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Titolo	Corpora in the foreign language classroom [[electronic resource]] : selected papers from the Sixth International Conference on Teaching and Language Corpora (TaLC 6), University of Granada, Spain, 4-7 July, 2004 // edited by Encarnacion Hidalgo, Luis Quereda, Juan Santana
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Nota di contenuto	Preliminary material / Editors Corpora in the Foreign Language Classroom -- Popularising corpus consultation by language learners and teachers / Angela Chambers -- Using corpora: from learning to research / Stig Johansson -- Designing and exploiting small multimedia corpora for autonomous learning and teaching / Sabine Braun -- Towards building a usable corpus collection for the ELT classroom / Kiyomi Chujo , Masao Utiyama and Chikako Nishigaki -- A corpus-driven lexico-grammatical analysis of English tourism industry texts and the study of its pedagogic implications in English for Specific Purposes / Peter Y.W. Lam -- Errors or partial acquisition: a case study of a young English learner's interlanguage / Xiaotian Guo -- To weep perilously or W.EAP critically: the case for a corpus-based critical EAP / Josta van Rij-Heyligers -- The treatment of phraseology in ELT textbooks / Fanny Meunier and Céline Gouverneur -- The application of data-driven learning to a small-scale corpus: using film transcripts

for teaching conversational skills / Carmen Pérez Basanta and María Elena Rodríguez Martín -- Investigating restricted semantic sets in a large general corpus: learning activities for students of English as a foreign language / Stephen Coffey -- How (dis)similar? Telling the difference between near-synonyms in a foreign language / Sara Gesuato -- George Bush and the Last Crusade or the fight for truth, justice and the American way / David Minugh -- Inductive learning and self-correction with the use of learner and reference corpora / Szilvia Papp -- Pattern-learning and pattern-description: an integrated approach to proficiency and research for students of English / Nele Olivier , Lieselotte Brems , Kristin Davidse , Dirk Speelman and Hubert Cuyckens -- Contrastive patterns of mental transitivity in English and Spanish: a student-centred corpus-based study / Julia Lavid -- Past progressive or simple past? The acquisition of progressive aspect by Polish advanced learners of English / Agnieszka Leko-Szymaska -- Getting to 'know' connectors? Evaluating data-driven learning in a writing skills course / Andy Cresswell -- Managing relationships in professional writing / Christopher Tribble -- A corpus-based assessment of reading comprehension in English for Tourism studies / Alejandro Curado Fuentes -- Truth, literary worlds and devices as collocation / Bill Louw.

Sommario/riassunto

The papers published in this volume were originally presented at the Sixth International Conference on Teaching and Language Corpora (4-7 July 2004 Granada, Spain) and reflect the latest developments that have taken place in the field of the teaching applications of text corpora, with a special emphasis on their use in the foreign language classroom. The book is divided into three main sections. The first section sets the scene for what this collection of essays aims to be. It deals with the issue of what corpus linguistics can do not only for the understanding of the nature of language itself but also for so fundamental and miraculous a matter such as language learning and language acquisition. The second section tackles the issues of corpus design and corpus exploitation and provides the reader with a great variety of evidence in favour of corpora exploitation for the building of a successful teaching environment. The final section deals with practical applications of corpora in the foreign language classroom. Although each of the papers here reports particular experiences in very different teaching and learning contexts, as a whole they show that corpora can be used on the spot in a language teaching context by teachers and learners without extensive training in computational tools, and studies of linguistic features can be tailored to specific pedagogic context and learning requirements. The book represents a solid contribution to linguistic studies and language teaching and it is a good example of the diversity of the scientific lines in which corpus linguistics is involved at the present moment.
