

Abstract. In many educational institutions in Turkey, including universities, state schools, and private schools, a common problem in grammar teaching is the lack of authenticity due to the wide use of rule-based teaching. Consequently, some teachers prefer to adopt a deductive teaching approach with more explanation for grammar structures and less use of examples from various contexts. This case may sometimes end up with a traditional English lesson with mechanical exercises, as students call it, “Ali goes to cinema” kind of exercises, and it is not uncommon for students to complain about the frequency of encountering the same examples given on certain grammar topics, examples that often fail to be attuned with current real life situations, which obviously limits their productive skills by its failure to stimulate their ability to think of similar simple sentences. In order to overcome this, we propose a technique based on Data-Driven Language Learning with particular regard to corpus linguistics, and we consider the learner as research workers constructing their language themselves, and learning with less language description, hence they are expected to succeed in integrating meaning and form more. In this respect, the purpose of this article is to provide some insight into modern practices of teaching English language, and specifically to show a model lesson for grammar teaching from a critical perspective towards currently used English grammar books and textbooks. It will provide a brief and practical introduction to easily accessible concordances which can be utilized to assign the learner a constructive role by supplying him/her with input from real-life contexts, while touching on the principle of awareness with a few suggestions by using our data in our classes. It will also provide a brief outline of how online and offline programs can be easily adapted for grammar teaching and to generate authentic in-class materials.