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Nota di contenuto	1. Introduction (Kieran Harrington and Patricia Ronan) -- 2. Learning to teach English as a Foreign language with Corpus Linguistic approaches: A survey of teacher training students' attitudes (Patricia Ronan) -- 3. A flexible framework for integrating data-driven learning (Ivor Timmis and Jane Templeton) -- 4. Speaking and listening: Two sides of the same coin (Mike McCarthy and Jeanne McCarten) -- 5. Corpus linguistics and writing instruction (Eric Friginal, Ashleigh Cox and Rachelle Udell) -- 6. Corpus affordances in foreign language reading comprehension (Alejandro Curado Fuentes) -- 7. Corpus linguistics and grammar teaching (Christian Jones) -- 8. Corpus linguistics and vocabulary teaching (Leo Selivan) -- 9. Culture in English Language Teaching: Let the language do the talking (Kieran Harrington) -- 10. World Englishes and the second language classroom: why introducing varieties of English is important and how corpora can help (Sarah Buschfeld and Emily Weidle) -- 11. Annotating VOICE for pedagogic purposes—the case for a mark-up scheme of pragmatic functions in ELF interactions (Stephanie Riegler) -- 12. Detecting and analysing learner difficulties using a learner corpus without error tagging (Gerold Schneider) -- 13. The potential impact of EFL textbook language on learner English: A triangulated corpus study (Elen Le Foll) -- 14. Conclusion (Patricia Ronan and Kieran Harrington).

The aim of this edited volume is to demystify corpus linguistics for use in English language teaching (ELT). It advocates the inclusion of corpus linguistics in the classroom as part of an approach to ELT in which students engage with naturally occurring language. The first chapter provides a basic but essential introduction to corpus linguistics, including sections on corpora and corpus methods, and this is followed by a review of the use of corpus linguistics in ELT. Chapters on the traditional ELT strands of skills, vocabulary and grammar as well as chapters on pluricentric approaches (on language and culture, World Englishes and English as a Lingua Franca) flow naturally from the second chapter, which reports on a survey of the attitudes of trainee teacher to the use of corpus linguistics in the ELT classroom. The final two chapters show how the work of corpus linguists can benefit classroom teacher preparation, materials development and textbook writing. This book will be of interest not only to academics in fields such as English Language Teaching, Applied Linguistics and Corpus Linguistics, but also to educators of teacher-trainees and teacher-trainees themselves, as well as teachers who are looking for new interactive approaches to ELT. --
