

Corpus research and practice

What help do teachers need and what can we offer?

Ute Römer

Despite the progress that has recently been made in the field of corpus linguistics and language teaching, it is not clear what impact corpora have actually had so far on English language teaching practice. Corpus researchers often claim that corpus linguistics can make a difference for language teaching and that it has an immense potential to improve pedagogy, but perhaps do not focus enough on the interface of research and practice. They do not make sufficient efforts to reach practitioners, especially teachers, with the 'corpus mission', do not know enough about the needs of teachers, and do not show them where corpora can help them solve everyday problems. The present chapter aims to address these issues. It centres on a teachers' needs analysis carried out to capture important aspects about the situation of teachers, their problems and wishes they might have. A questionnaire was devised that covered topics such as the quality of existing teaching materials, authenticity in language teaching, and the teachers' language competence and exam marking. This chapter will present selected results from the teachers' survey and discuss where corpus linguistics (or corpus linguists, rather) could, and should perhaps, offer help to teachers, hence showing them that corpus research *can* have an impact on pedagogical practice and that corpora *can* actually make a difference.

1. Introduction: Research and practice

There has recently been a lot of research activity in the field of corpus linguistics and language teaching (see, for example, the contributions in Aston et al. (eds) 2004; Connor and Upton (eds) 2004; Kettemann and Marko (eds) 2002; and Sinclair (ed.) 2004). Some considerable progress has unquestionably been made in providing corpus-based descriptions of the language *for* learners and of the language *of* learners. Researchers in the TaLC (Teaching and Language Corpora) tradition, including myself, keep claiming that, taken seriously, corpus linguistics

can make a difference for language learning and teaching and that it has an immense potential to improve pedagogical practice.¹ Johansson (2007), for example, notes that “corpora can be a good means of teaching and learning” and that “[t]hrough corpora we now have a new generation of dictionaries and grammars reflecting the way language is actually used.” An obvious question, however, that is rarely asked in this context (though see Mukherjee 2004 and Tribble 2000) is ‘What effect has corpus research actually had on the English language teaching *practice* so far?’ I would hence suggest that we ask ourselves what we (as corpus researchers) know about the situation of teachers, and that we focus more on the interface of corpus research and teaching practice. An important task in this context will be to find out what we could do for language teaching practitioners.

In this paper I will report on a survey among qualified English language teachers at secondary schools (*Gymnasien*) in Germany. The aim of the survey was basically to elicit information on the teachers’ work situation and to collect comments on problems and wishes they might have. In the following sections I will first turn to a discussion of selected results from this survey and then sketch possible ways in which corpus linguists could react to these results.

2. Helping teachers with their everyday problems

In Römer (2006) I provide an overview of pedagogical corpus applications and devise a wish list for future activities in the field. Among other things, this wish list addresses the issue of ‘missionary work’ by which I refer to the idea of ‘spreading the word’ about corpora and what they can do among language teaching practitioners. I argue, for instance, that “[a] next important step will be to reach teachers” and that “[t]he task of the corpus linguist would be to show the teacher where corpora can help her/him solve everyday problems [...]” (Römer 2006: 128, 129). To do this, however, we first have to determine what help teachers actually need and what their “everyday problems” are. As long as we are not in touch with practitioners and ask them about their situation, it will remain difficult to provide them with tailored tools and resources for corpus-inspired teaching and learning.

1. Since 1994, conferences on this topic (Teaching and Language Corpora) have been organised every other year. The first seven events in this series took place in Lancaster (1994 and 1996), Oxford (1998), Graz (2000), Bertinoro (2002), Granada (2004), and Paris (2006). For details about the coverage of TaLC, readers are referred to the proceedings volumes of TaLC 1 to TaLC 6 (Wichmann et al. 1997; Botley et al. 1996; Burnard and McEnery 2000; Kettemann and Marko 2002; Aston, Bernardini and Stewart 2004; and Hidalgo, Quereda and Santana 2007).

2.1 What help do teachers need? – Selected results from a survey

In order to find out more about the needs of English language teachers, I carried out a survey. I teamed up with an experienced secondary school teacher (L1: German, subjects: English and Dutch) to devise a questionnaire that would cover central aspects of the challenges teachers face in their job and that would allow the informants to make comments on required or desired support in dealing with these challenges.

This questionnaire covered topics such as the quality of existing teaching materials, the availability of appropriate materials and reference tools, and the teachers' language competence and exam marking. The questionnaire consisted of 13 statements related to these topics, e.g. "Existing teaching materials provide sufficient support in teaching vocabulary." The informants were asked to agree or disagree with the statements, by ticking one of the following four options: "I fully agree", "I partly agree", "I disagree", "I don't know".² Below each statement there was a "Comments?" box which enabled the teachers to state their opinion and to justify their decisions on agreement or disagreement with the statements. About 120 questionnaires were sent out, 78 of which were completed and returned.³ The informants were all non-native speakers of English (with German as their L1) and taught pupils from grades 5 to 13 (first-year English to English A-level pupils) at secondary schools in different parts of Germany, mainly in Lower-Saxony and North Rhine-Westphalia. All teachers responded to all statements in the questionnaire and about a third of them made extensive use of the comments option, which provided some interesting insights about their situation and about where they would like to get help. Let us now look at some results from the survey.

As mentioned above, one of the topics addressed in the questionnaire was the grading of pupils' in-class essays (or exams in general). The teachers were, for example, asked to agree or disagree with the statement "When marking exams, I feel insecure at times about right/wrong decisions and would need the advice of a native speaker." The pie chart in Figure 1 shows that only 9 out of 78 teachers (11.54%) disagree with this statement. More than 88% of the informants either fully or partly agree that marking exams poses problems that relate to their language competence. The teachers were also asked to write down which resources they use

2. In retrospect, I think that it would have been better to use a grading scale from 1 to 6 (or at least a fifth option "I partly disagree") in order to allow for more graded responses.

3. Many thanks are due to the following teachers who helped me distribute and collect the questionnaires: Simon Chlouba, Ulla Dvořák, Gabriela Fellmann, Stefan Hanke, Christiane Lütge, Hermann-Josef Müller, Thomas Müller, Walburga Müller, Sven Naujokat, Claudia Reichel, Ulrich Salden, Annika Seligmann, Susanne Wolff, and Birgit Ziegenmeyer.

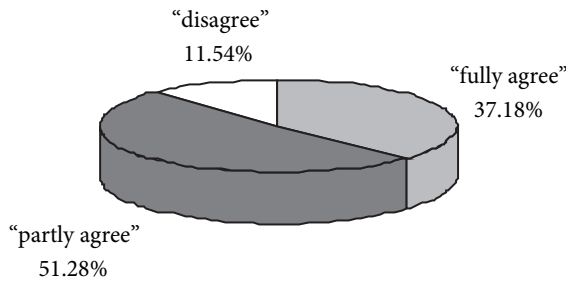


Figure 1. Teachers' agreement and disagreement with the statement "When marking exams, I feel insecure at times about right/wrong decisions and would need the advice of a native speaker"

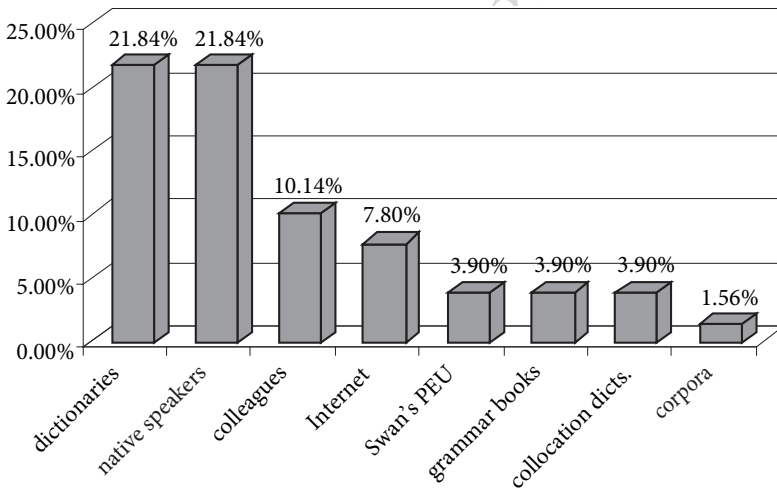


Figure 2. Resources consulted by teachers in exam marking (multiple answers were possible)

in such situations to answer the question "Can you say that in English?" Figure 2 summarises the responses given on that issue. Most frequently mentioned as resources (each by 21.84% of the teachers) were (mainly monolingual) dictionaries and native speakers. Several teachers referred to "native speaker friends" who they can phone or email when they need advice on language problems. Other teachers appear to be in a less fortunate situation. One of them noted that s/he would often like to check with a native speaker whether a certain construction or collocation in a learner's essay was acceptable or not, but that "unfortunately, native speakers are not always immediately available when you need them", so all s/he is left with

in such cases is her/his non-native speaker intuition. On a more critical note, one teacher wrote that “even native speakers don’t always know the answer” and that “some kind of online service would probably be faster and better – and definitely more readily available (24 hours)”. Another informant questioned the reliability of native-speaker judgements, claiming that “a native speaker is by no means a guarantee for correct English”.

Apart from dictionaries and native speakers, several teachers also ask colleagues for help (10.14%) or consult the Internet (7.8%). It did not become clear, however, whether this mainly refers to the use of Google or other commercial search engines, or whether “the Internet” stands for dictionaries that are available online. Both tools (Google and online dictionaries) were actually mentioned on the questionnaires, but only by two teachers. Collocation dictionaries, grammar books, and Michael Swan’s *Practical English Usage* (Swan 2005) were also mentioned as useful resources by a small number of teachers (each resource by 3.9%). Two informants said that they sometimes consult corpora (one of them mentioned the BNC but did not specify which version or interface s/he uses) but only if they “have enough time”.

Interesting comments were also made on the question of the availability of reliable resources that teachers could consult to solve the “Can you say that in English?” problem. While the distribution of answers presented in Figure 3 gives the impression that the majority of teachers are reasonably happy with what is available (less than 22% of them expressed disagreement), the actual comments convey a different picture. Several informants noted that it often takes too long to find answers in dictionaries, and that dictionaries are usually not a very useful resource when they need information on the acceptability of word-combinations. One teacher commented that “simply looking up solutions for problems with complex items (e.g. phrasal verbs) is not always straightforward.” Another teacher thought that “it would be ideal to have an electronic device (perhaps a database or computer program?) where you could type in two words to check whether a preposition or collocation actually fits.”

A further topic addressed in the questionnaire was the quality of the coursebooks currently used in the ELT classroom. The teachers were asked to state whether the teaching materials they had at their disposal provided sufficient support in teaching grammar and vocabulary, or whether they had to put a considerable amount of work into the creation of materials themselves. As the chart in Figure 4 shows, only 10.26% of the informants think that the coursebooks they use actually offer enough support in teaching grammar and teaching vocabulary. The rest of the teachers either fully (39.74%) or partly (50.00%) agree that they have to put a considerable amount of work into the creation of materials themselves. More revealing than the mere percentages, however, are again the teachers’

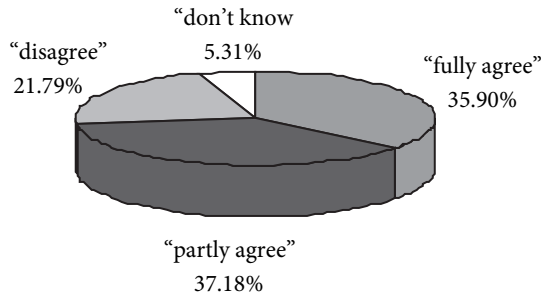


Figure 3. Teachers' agreement and disagreement with the statement "There are enough reliable resources available that I can consult in the correction of class tests"

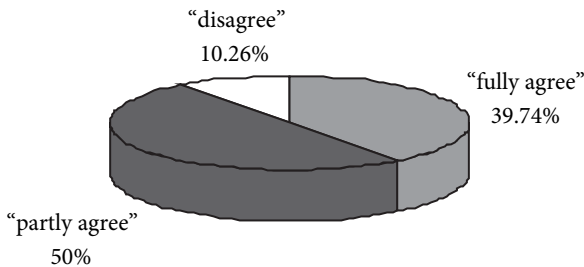


Figure 4. Teachers' agreement and disagreement with the statement "Teachers have to put a considerable amount of work into the creation of teaching materials themselves"

comments on this issue. The comments hint at a number of shortcomings of the textbooks that are currently used, for example that

- "they offer too few exercises"
- "they do not include enough texts which capture real-life situations"
- "they focus mainly on British English and not enough on American English"
- "they marginalise language variation"
- "there is a lack of interesting, authentic, and up-to-date material"
- "vocabulary is not presented in authentic collocations"
- "the texts do not catch the pupils' interest and are often inappropriate for the target group"
- "textbook language cannot keep track of language change since real language develops fast and it takes too long to develop a new textbook series".

Teachers who want to present their pupils with better materials are hence forced to invest time in searching for more interesting and more authentic texts and in

creating additional exercises. Judging from the teachers' comments, this is particularly true for classes on more advanced levels (seven teachers explicitly stated that a lot of work is left to them in the creation of materials for grades 11 to 13, i.e. the final three years before the A-levels). On the issue of authenticity, one teacher noted that "many of the textbook dialogues sound staged" and that they "may not be useful to train the learners' communicative competence". On a similar note, another informant observed that "the texts in the coursebooks have been constructed, so that certain words and structures can be introduced." S/he went on stating that, as a result of this, s/he is "constantly searching for more natural and more appropriate texts that include examples of a particular structure and at the same time catch the pupils' interest" (s/he mentioned song lyrics, such as Midge Ure's "If I was" to introduce conditionals).

By way of summarising the results of the survey, we can say that what teachers seem to want and need is

- a wider range of better teaching materials with more interesting, longer and genuine texts, and with more exercises
- textbooks that reflect actual language use and cover variation
- textbooks that keep track of language development
- tools which enable an ad-hoc creation of suitable materials, e.g. worksheets on particular lexical items or structures
- help with exam marking
- more reliable and more quickly accessible resources or reference tools that help them solve the question "Can you say that in English?", perhaps "an on-line service or database", as one teacher wrote
- an always available native-speaker consultant, and, last but not least
- more time.

In the following sections I will respond to these needs and wishes from a corpus linguist's perspective.

2.2 What help can corpus linguistics offer?

Now that we know more about the problems teachers face in their job and about the needs they have, we can discuss where and how corpus resources and the corpus linguist could come in to offer help. The problems and wishes mentioned by the teachers centre around four key issues which will now be dealt with in turn: better teaching materials, support in creating materials, native speaker advice, and more reliable reference tools.

2.2.1 Better teaching materials and support in creating materials

The launch of the first COBUILD learners' dictionary in 1987 (Sinclair et al. 1987) indicated an important turn in pedagogically-oriented lexicography and had a strong impact on dictionaries which have been compiled since then. Soon other publishers followed the COBUILD team in basing their dictionaries on large corpora, and nowadays it is hard to find an English language dictionary that is not corpus-based. Unfortunately, corpora and the results of corpus research have not yet exerted such a strong influence on EFL textbooks. The coursebook series that are used in schools across Germany, for instance, are to my knowledge not based on corpus evidence and still include a large share of invented texts and constructed dialogues (see the example from English G 2000 A1 in (1); cf. also Römer 2005:277–280).

- (1) JENNY Have you got a red felt-tip, Debbie?
 DEBBIE No, I haven't.
 JENNY Of course you've got a red felt-tip. Look.
 DEBBIE Oh, you're right. Sorry. Yes, I have, Jenny. Here.
 JENNY Thanks.
 BEN Have you got a garden, Nick?
 NICK Yes, we have.
 DEBBIE Jenny, have Sita and her family got a garden?
 JENNY No, they haven't.
 BEN And have you got a swimming-pool?
 NICK No, of course we haven't. (Schwarz 1997: 30)

The good news is, however, that the first entirely corpus-based EFL textbook series are currently being compiled, mainly for the American market. Worth mentioning here are McCarthy et al.'s *Touchstone* volumes and Barlow's *CorpusLAB* books (cf. McCarthy et al. 2005; Barlow and Burdine 2006). It is to be hoped that materials of this kind, which include genuine instead of invented language and take corpus findings into account, will soon also be available to the teachers who participated in our survey. What is certainly needed in this context is a close collaboration between corpus researchers and textbook publishers. While the corpus linguist can provide access to a large number of authentic language samples, insights into language patterning, and information about the distribution of items across different language varieties and registers, the materials writer has the required knowledge about the pedagogical principles that have to be observed when it comes to making decisions about the sequencing and, in particular, the presentation of lexical items and grammatical structures.

What is the missing word in each of the following sentences – ‘speak’ or ‘talk’?

I’m not here to _____ on behalf of the theatre at all.
 Are you able to _____ English fluently?
 I’d like to _____ about something with you.
 I managed to put her off that idea, managed to _____ her out of that.
 So you’re free to _____ your mind.
 Excuse me could you _____ up just a little bit? Yes yes er thank you.
 I will _____ to David about it as well.
 Mothers and fathers _____ differently to sons and daughters.
 Men tend to _____ like that, don’t they?
 You’re not allowed to _____ for the rest of the week.

Figure 5. An example of a data-driven learning exercise on the near-synonyms “speak” and “talk”

A possible response to the teachers’ call for “more exercises” could be the creation of suitable data-driven learning (DDL) materials for learners on different proficiency levels. DDL exercises present the learner with concordance samples directly taken from a corpus or with selected instances of lexical-grammatical items in context. Based on this “used” language material (in Brazil’s 1995 terms), the learner is encouraged to explore the use of words and phrases in an autonomous way, which means that s/he learns “by discovery” (cf. Bernardini 2000, 2002 and 2004) and becomes a better noticer and more language aware. Using a somewhat more controlled type of data-driven learning (cf. Johns 1991 and 2002), teachers could also present their pupils with sets of pre-selected concordance lines, for example from concordances of near-synonyms or, in general, expressions that are commonly confused but show differences in usage (e.g. “speak” and “talk”, “if” and “whether”, or “big” and “large”). In the selected lines, the teacher could then blank the searchwords and ask the learner to fill the gaps. An example of such a DDL task, based on the items “speak” and “talk”, is displayed in Figure 5. Although exercises of this type can already be found in some publications by applied corpus linguists (cf. e.g. Sinclair 2003; Tribble and Jones 1997) and on the Web,⁴ it will be an important future task for the corpus researcher to create more DDL materials that address particular language items (especially items which cause constant problems for learners) and that could be used directly in the EFL classroom.

A further step towards integrating corpus-based exercises and discovery learning in language teaching would be to train teachers in working with corpora

4. Links to a number of data-driven learning exercises can be found on Tim Johns’ and Pas-sapong Sripicharn’s websites at <http://www.eisu.bham.ac.uk/johnstf/timconc.htm> and http://www.geocities.com/tonypgnews/units_index_pilot.htm (accessed 1 November 2006).

so that they could design required materials themselves whenever they needed them. I would argue that corpora and concordance packages present very useful resources for the creation of exercises that motivate the learner and promote her/his language awareness. What is hence required are courses taught by corpus linguists and tailored to the teachers' needs. Such courses could either be part of the general teacher training programme that every English language teacher has to do, or they could be offered to practicing teachers in the form of "advanced teacher training workshops", as sketched by Mukherjee (2004: 240). However, since the schedules of teachers and teacher trainees tend to be rather full already, it might be more sensible to start the 'corpus mission' at the level of initial teacher training at universities and introduce future teachers to corpora and their pedagogical potential at this early stage. An obligatory university course in "Corpus linguistics and language teaching", for instance, could show students where linguistic research findings can be relevant for the teaching practice and how they could profit from the use of corpora in language teaching and learning in their future job. My experience with teaching a course of this kind to third and final year students at the University of Hanover during the summer term 2006 was very positive, and the feedback I received from the course participants (all students intending to enter the teaching field), especially on the relevance of what we discussed for their careers as teachers, was overwhelming.

As mentioned above, the creation of suitable materials should, however, not be left entirely to the teacher. What is undoubtedly required is more support from the research community in developing resources for the hand of the teacher. To give just one example, tools similar to Mike Scott's Guardian Keywords Database (see Scott 2002), perhaps based on text collections of texts that are even more relevant for the learner than Guardian newspaper texts (e.g. texts from spoken domains), could be immensely valuable for the teacher and greatly facilitate the creation of suitable materials on particular word fields (e.g. sports, travelling, politics, etc.). Another very useful resource might be an online platform which combines a database with templates of DDL exercises and corpora with an easy-to-use search interface. If the exercise templates (e.g. a gap-fill template) could then be filled with raw or filtered concordance output from simple queries of the teacher's choice, an ad-hoc creation of DDL materials on a wide range of lexical-grammatical phenomena would be possible.

2.2.2 Native speaker advice and more reliable reference tools

One of the things our survey has highlighted is the teachers' need for help in the correction of class tests and learners' essays. It is hence not surprising, that a frequently mentioned item on the informants' wish lists was the "always available native speaker". I would argue that this is a wish that corpus linguistics can easily

fulfil – after all, a corpus usually contains the language output of thousands of native speakers (unless we are dealing with a learner corpus). In a similar vein, Barnbrook (1996: 140) has very appropriately described the computer corpus as “a tireless native-speaker informant, with rather greater potential knowledge of the language than the average native speaker”.⁵ What is more, unlike native speakers corpora are available 24 hours a day, seven days a week and thus enable teachers to check language points and find information on common word-combinations or the typical usage of an item whenever they want (on this issue, see also Boulton and Wilhelm 2006). Of course, Web search engines can basically perform the same trick, which suggests that teachers could also google for answers to the question “Can you say that in English?” However, since the Web is anything but a principled and controlled (or controllable) collection of texts (which is true for linguistic corpora), the output of Google and other commercial search engines has to be treated with a lot of caution, in particular with respect to the sources of Web-attested examples. I would therefore refer teachers who desire native-speaker advice on seemingly odd word-combinations in their pupils’ exams or essays to one of the larger corpora that are searchable online.⁶ To give just one example, a teacher who stumbles over a phrase like “he was forced to make a diet”⁷ and is unsure about more idiomatic ways of expressing what the learner wanted to say here could simply look up “diet” in a corpus and check the phraseology of the word. The teacher would then find out that the patterns preferred by native speakers are “TO GO on a diet” and “TO BE on a diet” and that “make a diet” is an unusual collocation (see the concordance sample from a BNC search in Figure 6).

The corpus can thus be seen as a valuable reference tool for the teacher – a tool which is perhaps more reliable than many of the available teaching materials or (non-corpus-based) usage handbooks. Corpus searches can provide answers to many language-related questions, especially questions about the combinability

5. Barnbrook’s statement links up nicely to one teacher’s criticism of the reliability of native-speaker judgements (see Section 2.1).

6. Worth mentioning here are the COBUILD Concordance and Collocations Sampler that provides access to part of the Bank of English (see <http://www.collins.co.uk/Corpus/CorpusSearch.aspx>, accessed 1 November 2006) and the following search interfaces to the British National Corpus: BNC Simple Search (<http://thetis.bl.uk/lookup.html>, accessed 1 November 2006), Phrases in English, PIE (<http://pie.usna.edu/simplesearch.html>, accessed 1 November 2006), and VIEW, Variation in English Words and Phrases (<http://view.byu.edu/>, accessed 1 November 2006).

7. This is an attested example taken from the German part of ICLE, the International Corpus of Learner English (cf. Granger, Dagneaux & Meunier 2002). This subcorpus of ICLE comprises mainly non-academic argumentative essays written by 3rd and 4th year university students and has a size of about 234,000 words.

1	his is, and erm she went	on a, a diet,	I don't know what, ho
2	pression. I mean you may be	on a diet	and see a wonderful cr
3	ittle tiddy bit, I might be	on a diet	you try and get rid of
4	when you're supposed to be	on a diet.	The best of cheese
5	colate muffins you won't be	on a diet	will you? You know. No
6	it's funny since I've been	on a diet	er, it is, I must be g
7	adache every, cos I've been	on a diet	and she turned round a
8	I've been up when I've been	on a diet,	I mean smelling, smok
9	I could say well I could go	on a diet,	but, er and keep on t
10	parts . Well no she did go	on a diet,	she used to go and se
11	ut the trouble is when I go	on a diet	the first place I
12	e you went well you must go	on a diet!	I had been on diets a
13	d I said I can't wait to go	on a diet!	Oh alright then and
14	for a we, we'd eat, we'd go	on a diet	and then we wouldn't e
15	it could be. But I'm going	on a diet	I'm on a diet this wee
16	I'm just too fat, I'm going	on a diet,	and you have sufficie
17	have Cos I'm	on a diet	anyway. So I
18	But I'm going	on a diet	I'm on a diet this week I'm not quit
19	some chocolate though. I'm	on a diet	again. This year I wen
20	How do you know I'm	on a diet?	Put put three down fr

Figure 6. An extract from a BNC concordance of “a diet” (sorted to the left)

of words and the appropriateness of collocations. An alternative to encouraging teachers to get their hands on online corpora would be to fulfil the teachers' wish for an “online service or database” that provides answers to tricky language questions. Such a service already exists in Hong Kong. English language teachers at Hong Kong schools have access to a website called TeleNex, short for “Teachers of English Language Education Nexus” (Tsui 2005: 337), which serves as a forum for all sorts of language-related questions they may have. TeleNex is supported by a team of language specialists from the University of Hong Kong who use corpus evidence to respond to questions discussed in the TeleNex “Language Corner” (Tsui 2004 and 2005). An example query posted by a teacher and taken from Tsui (2005) is given in (2) below. To respond to the teacher's problem, the language specialists would summarise corpus findings on the use of the items in question and provide selected concordance lines to highlight their central usage patterns. The TeleNex website presents a wonderful aid to language teachers in that it supports them in dealing with everyday language-related problems and helps raising their language awareness. It would be good to see a development of more websites of this kind so that similar services could be offered to a larger number of teachers in different countries around the world.

(2) Hi there,

A student asked my colleague when to use “big” and when to use “large”. I couldn’t give her a definite answer. Is there some kind of rule that we should follow?
(Tsui 2005: 340)

3. Conclusion: Research for practice

The present paper has aimed to build a bridge between corpus research and pedagogical practice. By focussing on the situation of language teaching practitioners and their needs, it has explored the role of corpus linguistics (and corpus linguists) in supporting teachers in their work.

The results of a survey among 78 practicing English language teachers indicate that many of the problems teachers have could be solved, at least partially, if they were introduced to some basic corpus resources and received more support from corpus researchers. I here agree with Kennedy (1992: 368) who notes that “[m]any teachers need persuading that corpus linguistics can make a contribution to their professional activity.” A major task for us (corpus researchers) will hence be to ‘spread the word’ about corpora and to inform teachers about what is already available (e.g. online corpora, corpus-based materials and reference works, collections of data-driven learning exercises). Like Mukherjee (2004: 243) who rightly stresses “the need for a large-scale popularization of corpus linguistics among English teachers”, I think that it is about time that we convince more practitioners that they (and their pupils) could greatly benefit from consulting corpora.

In order to reach teachers, universities could for example organise “open days” and offer lectures and workshops on issues that directly relate to the teachers’ problems and needs. An existing and very successful event of this type is the annual “Teachers’ Day” hosted by the Universität des Saarlandes in Saarbrücken, Germany.⁸ In the past three years a number of well-known corpus linguists, including Michael Hoey, Joybrato Mukherjee, Anne O’Keeffe and John Sinclair, gave talks and workshops at this event and introduced teachers to what corpora could do for them.

Another task for the linguist will be to carry out more research ‘at the interface’ and find out more about the needs of language teaching practitioners. If we know what teachers want and what help they need, we can react accordingly. The

8. Information on the Teachers’ Day can be found at <http://fr46.uni-saarland.de/index.php?id=467> and <http://www.uni-saarland.de/fak4/norrick/esf/2006/TeachersDay06.htm> (accessed 1 November 2006).

job of a teacher clearly is a difficult and stressful one, so if corpus linguists can do anything to offer support, they should do it.

Acknowledgements

I would like to thank Karin Aijmer for inviting me to speak at the Gothenburg symposium on “Corpora and Language Teaching”, 2–3 December 2005. I am also grateful to the participants at this symposium, and to my audience at the 7th TaLC (Teaching and Language Corpora) conference in Paris, 1–4 July 2006, for stimulating questions and suggestions after my presentations, and to Michael Barlow for helpful comments on an earlier version of this paper.

References

- Aston, G., Bernardini, S. & Stewart, D. (eds). 2004. *Corpora and Language Learners*. Amsterdam: John Benjamins.
- Barlow, M. & Burdine, S. 2006. *American Phrasal Verbs (CorpusLAB Series)*. Houston TX: Athelstan. <http://www.corpuslab.com> (accessed 1 November 2006).
- Barnbrook, G. 1996. *Language and Computers. A Practical Introduction to the Computer Analysis of Language*. Edinburgh: Edinburgh University Press.
- Bernardini, S. 2000. Systematising serendipity: Proposals for concordancing large corpora with language learners. In *Rethinking Language Pedagogy from a Corpus Perspective*, L. Burnard & T. McEnery (eds), 225–234. Frankfurt: Lang.
- Bernardini, S. 2002. Exploring new directions for discovery learning. In *Teaching and Learning by Doing Corpus Analysis. Proceedings of the Fourth International Conference on Teaching and Language Corpora, Graz 19–24 July, 2000*, B. Kettemann & G. Marko (eds), 165–182. Amsterdam: Rodopi.
- Bernardini, S. 2004. Corpora in the classroom: an overview and some reflections on future developments. In *How to Use Corpora in Language Teaching*, J. M. Sinclair (ed.), 15–36. Amsterdam: John Benjamins.
- Botley, S., Glass, J., McEnery, T. & Wilson, A. (eds). 1996. *Proceedings of Teaching and Language Corpora 1996*. Lancaster: University Centre for Computer Corpus Research on Language.
- Boulton, A. & Wilhelm, S. 2006. Habeant corpus – they should have the body: Tools learners have the right to use. Paper presented at 27e Congrès du GERAS Cours et Corpus, Université de Bretagne Sud, 23–25 March 2006.
- Brazil, D. 1995. *A Grammar of Speech*. Oxford: OUP.
- Burnard, L. & McEnery, T. (eds). 2000. *Rethinking Language Pedagogy from a Corpus Perspective*. Frankfurt: Lang.
- Connor, U. & Upton, T. A. (eds). 2004. *Applied Corpus Linguistics. A Multi-dimensional Perspective*. Amsterdam: Rodopi.

- Granger, S., Dagneaux, E. & Meunier, F. (eds). 2002. *International Corpus of Learner English. Handbook and CD-ROM*. Louvain-la-Neuve: Presses Universitaires de Louvain.
- Hidalgo, E., Quereda, L. & Santana, J. (eds). 2007. *Corpora in the Foreign Language Classroom*. Amsterdam: Rodopi.
- Johansson, S. 2007. Using corpora: from learning to research. In *Corpora in the Foreign Language Classroom*, E. Hidalgo, L. Quereda & J. Santana (eds), 17–31. Amsterdam: Rodopi.
- Johns, T. F. 1991. Should you be persuaded – Two samples of data-driven learning materials. In *Classroom Concordancing [ELR Journal 4]*, T. F. Johns & P. King (eds), 1–16.
- Johns, T. F. 2002. Data-driven learning: The perpetual challenge. In *Teaching and Learning by Doing Corpus Analysis. Proceedings of the Fourth International Conference on Teaching and Language Corpora, Graz 19–24 July, 2000*, B. Kettemann & G. Marko (eds), 107–117. Amsterdam: Rodopi.
- Kennedy, G. 1992. Preferred ways of putting things with implications for language teaching. In *Directions in Corpus Linguistics. Proceedings of Nobel Symposium 82. Stockholm, 4–8 August 1991*, J. Svartvik (ed.), 335–373. Berlin: Mouton de Gruyter.
- Kettemann, B. & Marko, G. (eds). 2002. *Teaching and Learning by Doing Corpus Analysis. Proceedings of the Fourth International Conference on Teaching and Language Corpora, Graz 19–24 July, 2000*. Amsterdam: Rodopi.
- McCarthy, M., McCarten, J. & Sandiford, H. 2005. *Touchstone Student's Book 1*. Cambridge: CUP.
- Mukherjee, J. 2004. Bridging the gap between applied corpus linguistics and the reality of English language teaching in Germany. In *Applied Corpus Linguistics. A Multi-dimensional Perspective*, U. Connor & T. A. Upton (eds), 239–250. Amsterdam: Rodopi.
- Römer, U. 2005. *Progressives, Patterns, Pedagogy. A Corpus-driven Approach to English Progressive Forms, Functions, Contexts and Didactics*. Amsterdam: John Benjamins.
- Römer, U. 2006. Pedagogical applications of corpora: Some reflections on the current scope and a wish list for future developments. *Zeitschrift für Anglistik und Amerikanistik* 54(2): 121–134.
- Schwarz, H. (ed.). 1997. *English G 2000 A1*. Berlin: Cornelsen.
- Scott, M. 2002. Picturing the key words of a very large corpus and their lexical upshots or getting the Guardian's view of the world. In *Teaching and Learning by Doing Corpus Analysis. Proceedings of the Fourth International Conference on Teaching and Language Corpora, Graz 19–24 July, 2000*, B. Kettemann & G. Marko (eds), 43–50. Amsterdam: Rodopi.
- Sinclair, J. M. 2003. *Reading Concordances*. London: Longman.
- Sinclair, J. M. (ed.). 2004. *How to Use Corpora in Language Teaching*. Amsterdam: John Benjamins.
- Sinclair, J. M. et al. (eds.). 1987. *Collins COBUILD English Dictionary for Advanced Learners*. London: HarperCollins.
- Swan, M. 2005. *Practical English Usage*, 3rd edn. Oxford: OUP.
- Tribble, C. 2000. Practical uses for language corpora in ELT. In *A Special Interest in Computers: Learning and Teaching with Information and Communications Technologies*, P. Brett & G. Motteram (eds), 31–41. Whitstable: IATEFL.
- Tribble, C. & Jones, G. 1997. *Concordances in the Classroom: A Resource Book for Teachers*. Houston TX: Athelstan.

- Tsui, A. B. M. 2004. What teachers have always wanted to know – and how corpora can help. In *How to Use Corpora in Language Teaching*, J. M. Sinclair (ed.), 39–61. Amsterdam: John Benjamins.
- Tsui, A. B. M. 2005. ESL teachers' questions and corpus evidence. *International Journal of Corpus Linguistics* 10(3): 335–356.
- Wichmann, A., Fligelstone, S., McEnery, T. & Knowles, G. (eds). 1997. *Teaching and Language Corpora*. London: Longman.

Uncorrected proofs - © John Benjamins Publishing Company