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| Nota di contenuto       | How to Use Corpora in Language Teaching -- Editorial page -- Title page -- LCC page -- Table of contents -- List of contributors -- Introduction -- Background to this book -- Design and content -- Acknowledgement -- Notes -- References -- The corpus and the teacher -- In the classroom -- Corpora in the classroom -- 1. Introduction -- 2. Bringing corpora to the classroom -- 2.1. Data-driven Learning (DDL) or ``The learner as researcher" -- 2.2. Language learning as (schema-based) restructuring -- 2.3. Learner and translation corpora for language learners and translation students -- 2.4. Learning LSP with corpora -- 3. Discovery Learning (DL) or ``The learner as traveller" -- 4. The past, and the future -- 5. Conclusion -- Notes -- References -- Appendix -- In preparation -- What teachers have always wanted to know - and how corpora can help -- Corpora and linguistic description -- Corpus-based studies and ESL / EFL teaching -- Corpus analysis and teachers' language awareness -- TeleNex -- Teachers' questions and corpus evidence -- Synonymous lexical items -- Grammar rules and conflicting evidence -- Rationalization of collocations -- Implications for language teacher education -- Notes -- References -- Resources - Corpora -- Corpus variety -- Corpus linguistics, language variation, and language teaching -- The linking adverbial though -- Comparing many language |

features simultaneously -- Conclusion -- Acknowledgements -- Note -- References -- Appendix -- Spoken - general -- Spoken corpus for an ordinary learner -- 1. Introduction -- 2. Authenticity -- 3. Communicative utility -- 4. Formulaic expressions -- 5. Taking the corpus to the classroom -- 6. Hands-on -- 7. Conclusion -- References -- Spoken - an example -- The use of concordancing in the teaching of Portuguese -- Introduction -- Linguistic resources. Resources for corpus-based teaching -- Lexis and text type -- Conclusion -- References -- Learner corpora -- Learner corpora and their potential for language teaching -- 1. Introduction -- 2. Learner corpora -- 2.1. Learner corpora - the state of the art -- 2.2. Potential and limitations of learner corpora -- 2.3. Ways forward -- 3. Learner corpora and language teaching -- 3.1. Learner corpus studies -- 3.2. Learner corpora and pedagogic material -- 3.3. Learner corpora and data-driven learning -- 4. Conclusion -- Notes -- References -- Appendix -- Current learner corpora and learner corpus projects -- Research -- Composition -- The use of adverbial connectors in Hungarian university students' argumentative essays -- 1. Introduction -- 2. A brief overview of issues concerning the teaching of connectors -- 2.1. The significance of connectors -- 2.2. Why are connectors difficult? -- 3. Research questions -- 4. Methods -- 4.1. The participants and the corpus -- 4.2. Terminology and analytical decisions -- 5. Results and discussion -- 5.1. Adverbial connectors in the Hungarian Corpus -- 5.2. The distribution of adverbial connectors in the Hungarian Corpus -- 5.3. The most common types of semantic relationships in the Hungarian Corpus -- 5.4. The span of the relations marked by adverbial connectors -- 5.5. The position of adverbial connectors in the texts produced by Hungarian writers -- 5.6. Register awareness in the use of adverbial connectors in the Hungarian Corpus -- 6. Conclusion -- 7. Implications for teaching -- 7.1. A concordance-based classroom activity on adverbial connectors -- Notes -- References -- Textbooks -- A corpus-driven approach to modal auxiliaries and their didactics -- 1. Introduction -- 2. Modals in spoken British English (BNC analysis) -- 2.1. Frequency analysis -- 2.2. Different meanings analysis -- 2.3. Co-occurrence analysis. 3. Modals in EFL teaching (textbook analysis) -- 3.1. Frequency analysis -- 3.2. Different meanings analysis -- 3.3. Co-occurrence analysis -- 4. Comparison: The use of modals in "real" English and in "school" English -- 5. Suggestions for the improvement of teaching materials -- 6. Conclusion -- Notes -- References -- Resources - Computing -- Basic processing -- Software for corpus access and analysis -- 1. Starting with the text -- 2. Creating a wordlist -- 3. Adding context -- 3.1. Collocates and collocations -- 4. Wider context -- 5. Lexical frameworks -- 6. More on context -- 6.1. Annotation as context -- 7. Conclusion -- References -- Programming -- Simple Perl programming for corpus work -- 1. Introduction -- 2. When to use Perl -- 3. Step 1: Finding the interpreter and changing access rights -- 4. The Toolbox -- 4.1. Tool no 1: The tokeniser -- 4.2. Tool no 2: The word splitter -- 4.3. Tool no 3: The frequency counter -- 4.4. Tool no 4: A plain concordancer -- 5. Conclusion -- Note -- References -- Network -- Learner oral corpora and network-based language teaching -- Introduction -- 1. The scope of Network-Based Language Teaching (NBLT) -- 2. The scope of Learner Oral Corpora (LOC) -- 3. Strategic foundations of LOC in networked environments -- 4. The digital bridge -- Notes -- References -- Prospects -- New evidence, new priorities, new attitudes -- Introduction -- 1. Four features of language and language description -- 2. Are they inherent in the language or do they arise in the description? -- 3. New hypotheses -- 4. Implications for

teaching and learning -- Conclusion -- Notes -- References -- Notes  
on contributors -- Index -- The series STUDIES IN CORPUS  
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### Sommario/riassunto

After decades of being overlooked, corpus evidence is becoming an important component of the teaching and learning of languages. Above all, the profession needs guidance in the practicalities of using corpora, interpreting the results and applying them to the problems and opportunities of the classroom. This book is intensely practical, written mainly by a new generation of language teachers who are acknowledged experts in central aspects of the discipline. It offers advice on what to do in the classroom, how to cope with teachers' queries about language, what corpora to use including learner corpora and spoken corpora and how to handle the variability of language; it reports on some current research and explains how the access software is constructed, including an opportunity for the practitioner to write small but useful programs; and it takes a look into the future of corpora in language teaching.

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