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**Pedagogical applications of corpora:
Some useful resources, their potential, and a wish list**

In the context of language learning and teaching corpora and corpus evidence have been used for more than twenty years now. Tim Johns's data-driven learning (DDL), Dieter Mindt's empirical grammar research, and John Sinclair's work with COBUILD can be considered particularly groundbreaking developments in this field in the 1980s. Nowadays, an increasing number of researchers and practitioners treasure what corpus linguistics has to offer to language pedagogy and regard corpora as useful tools in their everyday work. However, despite the progress that has unquestionably been made in the past two or three decades, I would still be hesitant to say that corpora have after all fully 'arrived' on the pedagogical landscape (they certainly haven't in the foreign language teaching classroom).

The aim of the present paper is to briefly review what has actually been achieved so far in the field of corpus linguistics and language teaching, both on the direct and the indirect application side, and then to question what should be done that has not yet been accomplished. In particular, I will focus on the availability of resources (or their unavailability as the case may be), address some related methodological issues, and exemplify the pedagogical potential of corpora by means of a case study on the use of progressive verb forms in real English and 'school' English. I will then devise a list of desiderata with respect to necessary resources and required research activities, and discuss where we could, or where we should go next in the use of corpora and corpus evidence in the learning and teaching of languages.