussion

As noted in section 7.1, on the basis of this study it seems that *Key English* verb usage is fairly close to authentic output regarding future time constructions with *will* and *shall*.

The most notable exceptions to this common usage were *win* and *become*. Their positions as collocates were as follows:

| Collocate | Position in <i>Key English</i> | Position in BNC_written | Position in BNC_spoken |
|------------------|---|------------------------------------|-----------------------------------|
| <i>win</i> | 5 | 124 | 121 |
| <i>become</i> | 5 | 19 | 83 |

From a more sociolinguistic viewpoint the fact that these two verbs seem to behave differently in textbook environment and authentic language use is interesting. This mismatch in the findings could give rise to speculation on whether textbooks somehow encourage learners to *win* and *become* something in the future. The data from *This Way Up*, however, does not seem to back up this kind of theory: although some of the common verb collocates from the *This Way Up* books did not rank very high in the list of verb collocates retrieved from the corpus, neither *win* nor *become* were among them. The five verbs most notably standing out from the *This Way Up* data set in this respect are *ask*, *forget*, *return*, *run* and *send*:

| Collocate | Position in <i>This Way Up</i> | Position in BNC_written | Position in BNC_spoken |
|------------------|---|------------------------------------|-----------------------------------|
| <i>ask</i> | 8 | 70 | 26 |
| <i>forget</i> | 13 | 79 | 104 |
| <i>run</i> | 13 | 45 | 86 |
| <i>return</i> | 13 | 65 | 249 |
| <i>send</i> | 13 | 74 | 54 |

These discrepancies between data from *This Way Up* and data from the BNC seem bigger on the above chart than they perhaps really are. Even though *forget*, *run*, *return* and *send* appeared more commonly in *This Way Up* than in authentic use, the numbers of recurrence were somewhat low, each verb appearing only three times as collocate in

the series. The ICLE compares with BNC_written rather better than the textbooks in that none of the three collocates common in the ICLE but less so in BNC_written (*start*, *happen* and *remain*) rank remarkably low in the BNC_written either. Comparing the ICLE with the spoken part of the BNC does not seem plausible at all since the essay is obviously a written genre.

In the textbooks and in the BNC data alike, constructions with *will/shall* were far more common than future time reference with the help of *be going to*. In the BNC data, *will/shall* appeared 356 293 times and *be going to* 32 903 times. In the ICLE there were 974 hits for *will/shall* and 108 hits for *be going to*. In the *Key English* series there were 134 instances of *will/shall* and 21 instances of *be going to*, while in the *This Way Up* books the corresponding numbers were 245 and 23.

Table 15: The distribution of *will/shall* and *be going to* –constructions in the textbooks and the corpora

| | Hits in <i>Key English</i> | Hits in <i>This Way Up</i> | Hits in the BNC | Hits the ICLE |
|--------------------|-------------------------------|-------------------------------|--------------------|------------------|
| <i>will/shall</i> | 134 | 245 | 356 293 | 974 |
| <i>be going to</i> | 21 | 23 | 32 903 | 108 |

It seems that in terms of sheer relative frequency, then, *This Way Up* mirrors real English use remarkably well: In the BNC data, *will/shall* are 10.9 times more common than *be going to*; in the *This Way Up* data set *will/shall* appear 10.7 times more often than *be going to*. *Key English* does not perform quite so well in this respect: *will/shall* is 6.4 times more common than *be going to* in the data set. The distribution of these two types of expressing future time in the ICLE is not very different from that of the BNC and *Key English*: *will* and *shall* put together are 9.0 times more common than *be going to*, so the learners seem to prefer it slightly more often to *will/shall* than is common in authentic language use. Although the numbers of occurrence for *be going to* in the textbooks seemed rather low (far too low, in fact, to conduct any kind reliable

quantitative analysis of the collocations), this construction is relatively rare when compared to *will/shall* –constructions in authentic usage as well. The low number of *be going to* -examples in the textbooks probably should not therefore be seen as a sign of negligence by the authors, but merely as a reflection of authentic English usage.

The reliability of the results of the data gathered from the two textbook series in particular is of course open to question since this paper is in essence a quantitative study and the collocate numbers are rather small even with two whole textbook series included in the study. For example, five hits were enough to rank *become* as the 5th most common collocate for *will/shall* in *Key English*. All relevant structures from the books were nevertheless taken into account, so in that respect the study is extensive enough. Another, perhaps more essential limitation concerns the shortcomings of the BNC itself: the fact that the BNCWeb counts all the verbs within the given span (which in this study was set for 5 words) as collocates could distort the results somewhat (it should be noticed, though, that the program does not cross sentence boundaries while tracing collocates).

9. Criticism

9.1 On the validity of corpus data

Discussion on the need for authentic materials in EFL teaching can be found in section 2.2. There is in the background, however, a more fundamental question concerning authenticity and corpora: are the samples of language presented by corpora authentic in the first place? Freda Mishan (2004, 219-220) says that this is not necessarily so, because the basic form of the corpus is such that in compiling them crucial criteria for authenticity are lost; these include context, communicative intent and socio-cultural purpose. In the transition to the form of corpus samples, newspapers, TV programmes and films are deprived of their physical appearance and “the distinguishing features of their origins” because they are transplanted from their original medium into another one. Mishan gives some examples of this: in a corpus, “a blaring 72-point font newspaper headline appears in the same size and typeface as a medicine instructions leaflet”; or “words spoken from the mouth of a feisty London hairdresser are identical in appearance with words from a dull legal document”. She argues that with the loss of the original form of appearance, the language becomes decontextualised and, to an extent, loses its meaning; moreover, the corpus cannot tell its user why or how something was said, or how it was received. While I am inclined to agree with Mishan in most of the points above, I am not sure if all of it is quite as relevant as she says it is. It certainly does not undermine the relevance of corpora: after all, corpora do not claim to be anything more than collections of samples of language. Furthermore, if a researcher cannot tell whether the words of a “feisty London hairdresser” and those of a “dull legal document” belong to a different register or not, the problem may not lie in the corpus itself, but somewhere else altogether. Finally, it should be taken into account that corpora are constantly evolving and that the information available about the origins

of each sample is arguably becoming easier to access through the corpus itself. I do not see why in the future the original newspaper article or TV program from which the corpus sample at hand has been taken would be more than a click away for the corpus user.

9.2 Rethinking authenticity

Melinda Tan (2005, 126-129) presents an alternative view on a key concept of this study, authenticity (see section 2.2), in her article titled “Authentic language or language errors?” She sees the goal of learner corpus research as being too single-minded in that it is used to provide authoritative answers for common types of learner language errors, and that the mere analysis of these errors portrays learner language as flawed, unnatural, or deviated. Tan challenges this view, saying that this kind of analysis fails to take into consideration two fundamental factors: first, the inextricable link between language and culture; second, the growing status of English as a lingua franca: 80 per cent of all spoken interaction in English is between non-native speakers, and for most learners interactions with native speakers will be rare (Carter 1998, 50). Tan argues that the learners’ local context will have an effect on their use of English, and questions the notion of marking these local patterns of usage as errors. She further argues that these local patterns may merely be a reflection of the language users’ social and cultural identities, and that SLA theory and direct observation of data are not adequate tools for examining them.

Tan strongly criticizes the branding of local patterns as errors as being based on “imperialistic assumptions about the ownership of English rather than the present role of English as a lingua franca” (Tan 2005, 128). She presents an alternative meaning of authenticity, saying that the word should, instead of referring to native

language use, be used to refer to genuine language use. It would then have the capacity to express the social and cultural aspects of a non-native English speaking society. She further illustrates her point, first by referring to the phrase *brownie point(s)* and saying that while it might be an example of authentic English, it is only so in native speaker contexts, and not in Thailand, Japan, Italy, or Brazil. Second, she offers examples of Thai English (Tan 2005, 130) that show how a construction that would probably be considered unnatural between native English speakers can be perfectly natural between Thai speakers. In my opinion, Tan does have some promising ideas behind her demands for a better recognition of cultural context and the position of English as lingua franca in the analysis of learner English. However, her examples are far from convincing: first of all, I am very doubtful about many ELT materials writers or teachers insisting on including a rather unusual construction such as *brownie point(s)* (32 matches in the BNC) in the curriculum: it does not seem like a phrase without which one simply could not conduct daily business in English. Secondly, in the numerous examples of Thai English Tan offers, the meaning of what actually is being said is often very unclear at least to me as a non-Thai English speaker. Although the meaning may be obvious to other Thai speakers, would it not be feasible to aim to teach a variety of English which can be used in communication with everyone instead of only the people belonging to the learner's own cultural group? I agree with Tan to the extent that SLA error analysis may sometimes be too harsh: for example if a student makes an error which results from her mother tongue or cultural background, but does not obscure the whole meaning of the phrase, it maybe should not be seen as a significant flaw in her command of the language. However, if the error is such that it renders the meaning of the whole phrase unintelligible, it of course should be taken into account in the materials design stage as well as in the planning of teaching. I agree with Littlejohn (1998, 192) in that too much

emphasis on real-life English may come at the “expense of good pedagogic sense”:

authenticity is thus a multi-faceted matter which can have some negative implications as well as positive ones.

10. Conclusion and implications for future study

In this paper I set out to study the authenticity of future time constructions in Finnish textbooks of English. After a quantitative analysis of two textbook series and two corpora the answer to my initial research question (see chapter 1) would be that in light of the textbook and corpus evidence, future time constructions involving *will* and *shall* (as regards verbs) form somewhat authentically in *Key English* (see section 7.1). The most common collocates in the corpora were for the most part the most common collocates in the textbooks as well. The use of *will* and *shall* future time constructions in *This Way Up*, the second textbook series covered by this study, was slightly less in line with the corpus data as regards verb collocations. Even with this series, however, the majority of the verb collocates which commonly appeared in the books were found to be common in authentic usage as well. Furthermore, the verbs that were - in light of the corpus evidence - over-represented in *Key English* were not the same that were over-represented in the *This Way Up* series; no conclusion based on shortcomings common to both series can therefore be drawn about Finnish EFL textbooks in general.

Although the textbook is a written genre, when the textbook datasets were combined to form a common variable in Diagram 9 (see 7.1) it could be somewhat clearly seen that the distribution of the most common collocates in the textbooks was in fact closer to their distribution in the spoken part of the BNC than their distribution in the written part of the corpus. I concluded that this may be due to the fact that the textbook chapters are often written to emulate spoken interaction, and although this is not true of all the chapters the textbook authors certainly aspire to create the illusion of spoken interaction more often than is common in most written genres.

As regards *shall*, I found that the textbooks represented its use somewhat authentically as far as its distribution in relation to *will* goes (see 7.1.4). Most

occurrences of *shall* could be found outside the basic text chapters, which arguably shows that its importance as a construction that should be mastered by students may be diminishing. However, the somewhat regular appearance of *shall* in the “archaic” and additional materials in the textbooks shows that it is still required as a part of the learners’ passive knowledge of the language at the very least. As noted above (see 6.2.1, 6.2.2 and 7.2), future time structures with *be going to* were far too infrequent in the textbooks for the needs of the type of quantitative analysis of the verb collocates that I conducted with the *will* and *shall* structures. The distribution of constructions with *be going to* and constructions *will/shall* in the textbooks corresponded well to that in the BNC, so in that respect at least it can be said that the textbooks, *This Way Up* in particular, represent the use of *be going to* rather well, and that its rarity in the textbooks is not a sign of negligence, but merely a reflection of its authentic usage.

A possible topic for further research could be to include more textbooks, perhaps from different decades, and conduct a comparative study on the basis of that data, or alternatively include other ways of expressing futurity in the study. This would, of course, demand some drastic changes in the study methods, since with the other future time constructions simply taking a random sample of 20 000 hits from the corpus would not produce a valid set of examples; a much more detailed analysis involving going through the corpus examples one by one would therefore be required. An incentive towards this kind of research with more qualitative elements in it surfaced in section 7.1.1 in which I found that out of 100 randomly selected *will/shall* –examples (from the BNC) as many as 11 were not clearly connected with future time at all. A more detailed approach would also be supported by the fact that it is easy to draw flawed conclusions from corpus query results if the results are not analysed with a sufficiently critical eye. For example, it appeared (see 7.1.2) that *’ll* and *will* act as very

common collocates of themselves in the spoken part of the BNC; upon closer inspection of the corpus examples it could be seen, however, that this was due to common repetition of these words in spoken output.

Finally, the fact that *'ll* and *will* appear quite often as their own collocates in the spoken part of the BNC (see section 7.1.2) raises another question concerning teaching materials: if EFL learners are only exposed to perfectly coherent language at school, will it negatively affect their ability to understand real spoken discourse which is often quite far from the way it is represented in textbook dialogue? Studying the way dialogue is presented in listening comprehensions could therefore prove another fruitful topic in order to define the level of authenticity in ELT materials. On the other hand, the above example of repetition in free speech raises another subject for debate: while the level of authenticity (discussed in section 2.2 and 9.2) remains an open question in terms of whether it is always desirable or not, it is also unclear to what extent authenticity can ever be achieved in teaching materials: compiling textbooks from fully authentic materials – if at all possible - would probably leave the books rather fragmented and incoherent, which in turn would create new kinds of learning problems for many students.

Bibliography

- Aston, G. and Burnard, L. 1998. *The BNC Handbook*. Edinburgh: Edinburgh University Press.
- Bayer, S., Aberdeen, J., Burger, J. Hirschsman, L. Palmer, D. Vilain, M. 1998. "Theoretical and computational linguistics: toward a mutual understanding." In *Using Computers in Linguistics*, ed John Lawler and Helen Aristar Dry, 231-253. London: Routledge.
- Beaugrande, Robert de. 2001. "Large Corpora, Small Corpora, and the Learning of 'Language'." In *Small Corpus Studies and ELT*, ed. Mohsen Ghadessy, Alex Henry and Robert L. Roseberry, 3-31. Philadelphia: John Benjamins Publishing Company.
- Biber, Douglas et al. 1994. "Corpus-based Approaches to Issues in Applied Linguistics." *Applied Linguistics* 15, 2, 169-189.
- Biber, Douglas et al. 1999. *Longman grammar of spoken and written English*. Harlow: Pearson Education Ltd.
- Carter, Ronald. 1998. "Orders of reality: CANCODE, communication, and culture." *ELT Journal* 52, 1, 43-56.
- Conrad, Susan. 2000. "Will Corpus Linguistics Revolutionize Grammar Teaching in the 21st Century?" *TESOL Quarterly* 34, 3, 548-560.
- Downing, Angela and Philip Locke. 2006. *A University Course in English Grammar*. Hempstead: Prentice Hall International.
- Fox, Gwyneth. 1998. "Using corpus data in the classroom." In *Materials Development in Language Teaching*, ed. Brian Tomlinson, 25-44. Cambridge: Cambridge University Press.
- Francis, Gill and John Sinclair. 1994. "'I bet he drinks Carling Black Label': A riposte to Owen on corpus grammar." *Applied Linguistics* 15, 2 190-201.
- Granger, Sylviane. 1998. "The Computer Learner Corpus: A Testbed for Electronic EFL Tools." In *Linguistic Databases*, ed. John Nerbonne, 175-188. Stanford: CSLI Publications.
- Granger, Sylviane. 2003. "The International Corpus of Learner English: A New Resource for Foreign Language Learning and Teaching and Second Language Acquisition Research." *TESOL Quarterly* 37, 3, 538-546.
- Granger, Sylviane. 2002. "A Bird's-eye view of learner corpus research." In *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*, ed. Sylviane Granger, pp. 3-37. Philadelphia: John Benjamins Publishing Company.
- Greenbaum, Sidney and Randolph Quirk. 1990. *A Student's Grammar of the English Language*. Harlow: Longman Group Ltd.

- Halliday, M. A. K. and Christian Matthiessen. 2004. *An Introduction to Functional Grammar*. London: Hodder Arnold.
- Hockey, Susan. 1998. "Textual Databases." In *Using Computers in Linguistics*, ed. John Lawler and Alistair Dry, 101-137. London: Routledge.
- Huddleston, Rodney and Geoffrey Pullum. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Kennedy, Graeme. 1998. *An Introduction to Corpus Linguistics*. Harlow: Pearson Education Limited.
- Johansson, Stig. 1995. "Mens sana in corpore sano: On the Role of Corpora in Linguistic Research." *The European English Messenger* 4, 2, 19-25.
- Kennedy, Graeme. 1998. *An introduction to corpus linguistics*. Longman. London.
- Kennedy, Graeme. 2003. "Amplifier Collocations in the British National Corpus: Implications for English Language Teaching." *TESOL Quarterly* 37, 3, 467-487.
- Leech, Geoffrey and Jan Svartvik. 1994. *A Communicative Grammar of English*. Harlow: Pearson Education Limited.
- McDonough, Jo and Christopher Shaw. 2003. *Materials and Methods in ELT: A Teacher's Guide*. Malden: Blackwell Publishing.
- McEnery, Tony and Andrew Wilson. 2001. *Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Meyer, Charles F. 2002. *English Corpus Linguistics*. Cambridge: Cambridge University Press.
- Mindt, Dieter. 1998. "English corpus linguistics and the foreign language teaching syllabus." In *Using Corpora for Language Research*, ed. Jenny Thomas and Mick Short, 232-247. New York: Longman Group Limited.
- Mishan, Freda. 2004. "Authenticating corpora for language learning: a problem and its resolution." *ELT Journal* 58, 3, 219-227.
- Nesselhauf, Nadja. 2004. "Learner corpora and their potential for language teaching." In *How to Use Corpora in Second Language Teaching*, ed. John McHardy Sinclair, 125-145. Philadelphia: John Benjamins Publishing Company.
- O'Keeffe, Anne and Fiona Farr. 2003. "Using Language Corpora in Initial Teacher Education: Pedagogic Issues and Practical Applications." *TESOL Quarterly* 37, 3, 389-418.
- Peacock, Matthew. 1997. "The effect of authentic materials on the motivation of EFL learners." *ELT Journal* 51, 2, 144-156.

Römer, Ute. 2005. *Progressives, Patterns, Pedagogy: A Corpus-Driven Approach to English Progressive Forms, Functions, Contexts and Didactics*. Philadelphia: John Benjamins Publishing Company.

Sinclair, John. 1991. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.

Tan, Melinda. 2005. "Authentic language or language errors? Lessons from a learner corpus." *ELT Journal* 59, 2, 126-134.

Tomlinson, Brian. 1998. "Introduction." In *Materials Development in Language Teaching*, ed. Brian Tomlinson, 1-24. Cambridge: Cambridge University Press.

Widdowson, Henry. 2000. "On the limitations of linguistics applied." *Applied Linguistics* 21, 1, 3-26.

Wray, Alison and Aileen Bloomer. 2006. *Projects in Linguistics*. London: Hodder Education.

Online sources:

The Bank of English User Guide. Available from <http://www.titania.bham.ac.uk/docs/svenguide.html> [accessed 5th April 2007]

Centre for English Corpus linguistics. Available from <http://cecl.fltr.ucl.ac.be/Cecl-Projects/Icle/icle.htm> [accessed 28th September 2007]

Otava: Luokat 7-9. Available from http://www.otava.fi/oppimateriaalit/luokat_7_9/fi_FI/ [accessed 24th January 2008]

Perusopetuksen opetussuunnitelman perusteet. Available from http://www.oph.fi/ops/perusopetus/po_16_1_versio.doc [accessed 3rd October 2007]

What is the BNC? Available from <http://www.natcorp.ox.ac.uk/corpus/index.xml> [accessed 5th April 2007]

WSOY Oppimateriaalit / Key English. Available from <http://www.wsoyoppimateriaalit.fi/oppi/?aste=YA#> [accessed 3rd October 2007]

The Zürich BNCWeb Query System. Available from <https://bncweb.uta.fi/> [accessed 5th April 2007]

Appendices

Appendix 1: *will / shall* -constructions

Key English 7

| chapter | page number | <i>will/shall</i> –construction |
|-----------|-------------|--|
| 1A | 11 | I shall just have to wait and see |
| Key Story | 43 | I won't [write a story]. |
| Key Story | 43 | I'll make you a nice cup of tea |
| Key Story | 43 | you'll feel better |
| Key Story | 43 | your dad will be home soon |
| Key Story | 45 | I will collect him from the local station |
| 4A | 51 | he's the best friend I'll ever have |
| 4A | 51 | a true friend will never lie |
| 4B | 56 | she'll always be a close friend |
| 4C | 58 | think you'll remember me next time we meet? |
| 4C | 58 | it will make all the difference |
| 4C | 60 | she'll tell mom |
| 4C | 60 | I'll get a rocket |
| 4C | 60 | she won't say anything about me |
| 4C | 60 | you'll see |
| 5A | 69 | I'll take up water polo or something like that |
| 5C | 78 | which song shall we play first? |
| 5C | 79 | we'll never win that competition |
| 6A | 84 | we'll always find it for him |
| 6A | 84 | who knows what I'll need in the future |
| 6A | 84 | my tastes will become a bit more expensive |
| 6A | 84 | she won't really waste it |
| 6A | 84 | adults won't admit it |
| 6A | 85 | you won't get anything |
| 6A | 85 | he will always find work for me |
| 6A | 85 | I'll pay him |
| 6A | 85 | I'll become a millionaire |
| 6B | 88 | will you have your own credit card one day? |
| 6B | 88 | at what age will you be ready to use it sensibly |
| 6B | 88 | you soon will [know] |
| 6C | 91 | they'll bother to serve you |
| 7A | 97 | I'll get straight to the point |
| 8B | 115 | a lack of protein will make you ill |
| Grammar | 137 | I will do it tomorrow |
| Grammar | 137 | you will get it sooner or later |
| Grammar | 137 | she will tell you what to do |
| Grammar | 137 | we will go there by bus |
| Grammar | 137 | they will give it back to you |
| Grammar | 137 | I won't use my credit card |
| Grammar | 137 | he won't need any money |
| Grammar | 137 | it won't take long |
| Grammar | 137 | we won't tell anybody |
| Grammar | 137 | you won't go anywhere near him |
| Grammar | 137 | will you do that for me? |
| Grammar | 137 | will he come with us? |

| | |
|---------|-----|
| Grammar | 137 |
| Grammar | 137 |
| Grammar | 137 |
| Grammar | 137 |
| Grammar | 137 |

will she understand?
 will you leave us alone, please?
 will they ever learn anything?
 shall I talk to her?
 shall we dance?

In total: 50 constructions

Key English 8

| chapter | page number |
|---------|-------------|
| 9A | 11 |
| 9B | 16 |
| 10A | 22 |
| 12A | 44 |
| 13B | 64 |
| 13B | 64 |
| 14C | 74 |
| 14C | 75 |
| 14C | 75 |
| 14C | 75 |
| 14C | 75 |
| 14C | 76 |
| 16A | 90 |
| 17A | 102 |
| 17A | 102 |
| 17A | 103 |
| 17B | 104 |
| 17B | 104 |
| 17B | 104 |
| 17B | 105 |
| 17B | 105 |
| 17B | 105 |
| 17C | 112 |
| 17C | 112 |
| 17C | 112 |
| 17C | 112 |
| 17C | 114 |
| 17C | 114 |
| 18A | 119 |
| 19A | 127 |
| 19B | 132 |

dry wood

will/shall -construction
 I'll do my best to win tonight
 will you still be there in the next millennium?
 Ian and his family will be arriving there in
 about four hours
 people will try and sell you anything
 I will be able to watch it back home
 I don't think it will ever overtake American
 football
 what shall I do?
 maybe he'll push me in the car
 maybe someone will come along
 I'll bet he's never done this before
 neither of us knows what he'll do next
 Now he'll say "Move over!"
 you won't believe this
 you'll be sorry
 you'll wish you'd never been born
 I suppose I'll have to
 the bullies will lose their power
 bullying will only get worse
 who will gain from silence?
 accusing them of spying will only annoy your
 parents
 that way your mum will have less excuses
 they'll be more tempted to look around
 it'll be too late
 we'll be too slim
 I'll just stay here
 you'll only have thirty eggs to go
 I'll never wear it again
 I'll get you some
 nothing will ever be quite the same again
 I wonder if you'll come back to Finland
 I will always remember the wonderful smell of

In total: 31 constructions

Key English 9

| chapter | page number |
|---------|-------------|
|---------|-------------|

will/shall -construction

| | | |
|-----------------|-----|---|
| 20A | 9 | they will learn about the Canadian way of life |
| 20A | 10 | maybe I will find out about it |
| 21B | 25 | I sure hope everyone will be home soon |
| 21C | 26 | What do you think you'll answer? |
| 21C | 26 | I shall have to wait until I catch up |
| 21C | 28 | something I forgot to do yesterday and sha'n't be able to do to-morrow |
| 21C | 28 | we'll do it this afternoon |
| 21C | 28 | I'll come with you |
| 21C | 28 | if you'll excuse me |
| 21C | 28 | then you'll be all right |
| 21C | 28 | you'll be quite safe |
| 22A | 32 | they'll give us life jackets |
| 22A | 32 | I'll be there |
| 22A | 32 | we will be taught what to do |
| 22B | 34 | I will be able to win the race |
| 23A | 38 | you'll be working |
| 23B | 44 | it will become even colder |
| 23B | 44 | when will it get warmer? |
| 23C | 47 | you will get by by speaking English |
| 23C | 47 | people will really appreciate it if you try to speak French |
| 23C | 47 | everyone there will speak English |
| 23C | 50 | one of us will soon be devouring the other |
| 24A | 58 | I don't think I'll be working like this when I'm 30 |
| 24B | 66 | what kind of jobs will be needed in the future? |
| 24B | 66 | will there still be plumbers? |
| 24B | 66 | people will have to be prepared |
| 24B | 66 | virtual doctors will be in demand in the future |
| 24B | 67 | what will happen to plumbers? |
| 24B | 67 | they will also be needed |
| 24B | 67 | carpentry and restoration will be more popular than ever |
| 24B | 67 | skilled workers will have plenty to do |
| 24B | 67 | who will have less work in the future |
| 24B | 67 | many of them will become fusion professionals |
| 24B | 67 | a secretary will also be an accountant |
| 26B | 82 | we shall be looking into exactly what happened |
| 27B | 96 | temperatures will rise even faster |
| 27B | 96 | the polar ice caps will start to melt |
| 27B | 96 | the level of the seas and oceans will start to rise |
| 28B | 122 | some of them will live on |
| Key Reading 127 | | no one will be interested |
| Key Reading 127 | | we know from the outset how it will all end |
| Key Reading 127 | | good will win out |
| Key Reading 128 | | it will be all right |
| Key Reading 129 | | what do you think they'll do about Charles? |
| Key Reading 129 | | I'll have to whisper it to you |
| Key Reading 129 | | she'll be there |

Key Reading 129
 Key Reading 132
 Key Reading 135
 Grammar 146
 Grammar 146
 Grammar 146
 Grammar 146

he'll be alright
 you'll do all right
 we'll take your map with us
 I will call the ambulance
 they will give him first aid
 the nurse will tell you what to do
 shall we go and see him?

In total: 53 constructions

All three books: 134 constructions in total

This Way Up 1

| chapter | page number | <i>will/shall</i> –construction |
|---------|-------------|--|
| 2 | 14 | I'll just go to see my friend |
| 2 | 14 | then I'll do my homework |
| 2 | 15 | I'll do my homework in the morning |
| 2 | 15 | I'll see what there is to eat |
| 2 | 15 | I'll look up the answers |
| 3 | 17 | people will tease them |
| 3 | 19 | friends will be friends |
| 4 | 21 | she will do anything for you |
| 4 | 21 | seven will bring you out of your shell |
| 4 | 21 | she will do almost anything to get it |
| 7 | 29 | one day we'll be adults |
| 7 | 29 | then we'll be free |
| Extra | 33 | I shall not kill you |
| Extra | 33 | I shall give you one chance |
| Extra | 33 | I shall rule all England |
| Extra | 34 | I shall return here tomorrow |
| Extra | 35 | I will marry the lady tomorrow |
| Extra | 37 | I will be yours forever |
| Extra | 39 | I'll tell you what we saw |
| Extra | 41 | we will show people that they were wrong |
| 10 | 52 | you will like it here |
| 11 | 57 | [treehouse] will suit jungle-lover |
| 15 | 64 | it will live longer than you do |
| 15 | 64 | the police will try to stop them |
| 15 | 65 | we won't hide your socks |
| 15 | 65 | we won't pee on your prize roses |
| 15 | 65 | we won't sleep in the washing basket |
| 15 | 65 | we will come when you call |
| 18 | 72 | Hemming Way will be ten years old |
| 18 | 72 | there'll be lots of things to do |
| Extra | 78 | what shall we do if we get home |
| Extra | 78 | we'll bump into some before long |
| Extra | 78 | we'll have to go back to Adelaide |
| Extra | 78 | I'll never get a photograph |
| Extra | 79 | I'll take your picture |
| Extra | 79 | I'll drive this time |
| Extra | 83 | I expect we'll find it |

| | | |
|-------|----|---------------------------------|
| Extra | 85 | I'll send a car for you |
| Extra | 85 | they will understand |
| Extra | 86 | the person will be there |
| Extra | 86 | will the real person know that? |
| Extra | 87 | explain slowly, will you? |

In total: 42 constructions

This Way Up 2

| chapter | page number | <i>will/shall</i> –construction |
|---------|-------------|---|
| 2 | 10 | easy-to-move-in outfit will do |
| 2 | 10 | you'll find us in Room 3c |
| 3 | 13 | we'll begin a new school year |
| 4 | 14 | you will have to go through metal detectors |
| 4 | 14 | security guards . . . will check that you do not have any |
| 4 | 14 | we will also have to get some more |
| 5 | 17 | I'll get up early |
| 5 | 17 | I'll eat quickly |
| 5 | 17 | I'll have to hurry |
| 5 | 17 | I'll run to school |
| 5 | 17 | I will go to school today |
| 6 | 19 | When will it end? |
| 6 | 19 | will it go on |
| 6 | 19 | I'll definitely move to a school |
| 6 | 19 | I'll never forget Hannah the horrible |
| 9 | 24 | I'll try to eat this |
| 10 | 28 | I'll have to use that one |
| 10 | 28 | it'll be out of this world |
| 11 | 31 | perhaps I'll start coaching |
| 12 | 33 | those are words I'll never say |
| 13 | 35 | you'll have to get a proper karate suit |
| 13 | 35 | the belt will also be white |
| 13 | 35 | you'll get a yellow belt |
| 13 | 35 | you will also learn disciplined behaviour |
| 13 | 35 | you will learn to be polite |
| 13 | 35 | you will gain a lot of self-confidence |
| 13 | 35 | which will help you in life |
| 13 | 35 | people won't start bullying |
| 14 | 36 | it will give you energy |
| 14 | 36 | working out . . . will make your body use stored fats |
| 14 | 37 | aerobic exercise four times a week will do the trick |
| 14 | 38 | carbohydrates will provide long-term energy |
| 14 | 39 | the right shoes will prevent fall injuries |
| Extra | 41 | we'll sleep in the woods |
| Extra | 41 | we'll have better weather tomorrow |
| 15 | 44 | we'll get together then |
| 15 | 44 | we'll have a good time then |

| | | |
|----|----|---|
| 16 | 47 | there'll be alcohol and drugs floating around |
| 16 | 47 | the bracelet rule will be used |
| 18 | 50 | it will stop you |
| 18 | 51 | they'll think you're perfectly happy |
| 18 | 51 | your parents . . . will let you have some time of your own |
| 18 | 52 | sports won't help me get a job |
| 18 | 53 | my parents won't let me go to clubs |
| 18 | 53 | I'll run away from home |
| 18 | 53 | you'll just have to wait |
| 18 | 53 | I'll keep on waiting |
| 20 | 56 | that football shirt will smell really awful tomorrow |
| 20 | 56 | I'll get back to you a.s.a.p. |
| 20 | 59 | I won't [go near him] |
| 20 | 59 | That'll knock him out! |
| 20 | 59 | I'll be there! |
| 21 | 61 | kids will live on the street |
| 22 | 63 | I'll have to ask my mom. |
| 22 | 63 | I'll have to ask my mom |
| 22 | 63 | I'll ask her. |
| 22 | 65 | the luminous green will make me stand out |
| 22 | 65 | it won't taste too sharp |
| 23 | 67 | it won't be so hard |
| 24 | 68 | a kid brother or sister will make you really annoyed |
| 24 | 68 | next week will be a good week |
| 24 | 68 | excellent bargains will come your way |
| 24 | 68 | an important event will come your way |
| 24 | 68 | a thoughtless action or comment will cause you to feel sorry |
| 24 | 68 | Venus will be your guiding planet |
| 24 | 68 | It will be a good week for affairs of the heart. |
| 24 | 68 | it will turn out that you were wrong |
| 24 | 68 | you will do something really embarrassing |
| 24 | 69 | next week will be a quiet one |
| 24 | 69 | hectic pace of life will return |
| 24 | 69 | next week will be a great one |
| 24 | 69 | you will have a fun week |
| 24 | 69 | She'll really appreciate it. |
| 24 | 69 | A surprise phone call will make your day. |
| 24 | 69 | people will demand a lot from you |
| 24 | 69 | it will be a good week |
| 24 | 69 | it will be one of those frustrating weeks |
| 24 | 69 | it won't be a good time for romance |
| 24 | 69 | you will always know |
| 25 | 70 | I'll be your social worker |
| 25 | 70 | I'll explain a few things |
| 25 | 71 | I'll take you to your communal living unit |
| 25 | 71 | he'll get us locked up in fright |

| | | |
|---------|-----|--|
| 26 | 72 | People in the future will face three main problems: |
| 26 | 72 | it will be possible to build underwater living areas |
| 26 | 72 | what will it be like |
| 26 | 72 | People will spend most of their time inside. |
| 26 | 72 | there will have to be special exercise rooms |
| 26 | 72 | all the tools, machines and fuel will come from dry land |
| 26 | 72 | the homes will need large rooms |
| 26 | 72 | What will they do for entertainment? |
| 26 | 72 | will it be possible to receive television broadcasts |
| 26 | 72 | they won't look like the houses |
| 26 | 72 | What do you think they will look like? |
| Extra | 74 | Nobody will care. |
| Extra | 74 | my parents probably won't even notice |
| Extra | 74 | I will be far away |
| Extra | 75 | I will be miles away |
| Extra | 75 | I . . . will never return |
| Extra | 78 | I'll have to shave |
| Extra | 78 | you will not believe the trouble |
| Extra | 79 | I'll get it |
| Extra | 80 | Promise you won't get mad. |
| Extra | 80 | Well, promise you won't get any madder. |
| Extra | 81 | I won't be calling anymore |
| Extra | 81 | we'll talk about telephone calls |
| 28 | 86 | they will go at the beginning of June |
| 28 | 87 | someone will have to ask |
| 28 | 87 | I'll do it. |
| 28 | 87 | breakfast will be enough |
| 28 | 87 | I'll have to talk to your headteacher |
| 28 | 87 | will you go to the travel agency |
| 28 | 87 | I'll go first thing in the morning |
| 32 | 98 | I'll hit the road again |
| 32 | 98 | I'll have to take the interstate |
| 32 | 98 | it'll be awesome |
| 32 | 99 | I'll rent a mountain bike |
| 32 | 99 | maybe I'll visit the Sandia Mountains |
| 32 | 99 | I'll send you a card |
| 32 | 99 | I hope they'll bring back lovely memories |
| 33 | 103 | tonight I'll sing my songs |
| 33 | 103 | I'll play the game |
| Extra | 108 | he will trick us |
| Extra | 108 | what will be the use |
| Extra | 108 | wishing for something that will be eaten up tonight |
| Grammar | 136 | I will be famous one day. |
| Grammar | 136 | People will send me fan mail. |
| Grammar | 136 | I won't have any money problems. |

| | |
|---------|-----|
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |
| Grammar | 136 |

My fans will not leave me alone.
 Will famous people lose their old friends?
 Will I stay the way I am?
 Shall I help you with the tea?
 When shall we have some tea?
 Will you join us for a cup of tea?
 I won't be depressed
 my family won't believe me
 our project will succeed
 I won't tell Nancy anything

In total: 138 constructions

This Way Up 3

| chapter | page number | <i>will/shall</i> –construction |
|---------|-------------|--|
| 6 | 25 | I'll follow one back home today |
| 6 | 25 | I'll find out what they do |
| 6 | 25 | then I'll put it in a poem |
| 8 | 29 | training will be given |
| 11 | 35 | there will be fewer jobs |
| 11 | 35 | there will be more and more children |
| 11 | 35 | childhood will be wasted |
| Extra | 37 | you will just have to get used to the climate |
| Extra | 39 | blood will flow |
| Extra | 39 | rain will wash the stains away |
| Extra | 39 | something in our minds will always stay |
| Extra | 39 | the rain will fall |
| Extra | 39 | the rain will say |
| 12 | 40 | fossil fuels will run out |
| 12 | 40 | Which of them will last the longest? |
| 12 | 40 | how many people . . . will there be on the Earth |
| 13 | 42 | cutting down the forests will also cause a change |
| 13 | 43 | the sea level will rise |
| 14 | 46 | you will be contributing to the vital work |
| 14 | 47 | we will be able to |
| 15 | 50 | they'll be thrown away |
| 16 | 56 | our cat won't use the cat-flap |
| 17 | 59 | they will save the lives of 760 hens |
| 19 | 64 | it will be a lot easier to understand |
| 19 | 64 | that alone won't help you deal with everyday life |
| 19 | 64 | you will give a good impression |
| 22 | 71 | they will not eat, drink or smoke |
| Extra | 76 | I will never forget the one |
| 25 | 83 | each frame will be digitally enhanced |
| 25 | 83 | this live background will be digitally pieced together |
| 26 | 86 | such a pretty girl will go far |

| | | |
|-------|-----|---|
| 26 | 86 | you won't have to spend the rest of your life down here |
| 26 | 86 | I'll see to that |
| 26 | 86 | I'll call you up some day. |
| 26 | 86 | I'm sure you won't let me down. |
| 26 | 86 | We'll get on just fine. |
| 27 | 89 | they will receive a letter from the station |
| 27 | 90 | any radio will do |
| 27 | 90 | a so-called world radio will get you off to a good start |
| 27 | 90 | the most distant stations that you will be able to find |
| 28 | 93 | this'll be the day that I die |
| 29 | 96 | you'll get us all into trouble |
| 29 | 96 | I'll knock you off that broom |
| 29 | 96 | Harry is sure he will be expelled from school |
| 30 | 99 | shall I hear more |
| 30 | 99 | shall I speak at this |
| 30 | 99 | I'll never be new baptized |
| 30 | 99 | Henceforth I never will be Romeo. |
| 31 | 101 | a face cream will make a 50-year-old person look 25 |
| 31 | 101 | the product will work |
| 31 | 101 | it has never said that the cream will have any real effect |
| 31 | 101 | the cream will penetrate the skin |
| 31 | 101 | it will also offer an image of young and attractive users |
| 33 | 104 | CD- and DVD-players will be seen only in museums |
| 33 | 104 | there will be countless new Internet TV [stations] |
| 33 | 104 | the computer will keep us entertained |
| 33 | 104 | we will be able to see electronic films stars0 |
| 33 | 104 | fascinating virtual worlds will be created |
| 33 | 104 | it will now only function as our television |
| 33 | 104 | we will also use it all the time |
| 33 | 105 | a microchip . . . will help you identify the location |
| 33 | 105 | we will be able to locate people |
| 33 | 105 | our computers will be able to identify us |
| Extra | 110 | I'll never forget my poor little baby |
| Extra | 110 | we'll try to think of something else |

In total: 65 constructions

All three books: 245 constructions in total

Appendix 2: *be going to* -constructions**Key English 7**

| chapter | page number | <i>be going to</i> -construction |
|---------|-------------|-----------------------------------|
| Grammar | 137 | I am going to watch TV. |
| Grammar | 137 | We are going to study hard. |
| Grammar | 137 | She isn't going to wake up early. |
| Grammar | 137 | Is she going to play tennis? |
| Grammar | 137 | What are you going to do today? |

In total: 5 constructions**Key English 8**

| chapter | page number | <i>be going to</i> -construction |
|---------|-------------|--|
| 10B | 25 | we are going to go back next year |
| 16A | 89 | she was going to spend her summer |
| 16A | 90 | her first mission is going to be this fall |
| 17C | 112 | we are going to have an omelette |

In total: 4 constructions**Key English 9**

| chapter | page number | <i>be going to</i> -construction |
|-----------------|-------------|---|
| 20A | 9 | they are going to live in Canada |
| 20A | 10 | I'm going to draw as much as I can |
| 20A | 11 | I'm going to stand next to Miko |
| 20A | 11 | Are we going to be on TV or something? |
| 23A | 38 | you're going to have a challenging weekend ahead |
| 23B | 44 | the bill isn't going to be any cheaper |
| 26B | 82 | they are not going to press charges |
| Key Reading 125 | | it was going to be the first big-league baseball game |
| Key Reading 131 | | are you going to feed it or not? |
| Key Reading 136 | | When was he going to learn about the singing? |
| Key Reading 137 | | what was going to happen |
| Key Reading 137 | | it was even worse than he thought it was going to be |

In total: 12 constructions**All three books: 21 constructions in total****This Way Up 1**

| chapter | page number | <i>be going to</i> -construction |
|---------|-------------|-------------------------------------|
| 1 | 10 | What are you going to say? |
| 6 | 27 | Who you gonna call? |
| 9 | 51 | she's the one they're going to miss |

In total: 3 constructions**This Way Up 2**

| chapter | page number | <i>be going to</i> –construction |
|---------|-------------|--|
| 10 | 26 | we're going to go through the whole body |
| 10 | 27 | we're going to loosen the lower back muscles |
| 10 | 28 | you're going to love it |
| 15 | 45 | I'm gonna be like you |
| 17 | 48 | I'm going to take a snake as a pet |
| 20 | 59 | How long are you going to stay? |
| 20 | 59 | We are going to watch some movie. |
| 22 | 64 | I'm going to check out some CDs |
| 22 | 64 | I wonder what he's going to wreck this time |
| 24 | 68 | it's going to be a big success |
| 24 | 68 | it's all going to change |
| 24 | 68 | someone's going to turn to you |
| 28 | 87 | I'm going to get a phrase book |
| 32 | 98 | I'm going to have some spicy Tex-Mex |
| 32 | 99 | I'm going to go on a ride |
| 32 | 99 | I'm going to stay here |
| Extra | 108 | that red fellow is going to make us rich |

In total: 17 constructions

This Way Up 3

| chapter | page number | <i>be going to</i> –construction |
|---------|-------------|---|
| Grammar | 136 | I am going to bake a delicious chocolate cake for them. |
| Grammar | 136 | I am afraid it is going to rain. |
| Grammar | 136 | We aren't going to have the party in the garden. |

In total: 3 constructions

All three books: 23 constructions in total