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Rethinking Language Pedagogy from a Corpus Perspektive

Papers from the third international
conference on Teaching and
Language Corpora



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Rethinking Language Pedagogy From A Corpus Perspective

Joan Cutting, Kenneth Fordyce



Rethinking Language Pedagogy From A Corpus Perspective:

Rethinking Language Pedagogy from a Corpus Perspective Lou Burnard, 2000 This selection of edited papers from the third international conference on Teaching and Language Corpora held at Keble College Oxford in 1998 bears witness to the continued expansion of this interdisciplinary field The use of computer corpora is no longer seen as an end in itself but rather as an indispensable tool in language pedagogy both by providing better grounded decisions about the topics to be taught and by facilitating the production of better teaching materials Computer corpora also encourage a shift towards learner centred exploratory teaching practice which are shown to be effective in a wide variety of contexts *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching* Sylviane Granger, Joseph Hung, Stephanie Petch-Tyson, 2002-12-11 This book takes stock of current research into computer learner corpora conducted both by ELT and SLA specialists It should be of particular interest to researchers looking to assess its relevance to SLA theory and ELT practice Throughout the volume emphasis is also placed on practical methodological aspects of computer learner corpus research in particular the contribution of technology to the research process The advantages and disadvantages of automated and semi automated approaches are analyzed the capabilities of linguistic software tools investigated the corpora and compilation processes described in detail In this way an important function of the volume is to give practical insight to researchers who may be considering compiling a corpus of learner data or embarking on learner corpus research The volume is divided into three main sections Section 1 gives a general overview of learner corpus research Section 2 illustrates a range of corpus based approaches to interlanguage analysis Section 3 demonstrates the direct pedagogical relevance of learner corpus work

Digital Literary Studies David L. Hoover, Jonathan Culpeper, Kieran O'Halloran, 2014-02-05 Digital Literary Studies presents a broad and varied picture of the promise and potential of methods and approaches that are crucially dependent upon the digital nature of the literary texts it studies and the texts and collections of texts with which they are compared It focuses on style diction characterization and interpretation of single works and across larger groups of texts using both huge natural language corpora and smaller more specialized collections of texts created for specific tasks and applies statistical techniques used in the narrower confines of authorship attribution to broader stylistic questions It addresses important issues in each of the three major literary genres and intentionally applies different techniques and concepts to poetry prose and drama It aims to present a provocative and suggestive sample intended to encourage the application of these and other methods to literary studies Hoover Culpeper and O Halloran push the methods techniques and concepts in new directions apply them to new groups of texts or to new questions modify their nature or method of application and combine them in innovative ways

The NNEST Lens Ahmar Mahboob, 2010-02-19 The NNEST Lens invites you to imagine how the field of TESOL and applied linguistics can develop if we use the multilingual multicultural and multinational perspectives of a NNEST Non Native English Speakers in TESOL lens to re examine our assumptions practices

and theories in the field The NNEST lens as described in and developed through this volume is a lens of multilingualism multinationalism and multiculturalism through which NNESTs and NESTs as classroom practitioners researchers and teacher educators take diversity as a starting point in their understanding and practice of their profession The 16 original contributions to this volume include chapters that question theoretical frameworks and research approaches used in studies in applied linguistics and TESOL as well as chapters that share strategies and approaches to classroom teaching teacher education and education management and policy As such this volume will be of interest to a wide range of students practitioners researchers and academics in the fields of education and linguistics

The Handbook of English Linguistics Bas Aarts, April McMahon, 2008-04-15 The Handbook of English Linguistics is a collection of articles written by leading specialists on all core areas of English linguistics that provides a state of the art account of research in the field Brings together articles from the core areas of English linguistics including syntax phonetics phonology morphology as well as variation discourse stylistics and usage Written by specialists from around the world Provides an introduction to a key area of English Linguistics and includes a discussion of the most recent theoretical and descriptive research as well as extensive bibliographic references

Corpus-based Analyses of the Problem-Solution Pattern Lynne Flowerdew, 2008-02-06 This book reports research on the Problem Solution rhetorical pattern which has to date received very little attention in corpus based studies Insights from genre analysis and systemic functional grammar are also applied to the analysis of the Problem Solution pattern thus moving towards a more multi faceted analysis of corpus data The pattern is investigated in two specialized corpora of technically oriented report writing a professional corpus and a student corpus using a key word and key key word analysis Phraseological analyses of key words in both corpora are presented Data show that students writing lacks a range of lexico grammatical patternings for expressing the Problem and Solution elements of the pattern The book concludes with some pedagogic implications and applications of the findings Suggested concordancing activities are discussed within the context of key issues in the field of data driven learning

English Teaching Forum, 2007 Forum, 1982

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational

Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings **Pragmatics** Joan Cutting, Kenneth Fordyce, 2020-11-25 Routledge English Language Introductions cover core areas of language study and are one stop resources for students Assuming no prior knowledge books in the series offer an accessible overview of the subject with activities study questions sample analyses commentaries and key readings all in the same volume The innovative and flexible two dimensional structure is built around four sections introduction development exploration and extension that offer self contained stages for study Each topic can also be read across these sections enabling the reader to gradually build on the knowledge gained Now in its fourth edition this best selling textbook Covers the core areas of the subject speech acts the cooperative principle relevance theory corpus pragmatics politeness theory and critical discourse analysis Has updated and new sections on intercultural and cross cultural pragmatics critical discourse analysis and the pragmatics of power second language pragmatic competence development impoliteness post truth discourse vague language pragmatic markers formulaic sequences and online corpus tools Draws on a wealth of texts in a variety of languages including political TV interviews newspaper articles extracts from classic novels and plays recent international films humorous narratives and exchanges on email messaging Facebook Twitter and WhatsApp Provides recent readings from leading scholars in the discipline including Jonathan Culpeper Lynne Flowerdew and C sar F lix Brasdefer Is accompanied by eResources featuring extra material and activities Written by two experienced teachers and researchers this accessible textbook is an essential resource for all students of English language and linguistics A Comparative Study of Wh-Words in Chinese Efl Textbooks, Elicited Native and Non-Native Speaker Data and Written Native and Non-Native Speaker Corpora Feifei Zhang, 2015-06-24 This study presents a corpus based analysis of the use of wh sentences by language learners in language textbooks and in authentic written discourse It focuses on the polysemeous nature of wh words which can be used as interrogatives declaratives and to introduce subordinate clauses The analysis of wh sentences in EFL textbooks showed that there are more prototypical examples at low proficiency levels When teaching the interrogative textbooks focus almost exclusively on grammatical words particularly at the beginners level The analysis of wh sentences elicited from Chinese speaking learners of English and Expert users of English suggested that the prototypical structure is very strong in both sets of data although native speakers tend to use more prefabricated chunks of language The analysis of wh sentences from native speakers and non native speakers written corpora suggested that subordinate clauses are strongly present in both corpora except for the word why in non native speakers data The use of different words occurring immediately after wh words in the two corpora can be explained by 1 the relatively small vocabulary size of the L2 speakers 2 non native speakers lack of awareness of restricted collocations 3 L1 transfer 4 over under generalization of rules and 5 textbooks *English as a Lingua Franca: Perspectives and Prospects* Marie-Luise Pitzl, Ruth Osimk-Teasdale, 2016-07-11 In the past 15 years English as a lingua franca ELF has evolved from a niche topic of a

relatively small group of specialists to a highly productive research area that now has a firm place on the map of linguistics. Looking back as well as forward this edited volume addresses perspectives and prospects of ELF in connection with other areas of linguistics. It is the first volume that brings together ELF scholars with experts from a wide range of areas in linguistics such as corpus linguistics, sociolinguistics, historical linguistics, language pedagogy, language policy, intercultural communication. Adopting an inter transdisciplinary approach the book traces the impact that discussions about ELF have had or may have beyond the study of ELF as such for the conceptualization, description, methodology, pedagogy and politics of English. As the book combines external perspectives on ELF provided by well known scholars in diverse fields with a smaller number of internal perspectives provided by prominent ELF scholars it will be of interest not only to students and researchers interested in ELF but also to students and scholars in Applied Linguistics, Sociolinguistics and Intercultural Communication.

The Concise Encyclopedia of Applied Linguistics Carol A. Chapelle, 2020-01-09. Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics. Applied linguistics is an interdisciplinary field that identifies, examines and seeks solutions to real life language related issues. Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts, research and methods used by applied linguists working in the field. This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics www.encyclopediaofappliedlinguistics.com the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting and many others. Accessible for readers who are new to applied linguistics. The Concise Encyclopedia of Applied Linguistics includes entries written by experts in a broad range of areas within applied linguistics. Explains the theory and research approaches used in the field for analysis of language, language use and contexts of language use. Demonstrates the connections among theory, research and practice in the study of language issues. Provides a perfect starting point for pursuing essential topics in applied linguistics. Designed to offer readers an introduction to the range of topics and approaches within the field. The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

Semantic Prosody Dominic Stewart, 2010-03-17. Semantic Prosody is the first full length treatment of semantic prosody, a concept akin to connotation but which connects crucially with typical lexical environment. For example it has been claimed that the adverb *utterly* is characterised by an unfavourable semantic

prosody on account of its habitual co occurrence with words denoting unfavourable states of affairs such as ridiculous disgraceful and miserable Primarily for this reason semantic prosody has emerged almost exclusively within the field of corpus linguistics However the overall picture is complex and this book offers a much needed review of how semantic prosody has been described and approached in contributions on the subject as well as a critical analysis of those contributions and a number of case studies It discusses the relevance of the theory of priming in this area and whether semantic prosody has cogency as a theoretical concept Lastly it points the way for future research Since work on semantic prosody so far has been occasional brief and distributed across a range of monographs articles and conference papers this book which does not assume previous knowledge of the subject will constitute a fundamental work of reference for scholars teachers and students alike At the same time Semantic Prosody goes beyond the central topic of the work with wide reaching implications for both corpus linguistics and linguistics overall In this sense the concept of semantic prosody is used as a springboard for investigations into issues of vital importance for corpus studies such as the structuring and presentation of text in a corpus the varying methodologies adopted by analysts to approach and interpret corpus data as well as broader issues such as the role of intuition introspection and elicitation in empirical language studies English for Academic Purposes Giuliana Diani,2015-10-05 The analysis of academic genres and the use of corpus resources methods and analytical tools are now central to a great deal of research into English for Academic Purposes EAP Both genre analysis and corpus investigations have revealed the patterning of academic texts at the levels of lexicogrammar and discourse and have led to richer understandings of the variations in such patterning between genres and between disciplines The thirteen contributions included in this volume address issues in academic discourse studies from a range of perspectives namely corpus based research into EAP at the lexicogrammatical and genre levels Section 1 intercultural EAP research Section 2 English as a Lingua Franca in academic communication Section 3 and the relationships between corpus genre and pedagogy in EAP with an emphasis on implications and applications Section 4 The collection is aimed primarily at teachers students and researchers of EAP and applied corpus linguistics but will also interest applied linguists in general The emphasis of the contributions varies from studies with predominantly linguistic orientations to those focussing on practical applications

The Handbook of Language Teaching Michael H. Long,Catherine J. Doughty,2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly

important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

Perspectives on the Introductory Phase of Empirical Research Articles (Kathy) Ling Lin, 2019-10-22 Combining English for Specific Purposes ESP genre based analysis corpus based language studies and semi structured interviews this book represents the first multi faceted project on the macro structure of empirical research articles ERAs from both synchronic and diachronic perspectives and on the I LR patterned introductory phase comprising two introductory sections i e the Introduction and the Literature Review in RAs drawn from civil engineering and applied linguistics journals regarding their rhetorical organization use of citation and structural and functional links and variations The project comprises three logically interconnected studies using a multi perspective the cross disciplinary cross generic emic and published advice vs actual expert practices perspectives approach It will make a significant contribution to our understanding of the genre evolution rhetorical organization and citation features of ERAs enrich English for Academic Purposes EAP theories and facilitate the development of EAP pedagogy and materials

How to Use Corpora in Language Teaching John McHardy Sinclair, 2004-01-01 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

Meaning in Translation Barbara Lewandowska-Tomaszczyk, 2010 collection of selected articles from the joint International Maastricht odz Duo Colloquia on Translation and Meaning Introduction

Corpora in the Foreign Language Classroom, 2015-07-14 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 linguistics 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

Rethinking Language Pedagogy From A Corpus Perspective Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Rethinking Language Pedagogy From A Corpus Perspective**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Rethinking Language Pedagogy From A Corpus Perspective Introduction

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