

1. Record Nr.	UNINA9910795110103321
Titolo	Beyond concordance lines : corpora in language education / edited by Pascual Perez-Paredes, Geraldine Mark
Pubbl/distr/stampa	Amsterdam ; Philadelphia, : John Benjamins, [2021] ©2021
ISBN	90-272-5849-X
Descrizione fisica	1 online resource (267 pages)
Collana	Studies in Corpus Linguistics ; ; v.102
Altri autori (Persone)	MarkGeraldine Perez-ParedesPascual
Disciplina	410.188071
Soggetti	Language and languages - Study and teaching Language and languages - Computer-assisted instruction Corpora (Linguistics) - Data processing Computational linguistics Conference papers and proceedings.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction / Pascual Perez-Paredes and Geraldine Mark -- Research in data-driven learning / Alex Boulton -- Data-driven learning, theories of learning and second language acquisition : in search of intersections / Anne O'Keeffe -- Looking back on 25 years of TaLC : in conversation with Profs Mike McCarthy and Tony McEnery / Michael McCarthy, Tony McEnery, Geraldine Mark and Pascual Perez-Paredes -- L2 development of -ing clauses : a longitudinal study of Norwegian learners / Hildegunn Dirdal -- Collocations in learner English : a true-longitudinal perspective / Rolf Kreyer -- Profiling learners through pragmatically and error annotated corpora / Martin Weisser -- Exploring the impact of data-driven learning in extensive reading / Gregory Hadley and Hiromi Hadley -- Data-driven learning : using #LancsBox in academic collocation learning / Tanjun Liu -- Scoledit : a tool to analyse learner writing and better understand the challenges of language education / Claire Wolfarth, Claude Ponton and Catherine Brissaud -- CEFR-J x 28 : corpus-based multilingual pedagogical resources and e-learning systems for 28 languages / Yukio Tono.

"In over 30 years of data-driven learning (DDL) research, there has been a growing sophistication in the ways we collect, analyse and put data to use. This volume takes a three-fold perspective on DDL. It first looks at DDL and its role in informing language learning theory and how it might shed light on the language development process; secondly it addresses how DDL can help us characterise learner language and inform teaching accordingly, and thirdly it showcases practical applications for the use of DDL in classrooms. The contributors to this volume examine a variety of instructional settings and languages across the world. They reflect on theoretical, methodological and classroom implications using both novel and established language learning theories, natural language processing (NLP), longitudinal research designs and a variety of language learning targets. The present volume is an invitation from some of leading researchers in DDL to reflect on the research avenues that will define the field in the coming years"--
