Module 4: Corpus Linguistics Tools in the ESL Writing Classroom

Larissa Goulart
Montclair State University
LITERACIES FOR ALL:
Where We’ve Been & Where We’re Going
Academic Literacies
Academic Literacies

Learning in higher education involves adapting to new ways of knowing: new ways of understanding, interpreting and organising knowledge. Academic literacy practices—reading and writing within disciplines—constitute central processes through which students learn new subjects and develop their knowledge about new areas of study. A practices approach to literacy takes account of the cultural and contextual component of writing and
Corpus Linguistics for Academic Literacies:

1) Analysis of academic genres
2) Analysis of disciplinary differences
3) Development of teaching materials
4) Evaluation of language proficiency
What is a corpus?
What is a corpus?

- A corpus is a large, principled collection of natural texts
- A corpus is a collection of electronic texts usually stored on a computer
- A corpus is available for qualitative and quantitative analysis

(Biber, Conrad and Reppen, 1998; O’Keeffe, McCarthy and Carter, 2003)
What is a corpus?

(BAWE) British Academic Written English Corpus

About BAWE

The British Academic Written English Corpus (BAWE) was collected as part of the project, ‘An Investigation of Genres of Assessed Writing in British Higher Education’. The project was funded by the Economic and Social Research Council, (2004 - 2007 project number RES-000-23-0800).
What is a corpus?

(BAWE) British Academic Written English Corpus

About BAWE

The British Academic Written English Corpus (BAWE) was collected as part of the project, 'An Investigation of Genres of Assessed Writing in British Higher Education'. The project was funded by the Economic and Social Research Council, (2004 - 2007 project number RES-000-23-0800).
What is a corpus?

**British Academic Written English Corpus (BAWE)**

The British Academic Written English Corpus (BAWE) was collected as part of the project ‘An Investigation of Genres of Assessed Writing in British Higher Education’. The project was funded by the [Economic and Social Research Council](https://www.esrc.ac.uk) (2004 - 2007 project number RES-000-23-0800).
What is a corpus?

Michigan Corpus of Academic Spoken English

30 transcripts

<table>
<thead>
<tr>
<th>Transcript ID (click to view)</th>
<th>File Name</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEL115SU005</td>
<td>Medical Anthropology Lecture</td>
<td>6</td>
</tr>
<tr>
<td>LEL175MU014</td>
<td>Intro Biology First Day Lecture</td>
<td>4</td>
</tr>
<tr>
<td>LEL300SU020</td>
<td>Literature and Social Change Lecture</td>
<td>8</td>
</tr>
<tr>
<td>LEL500JU034</td>
<td>Intro Psychology Lecture</td>
<td>4</td>
</tr>
<tr>
<td>LEL295JU035</td>
<td>Intro Engineering Lecture</td>
<td>5</td>
</tr>
<tr>
<td>LEL280JG051</td>
<td>Graduate Macroeconomics Lecture</td>
<td>7</td>
</tr>
<tr>
<td>LEL565SU064</td>
<td>Principles in Sociology Lecture</td>
<td>8</td>
</tr>
<tr>
<td>LEL185SU066</td>
<td>Behavior Theory Management Lecture</td>
<td>11</td>
</tr>
<tr>
<td>LEL220JU071</td>
<td>Intro Communication Lecture</td>
<td>7</td>
</tr>
</tbody>
</table>
What can we do with corpora?
Language Analysis
What can we do with corpora?

**Language Analysis**

Since the compilation of the first corpora, CL has been primarily used to conduct language analysis.

![Image](image_url)

**Figure 2.2** Distribution of lexical word classes across registers
What can we do with corpora?

Language Analysis
What can we do with corpora?

Language Analysis

What are the most frequent verbs of academic writing?
# Most frequent verbs in Academic Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![Icon]</td>
<td>[USE]</td>
<td>211021</td>
<td>211021</td>
<td>27212</td>
<td>32245</td>
<td>32132</td>
<td>35193</td>
<td>43406</td>
<td>40833</td>
</tr>
<tr>
<td>2</td>
<td>![Icon]</td>
<td>[MAKE]</td>
<td>175561</td>
<td>175561</td>
<td>31144</td>
<td>32324</td>
<td>31512</td>
<td>31018</td>
<td>27088</td>
<td>22475</td>
</tr>
<tr>
<td>3</td>
<td>![Icon]</td>
<td>[SEE]</td>
<td>151725</td>
<td>151725</td>
<td>24101</td>
<td>26858</td>
<td>19702</td>
<td>22514</td>
<td>20366</td>
<td>38184</td>
</tr>
<tr>
<td>4</td>
<td>![Icon]</td>
<td>[PROVIDE]</td>
<td>112332</td>
<td>112332</td>
<td>17978</td>
<td>18428</td>
<td>18209</td>
<td>19182</td>
<td>21774</td>
<td>16761</td>
</tr>
<tr>
<td>5</td>
<td>![Icon]</td>
<td>[FIND]</td>
<td>110937</td>
<td>110937</td>
<td>17176</td>
<td>18210</td>
<td>18695</td>
<td>2123</td>
<td>19018</td>
<td>16715</td>
</tr>
<tr>
<td>6</td>
<td>![Icon]</td>
<td>[TAKE]</td>
<td>109983</td>
<td>109983</td>
<td>19301</td>
<td>20212</td>
<td>19388</td>
<td>20135</td>
<td>16751</td>
<td>14196</td>
</tr>
<tr>
<td>7</td>
<td>![Icon]</td>
<td>[SAY]</td>
<td>97418</td>
<td>97418</td>
<td>14611</td>
<td>18739</td>
<td>19214</td>
<td>21877</td>
<td>13592</td>
<td>9385</td>
</tr>
<tr>
<td>8</td>
<td>![Icon]</td>
<td>[BECOME]</td>
<td>90184</td>
<td>90184</td>
<td>18036</td>
<td>17735</td>
<td>16941</td>
<td>15318</td>
<td>11975</td>
<td>10179</td>
</tr>
<tr>
<td>9</td>
<td>![Icon]</td>
<td>[INCLUDE]</td>
<td>85030</td>
<td>85030</td>
<td>12330</td>
<td>13348</td>
<td>14017</td>
<td>15098</td>
<td>16802</td>
<td>13435</td>
</tr>
<tr>
<td>10</td>
<td>![Icon]</td>
<td>[GIVE]</td>
<td>84978</td>
<td>84978</td>
<td>16507</td>
<td>15835</td>
<td>14911</td>
<td>14425</td>
<td>11969</td>
<td>11331</td>
</tr>
<tr>
<td>11</td>
<td>![Icon]</td>
<td>[SHOW]</td>
<td>82536</td>
<td>82536</td>
<td>11579</td>
<td>12684</td>
<td>12988</td>
<td>13507</td>
<td>14168</td>
<td>17610</td>
</tr>
<tr>
<td>12</td>
<td>![Icon]</td>
<td>[KNOW]</td>
<td>71516</td>
<td>71516</td>
<td>12526</td>
<td>12656</td>
<td>12521</td>
<td>14366</td>
<td>11272</td>
<td>8175</td>
</tr>
<tr>
<td>13</td>
<td>![Icon]</td>
<td>[NEED]</td>
<td>66303</td>
<td>66303</td>
<td>9896</td>
<td>10549</td>
<td>11111</td>
<td>12972</td>
<td>13996</td>
<td>7779</td>
</tr>
<tr>
<td>14</td>
<td>![Icon]</td>
<td>[COME]</td>
<td>64484</td>
<td>64484</td>
<td>11884</td>
<td>12395</td>
<td>11687</td>
<td>12480</td>
<td>8877</td>
<td>7161</td>
</tr>
<tr>
<td>15</td>
<td>![Icon]</td>
<td>[WORK]</td>
<td>64445</td>
<td>64445</td>
<td>9610</td>
<td>10266</td>
<td>11406</td>
<td>13536</td>
<td>12746</td>
<td>6881</td>
</tr>
</tbody>
</table>
Does it vary by discipline?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>⬤</td>
<td>⭐</td>
<td>[USE]</td>
<td>211021</td>
<td>211021</td>
<td>27212</td>
<td>32245</td>
<td>32132</td>
<td>35193</td>
<td>43406</td>
</tr>
<tr>
<td>2</td>
<td>⬤</td>
<td>⭐</td>
<td>[MAKE]</td>
<td>175561</td>
<td>175561</td>
<td>31144</td>
<td>32324</td>
<td>31512</td>
<td>31018</td>
<td>27088</td>
</tr>
<tr>
<td>3</td>
<td>⬤</td>
<td>⭐</td>
<td>[SEE]</td>
<td>151725</td>
<td>151725</td>
<td>24101</td>
<td>26858</td>
<td>19702</td>
<td>22514</td>
<td>20366</td>
</tr>
<tr>
<td>4</td>
<td>⬤</td>
<td>⭐</td>
<td>[PROVIDE]</td>
<td>112332</td>
<td>112332</td>
<td>17978</td>
<td>18428</td>
<td>18209</td>
<td>19182</td>
<td>21774</td>
</tr>
<tr>
<td>5</td>
<td>⬤</td>
<td>⭐</td>
<td>[FIND]</td>
<td>110937</td>
<td>110937</td>
<td>17176</td>
<td>18210</td>
<td>18695</td>
<td>21123</td>
<td>19018</td>
</tr>
<tr>
<td>6</td>
<td>⬤</td>
<td>⭐</td>
<td>[TAKE]</td>
<td>109983</td>
<td>109983</td>
<td>19301</td>
<td>20212</td>
<td>19388</td>
<td>20135</td>
<td>16751</td>
</tr>
<tr>
<td>7</td>
<td>⬤</td>
<td>⭐</td>
<td>[SAY]</td>
<td>97418</td>
<td>97418</td>
<td>14611</td>
<td>18739</td>
<td>19214</td>
<td>21877</td>
<td>13592</td>
</tr>
<tr>
<td>8</td>
<td>⬤</td>
<td>⭐</td>
<td>[BECOME]</td>
<td>90184</td>
<td>90184</td>
<td>18036</td>
<td>17735</td>
<td>16941</td>
<td>15318</td>
<td>11975</td>
</tr>
<tr>
<td>9</td>
<td>⬤</td>
<td>⭐</td>
<td>[INCLUDE]</td>
<td>85030</td>
<td>85030</td>
<td>12330</td>
<td>13348</td>
<td>14017</td>
<td>15098</td>
<td>16802</td>
</tr>
<tr>
<td>10</td>
<td>⬤</td>
<td>⭐</td>
<td>[GIVE]</td>
<td>84978</td>
<td>84978</td>
<td>16507</td>
<td>15835</td>
<td>14911</td>
<td>14425</td>
<td>11969</td>
</tr>
<tr>
<td>11</td>
<td>⬤</td>
<td>⭐</td>
<td>[SHOW]</td>
<td>82536</td>
<td>82536</td>
<td>11579</td>
<td>12684</td>
<td>12988</td>
<td>13507</td>
<td>14168</td>
</tr>
<tr>
<td>12</td>
<td>⬤</td>
<td>⭐</td>
<td>[KNOW]</td>
<td>71516</td>
<td>71516</td>
<td>12526</td>
<td>12656</td>
<td>12521</td>
<td>14366</td>
<td>11272</td>
</tr>
<tr>
<td>13</td>
<td>⬤</td>
<td>⭐</td>
<td>[NEED]</td>
<td>66303</td>
<td>66303</td>
<td>9896</td>
<td>10549</td>
<td>11111</td>
<td>12972</td>
<td>13996</td>
</tr>
<tr>
<td>14</td>
<td>⬤</td>
<td>⭐</td>
<td>[COME]</td>
<td>64484</td>
<td>64484</td>
<td>11884</td>
<td>12395</td>
<td>11687</td>
<td>12480</td>
<td>8877</td>
</tr>
<tr>
<td>15</td>
<td>⬤</td>
<td>⭐</td>
<td>[WORK]</td>
<td>64445</td>
<td>64445</td>
<td>9610</td>
<td>10266</td>
<td>11406</td>
<td>13536</td>
<td>12746</td>
</tr>
</tbody>
</table>
Does it vary by discipline?

YES!

<table>
<thead>
<tr>
<th>SECTION</th>
<th>History</th>
<th>Education</th>
<th>Geog/SocSci</th>
<th>Law/PolSci</th>
<th>Humanities</th>
<th>Phil/Rel</th>
<th>Sci/Tech</th>
<th>Medicine</th>
<th>Misc</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQ</td>
<td>17137</td>
<td>60593</td>
<td>58330</td>
<td>18482</td>
<td>27347</td>
<td>11841</td>
<td>62202</td>
<td>40431</td>
<td>8209</td>
<td>3220</td>
</tr>
<tr>
<td>WORDS (M)</td>
<td>13.4</td>
<td>15.8</td>
<td>20.0</td>
<td>12.3</td>
<td>16.2</td>
<td>7.8</td>
<td>17.5</td>
<td>10.8</td>
<td>4.8</td>
<td>1.2</td>
</tr>
<tr>
<td>PER MIL</td>
<td>1,279.32</td>
<td>3,841.11</td>
<td>2,912.35</td>
<td>1,504.35</td>
<td>1,687.77</td>
<td>1,510.05</td>
<td>3,563.74</td>
<td>3,740.31</td>
<td>1,703.93</td>
<td>2,728.36</td>
</tr>
</tbody>
</table>

CLICK FOR CONTEXT
What can we do with corpora?

Language Teaching
Corpus Revolution in the Classroom

In the 90s, linguists (and lexicographers) started to reflect on how corpus linguistics would revolutionize language teaching.
Corpus Revolution in the Classroom

In the 90s, linguists (and lexicographers) started to reflect on how corpus linguistics would revolutionize language teaching.

The corpus revolution

MICHAEL RUNDELL
PENNY STOCK

A consideration of the practical benefits to English-language lexicographers of the evidence derived from computer corpora (second article of three)

1992
Corpus Revolution in the Classroom

In the 90s, linguists (and lexicographers) started to reflect on how corpus linguistics would revolutionize language teaching.

The corpus revolution

MICHAEL RUNDELL
PENNY STOCK

A consideration of the practical benefits to English-language lexicographers of the evidence derived from computer corpora (second article of three)

1992

The corpus revolution revisited

MICHAEL RUNDELL

An update on the rise and rise of electronic language corpora and their impact on dictionaries

2008
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- Textbooks
- Assessment
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- Textbooks
- Assessment

The Academic Word List

The Academic Word List is a useful English resource for lecturers and students.

Averil Coxhead from the School of Linguistics and Applied Language Studies developed
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- Textbooks
- Assessment

But, these are indirect applications of corpus to teaching.
To join the **Corpus Revolution!**
Why include corpus linguistics in language teaching?
Why include corpus linguistics in language teaching?

Corpus Use in Language Learning: A Meta-Analysis

Alex Boulton and Tom Cobb
Université de Lorraine and Université du Québec à Montréal

This study applied systematic meta-analytic procedures to summarize findings from experimental and quasi-experimental investigations into the effectiveness of using the tools and techniques of corpus linguistics for second language learning or use, here referred to as data-driven learning (DDL). Analysis of 64 separate studies representing 88 unique samples reporting sufficient data indicated that DDL approaches result in large overall effects for both control/experimental group comparisons ($d = 0.95$) and for pre/posttest designs ($d = 1.50$). Further investigation of moderator variables revealed that small effect sizes were generally tied to small sample sizes. Research has barely begun in some key areas, and durability/transfer of learning through delayed posttesting remains an area in need of further investigation. Although DDL research demonstrably improved over the period investigated, further changes in practice and reporting are recommended.

64 studies on the applications of Data-Driven Learning (Johns, 1990)
Corpus Revolution in the Classroom

Towards the corpus revolution? Bridging the research–practice gap

Angela Chambers

University of Limerick, Ireland
Email: Angela.Chambers@ul.ie

Although there is a large and increasing body of research on the use of corpus data by language teachers and learners, the language teachers in question are also the researchers reporting on their use of corpora with their own learners.

Chambers (2019)
Why include corpus linguistics in language teaching?

- Develops students’ autonomy as language learners
- Identifies language patterns (e.g., frequency, co-occurrence patterns, etc), rather than rules (Boulton & Cobb, 2017)
- Uses authentic language data
- Helps learners understand conventions of specific discourse communities
Why include corpus linguistics in language teaching?

- Develops students’ autonomy as language learners

- Identifies language patterns (e.g., frequency, co-occurrence patterns, etc), rather than rules (Boulton & Cobb, 2017)

- Uses authentic language data

- Helps learners understand conventions of specific discourse communities
Are multi-word verbs (e.g., *point out*, *look at*) more frequent in spoken or written texts?
Are multi-word verbs (e.g., *point out*, *look at*) more frequent in spoken or written texts?

*point out*
Are multi-word verbs (e.g., *point out*, *look at*) more frequent in spoken or written texts?

<table>
<thead>
<tr>
<th>SECTION</th>
<th>ALL</th>
<th>BLOG</th>
<th>WEB</th>
<th>TV/M</th>
<th>SPOK</th>
<th>FIC</th>
<th>MAG</th>
<th>NEWS</th>
<th>ACAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQ</td>
<td>19127</td>
<td>4471</td>
<td>3311</td>
<td>482</td>
<td>4440</td>
<td>818</td>
<td>1882</td>
<td>1793</td>
<td>1930</td>
</tr>
<tr>
<td>WORDS (M)</td>
<td>993</td>
<td>20.7</td>
<td>20.1</td>
<td>20.7</td>
<td>20.4</td>
<td>19.1</td>
<td>20.4</td>
<td>19.6</td>
<td>19.3</td>
</tr>
<tr>
<td>PER MIL</td>
<td>19.26</td>
<td>214.79</td>
<td>164.65</td>
<td>23.25</td>
<td>217.49</td>
<td>42.72</td>
<td>92.22</td>
<td>91.00</td>
<td>99.55</td>
</tr>
</tbody>
</table>

SEE ALL SUB-SECTIONS AT ONCE
Are multi-word verbs (e.g., *point out*, *look at*) more frequent in spoken or written texts?

*look at*
Are multi-word verbs (e.g., *point out, look at*) more frequent in spoken or written texts?

**look at**

<table>
<thead>
<tr>
<th>SECTION</th>
<th>ALL</th>
<th>BLOG</th>
<th>WEB</th>
<th>TV/M</th>
<th>SPOK</th>
<th>FIC</th>
<th>MAG</th>
<th>NEWS</th>
<th>ACAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQ</td>
<td>235785</td>
<td>27128</td>
<td>22643</td>
<td>58463</td>
<td>62809</td>
<td>26223</td>
<td>15745</td>
<td>16088</td>
<td>6686</td>
</tr>
<tr>
<td>WORDS (M)</td>
<td>993</td>
<td>20.7</td>
<td>20.1</td>
<td>20.7</td>
<td>20.4</td>
<td>19.1</td>
<td>20.4</td>
<td>19.6</td>
<td>19.3</td>
</tr>
<tr>
<td>PER MIL</td>
<td>237.44</td>
<td>1,303.27</td>
<td>1,125.97</td>
<td>2,820.46</td>
<td>3,076.70</td>
<td>1,369.36</td>
<td>771.54</td>
<td>816.51</td>
<td>344.86</td>
</tr>
</tbody>
</table>

**SEE ALL SUB-SECTIONS AT ONCE**

36
How can teachers bring corpus tools to the classroom?
Online Corpus Tools

Linggle

Sketch Engine for language learning

Learning Collocations

claim

Claim used as a noun

- second claim
- latter claim
- general claim
- average claim

Claim used as a verb

- first claim
- factual claim
- earlier claim
- main claim
Online Corpus Tools

Enter your search here

Show results as

Pattern view

Sentences

Enter a word or short phrase:

combinations
alternatives from thesaurus
alternatives from learner errors
10 ideas of activities that bring corpus tools and techniques to the English classroom!
Activity #1: Collocates of Academic Words

In this essay, I **provide** the results of a study on the use of computers in the classroom.
Activity #1: Collocates of Academic Words

a) Select the vocabulary you would like to practice with your students

  e.g., claim, argument, existence, evidence

<table>
<thead>
<tr>
<th>Headword</th>
<th>Sublist</th>
<th>Related word forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse</td>
<td>1</td>
<td>analysed, analyser, analysers, analytical, analytically, analyze,</td>
</tr>
<tr>
<td>approach</td>
<td>1</td>
<td>approachable, approached, appraisal</td>
</tr>
<tr>
<td>area</td>
<td>1</td>
<td>areas</td>
</tr>
<tr>
<td>assess</td>
<td>1</td>
<td>assessable, assessed, assesses, reassess, reassessment, reassessing, reassesses</td>
</tr>
</tbody>
</table>
Activity #1: Collocates of Academic Words

b) Search their collocates in Flax

Learning Collocations

There are many definitions of collocation. We think of collocations in the same way as expressed by Benson et al.: "In any language, certain word certain other words or grammatical constructions. These recurrent, semi-fixed combinations, or collocations, can be divided into two groups: grammatical and lexical collocations."

Enter this collection to search for the company words keep. How words form into collocational patterns will be revealed by looking across the 100 National Corpus (BNC) reference corpus, the British Academic Written English (BAWE) corpus of 2500 university student writing texts and the Wiki corpus of three million articles.
**Activity #1: Collocates of Academic Words**

b) Search their collocates in Flax

### Learning Collocations

<table>
<thead>
<tr>
<th>collocate</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay claim to</td>
<td>488</td>
</tr>
<tr>
<td>denied the claim</td>
<td>63</td>
</tr>
<tr>
<td>disputed this claim</td>
<td>36</td>
</tr>
<tr>
<td>dismissed the claim</td>
<td>30</td>
</tr>
<tr>
<td>prove his claim</td>
<td>23</td>
</tr>
<tr>
<td>support this claim</td>
<td>145</td>
</tr>
<tr>
<td>renounced his claim to</td>
<td>46</td>
</tr>
<tr>
<td>make this claim</td>
<td>31</td>
</tr>
<tr>
<td>rejected this claim</td>
<td>26</td>
</tr>
<tr>
<td>did claim</td>
<td>21</td>
</tr>
</tbody>
</table>

**Family Words**
- Synonyms
- Antonyms

**Claimed claiming claims unclaimed**

**Click to show useful academic words**
Activity #1: Collocates of Academic Words

c) Create a matching exercise! (or a memory game)

- a claim
- based
- the existence
- provide
- evidence
- this argument
- confirmed
- support
Activity #2: Key Word In Context (KWIC)

ESL students often struggle with the difference between “through” and “toward”

I walked *through* the door?
I walked *toward* the door?
Activity #2: Key Word In Context (KWIC)

a) Search the words in SKELL

https://skell.sketchengine.eu/
Activity #2: **Key Word In Context (KWIC)**

b) Ask students to explain the difference between the two in SKELL

---

**through** 751.08 hits per million

1. When bank owned homes are sold through bank loss mitigation.
2. This section comprises chapters 12 through 17.
3. He finished high school through independent study.
4. I achieved block captain status through default.
5. The program is administered through existing agencies.
6. This balancing act is achieved through measurement.
7. The something is associated discount cialis australia through uncontrollable attaining.
8. The benefits offer smart climate control through dynamic heat insulation.
9. Through international agreements data are exchanged between countries worldwide.
10. Every field is going through rapid change.
11. A search through many alternative solutions is often required.
12. The current analysis includes data through 2005.
13. The war progressed through three distinct stages.
14. Successful interventions are subsequently promoted through training.

**toward** 73.03 hits per million

1. There are several important steps toward such liberation.
2. The progressive attitude toward history is sufficiently revealing.
3. You are going forward toward something great.
4. Competition eventually shifts temporarily high corporate profitability toward lower.
5. The journey toward making "normal" obsolete.
6. This condition may proceed toward younger leaves.
7. The official view toward poker resistance here.
8. We were definitely more aggressive toward batters.
9. These reports are oriented toward total program evaluation.
10. Market structures oriented toward accommodating supply side resources 13.
11. The push toward mandatory policies gathered momentum more recently.
12. The activities are directed toward family participation.

https://skell.sketchengine.eu/
Activity #2: **Key Word In Context (KWIC)**

While the words “through” and “toward” have different meanings, they appear in similar contexts. For each of the following sentences, fill in the blank with the correct word: “through” or “toward.”

1) Knife blades should be turned ________ the plate. (WEB)
2) You walk ________ that door, you’re not coming back. (BLOG)
3) Gardner has been working ________ this goal for most of her life. (BLOG)
4) Government loans and grants helped me ________ school. (BLOG)
5) Mbasi turned and looked ________ the captain. (FIC)
6) I’m so glad you all made it ________ that awful storm. (BLOG)
7) The sun came ________ the leaves and there was a little breeze stirring. (FIC)
8) I’ve had a lot of interns pass ________ my office. (BLOG)
We can also use corpus research to inform material development
Activity #3: Suffixes (nominalization)

Which derivational suffixes are the most frequent in academic writing?

- ism (capitalism)
- tion (operation)
- ity (flexibility)
- ness (happiness)
- ure (exposure)
- ance (governance)
Activity #3: Suffixes (nominalization)

Which derivational suffixes are the most frequent in academic writing?

Table 4.29 Frequency of the four most common derivational suffixes used to form abstract nouns; occurrences per million words

<table>
<thead>
<tr>
<th></th>
<th>CONV</th>
<th>FICT</th>
<th>NEWS</th>
<th>ACAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion</td>
<td>□</td>
<td>□</td>
<td>■■■■</td>
<td>■■■■</td>
</tr>
<tr>
<td>-ity</td>
<td>□</td>
<td>□</td>
<td>■■■■</td>
<td>■■■■</td>
</tr>
<tr>
<td>-ism</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>-ness</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Each □ represents c. 500  □ represents fewer than 250

Biber et al. 2022 (LGSWE)
Activity #3: Suffixes (nominalization)

Which derivational suffixes are the most frequent in academic writing?

a) Give students a text and ask them to:
   i) highlight all the nouns
   ii) Underline the suffixes that are used to form each noun
   iii) Count the frequency of suffixes
Activity #3: Suffixes (nominalization)

Corporate social responsibility has become a widely held buzzword in the business community for good corporate practices. However, it has also been the focus of debate in its very nature and theoretical justification. One of these criticisms is that corporate social responsibility sounds fine in theory but is unworkable in practice. This article investigates the validity of this claim. First by briefly looking at the nature of corporate social responsibility.
Activity #4: Understanding the differences between spoken and written discourse

Research shows that:
- Spoken = clausal
- Written = phrasal
Activity #4: Understanding the differences between spoken and written discourse

a) Give students an excerpt from an academic text and a spoken text and ask them to:

i) highlight in color 1 all the nouns
ii) highlight in color 2 all the verbs
iii) Compare the frequency of both
Activity #4: Understanding the differences between spoken and written discourse

Corporate social responsibility has become a widely held buzzword in the business community for good corporate practices. However, it has also been the focus of debate in its very nature and theoretical justification. One of these criticisms is that corporate social responsibility sounds fine in theory but is unworkable in practice. This article investigates the validity of this claim.

I think the intention is just to see if, people use big words or little in the classroom and what kind of words they use, and to once they know that that should help them, uh train T-As, train G-S-Is help people speak English as a second language. so we'll see what comes out of it maybe i'll speak good today. <SS: LAUGH> um, okay... so let me get to my notes, so i've already introduced myself i've been at the university three years i came here from the University of Washington.
Activity #4: Understanding the differences between spoken and written discourse

Corporate social responsibility has become a widely held buzzword in the business community for good corporate practices. However, it has also been the focus of debate in its very nature and theoretical justification. One of these criticisms is that corporate social responsibility sounds fine in theory but is unworkable in practice. This article investigates the validity of this claim.

I think the intention is just to see if, people use big words or little in the classroom and what kind of words they use, and to once they know that that should help them, uh train T-As, train G-S-Is help people speak English as a second language, so we'll see what comes out of it maybe i'll speak good today. <SS: LAUGH> um, okay... so let me get to my notes, so I've already introduced myself I've been at the university three years I came here from the University of Washington.
Hands-on vs Hands-off Activities

**Hands-off:** Pre-prepared activities by the teacher (e.g., handouts)

**Hands-on:** Students use corpus tools in the classroom
Activity #5: Comparing synonyms

Attributive adjectives are characteristics of academic writing.

e.g., a critical argument...
an important theory...
a respectable claim...
Activity #5: Comparing synonyms

a) Ask students about two adjectives that they think are synonymous.

b) Ask students to make a list of nouns that appear right after the selected adjectives (e.g., important, critical, fundamental, etc)
Activity #5: Comparing synonyms

For example:

- fundamental + ________, ______, _______
- pivotal + ________, ______, _______
Activity #5: Comparing synonyms

For example:

- fundamental + theory, resource, study
- pivotal + theory, study, finding
Activity #5: Comparing synonyms

d) compare the collocates of both adjectives using the compare function on COCA
Activity #5: Comparing synonyms

d) compare the collocates of both adjectives using the compare function on COCA

<table>
<thead>
<tr>
<th>WORD 1 (W1: FUNDAMENTAL (9.52))</th>
<th>WORD 2 (W2: PIVOTAL (0.11))</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORD</td>
<td>W1</td>
</tr>
<tr>
<td>1 RIGHTS</td>
<td>251</td>
</tr>
<tr>
<td>2 CHANGES</td>
<td>163</td>
</tr>
<tr>
<td>3 PRINCIPLES</td>
<td>162</td>
</tr>
<tr>
<td>4 PROBLEM</td>
<td>145</td>
</tr>
<tr>
<td>5 RIGHT</td>
<td>141</td>
</tr>
<tr>
<td>6 PRINCIPLE</td>
<td>125</td>
</tr>
<tr>
<td>7 HUMAN</td>
<td>121</td>
</tr>
<tr>
<td>8 DIFFERENCES</td>
<td>104</td>
</tr>
<tr>
<td>9 SHIFT</td>
<td>86</td>
</tr>
<tr>
<td>10 FREQUENCY</td>
<td>79</td>
</tr>
<tr>
<td>11 VALUES</td>
<td>78</td>
</tr>
<tr>
<td>12 RESEARCH</td>
<td>73</td>
</tr>
<tr>
<td>13 FREEDOMS</td>
<td>71</td>
</tr>
<tr>
<td>14 PROBLEMS</td>
<td>69</td>
</tr>
<tr>
<td>15 WAY</td>
<td>64</td>
</tr>
<tr>
<td>16 MOVEMENT</td>
<td>59</td>
</tr>
<tr>
<td>17 DIFFERENCE</td>
<td>108</td>
</tr>
<tr>
<td>18 UNDERSTANDING</td>
<td>53</td>
</tr>
<tr>
<td>19 OPTION</td>
<td>51</td>
</tr>
</tbody>
</table>
Activity #5: Comparing synonyms

e) compare the COCA results to the initial answers:

- Are the collocates the same as you wrote in exercise c)?
- Are the collocates of both words similar?
- How would you explain the difference between both words?
Activity #6: Identifying Collocates

Which words collocate with *study*?
Activity #6: Identifying Collocates

a) Search for *study* in Just-the-word

- **study** (N)
  - *study* obj, e.g., undertake study
  - *study* subj V, e.g., study show
  - *study* subj N, e.g., study study
  - ADJ *study*, e.g., recent study
  - N *study*, e.g., case study
  - *study* PREP, e.g., study of
  - *study* V, e.g., study using
  - *study* V, e.g., study conducted
  - *study* N, e.g., study group
  - N N *study*, e.g., child development study
  - PREP *study*, e.g., in study
  - N PREP *study*, e.g., result of study
  - ADJ PREP *study*, e.g., available for study
  - N and *study*, e.g., work and study
  - *study* and N, e.g., study and study
  - article *study*, e.g., studies

- **study** (V)
  - *study* obj N, e.g., study subject
  - N subj *study*, e.g., student study
  - ADV *study*, e.g., also study
  - *study* ADV, e.g., study carefully
  - *study* PREP, e.g., study at
  - V and *study*, e.g., look and study
  - *study* and V, e.g., study and find

---

<table>
<thead>
<tr>
<th>phrase (nn)</th>
<th>nn is the frequency of usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Word Combinations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bad Word Combinations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Similarity of meaning</strong></td>
<td></td>
</tr>
<tr>
<td>.word - Means singular noun only</td>
<td></td>
</tr>
</tbody>
</table>
Activity #6: Identifying Collocates

a) Search for *study* in Just-the-word

b) Which adjectives are used to describe *study* in JTW?
Activity #6: Identifying Collocates

a) Search for *study* in Just-the-word

b) Which adjectives are used to describe *study* in JTW?

c) Try the same search with different words (*e.g.*, *research*, *investigation*).
Activity #6: Identifying Collocates

a) Search for *study* in Just-the-word

b) Which adjectives are used to describe *study* in JTW?

c) Try the same search with different words (e.g., *research, investigation*).

d) Explain how these words are used in academic English.
Activity #7: Using corpus tools to analyze a text

There are two tools teachers can use to help learners analyze their own texts.
Activity #7: Using corpus tools to analyze a text

There are two tools teachers can use to help learners analyze their own texts.

Word and Phrase

You can always get to this page by clicking this icon above.

You can enter any text that you would like in the form at the left—for example, a paper that you’ve written, or a newspaper article that you’ve copied from another website. After inputting the text, you can then see useful information about words and phrases in that text, based on data from COCA.

First, it will highlight all of the medium and lower-frequency words in your text and create lists of these words that you can use offline. This frequency data can help language learners focus on new words, and it can allow you to see “what the text is about” (i.e. text-specific words).

Second, you can click through the words in the text to see a detailed “word sketch” of any of the words—showing their definition and their translation (in more than 100 languages); links to pronunciation, images, and videos; related topics, collocates, “clusters” (1, 2, 3, and 4-word phrases); and concordance lines.

Finally, you can do powerful searches on selected phrases in your text, to show related phrases in COCA. In this way, this resource is like a “collocational thesaurus” to see what related phrases are most likely in different styles of English.

Just enter some text, and there will be more help files on the next page.
Activity #7: Using corpus tools to analyze a text

The fish-tetrapod transition has been called the greatest step in vertebrate history (Long and Gordon, 2004) and even one of the most significant events in the history of life (Carroll, 2001). Indeed, the morphological, physiological, and behavioral changes necessary for such a transformation in lifestyle to occur are astounding. The sum of these modifications occurring during the Devonian and Carboniferous led to the eventual filling of the terrestrial realm with vertebrate life, forever altering the structure and ecology of terrestrial communities. Long and Gordon (2004) cited six critical questions relating to the evolution of tetrapods. These questions aimed to ascertain which sarcopterygian fish were basal to tetrapods, how morphological changes occurred sequentially, and when, where, how, and why these changes took place. Many researchers have described the morphological changes that occurred (Clack, 2002b; Eaton, 1951; Jarvik, 1955; Long and Gordon, 2004; Thomson, 1993), and others have focused specifically on the development of limbs and digits (Clack, 2002b; Coates and Clack, 1990; Coates et al., 2002; Daeschler and Shubin, 1995; Shubin et al., 1997; Shubin et al., 2004). As Long and Gordon (2004) pointed out, the question that is the least well answered is the question of why these modifications occurred. Exactly what factors drove these changes to take place? Many researchers have proposed theories over the years attempting to answer this question, and the aim of this paper is to assess these arguments and suggest some possible common causes that could tie many of the proposed causal factors together. However, a brief description of known data pertaining to the time and place of tetrapod origins is first necessary in order to make valid statements regarding possible influential factors.
Activity #7: Using corpus tools to analyze a text

There are two tools teachers can use to help learners analyze their own texts.

LexTutor
### Activity #7: Using corpus tools to analyze a text

<table>
<thead>
<tr>
<th></th>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 Words (1-1000):</td>
<td>73</td>
<td>83</td>
<td>188</td>
<td>67.38%</td>
</tr>
<tr>
<td>Function:</td>
<td>...</td>
<td>...</td>
<td>(106)</td>
<td>(37.99%)</td>
</tr>
<tr>
<td>Content:</td>
<td>...</td>
<td>...</td>
<td>(82)</td>
<td>(29.39%)</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>(27)</td>
<td>(9.68%)</td>
</tr>
<tr>
<td>K2 Words (1001-2000):</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>3.58%</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>(4)</td>
<td>(1.43%)</td>
</tr>
<tr>
<td>1k+2k</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>(70.96%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Current profile</th>
<th>Cumul.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pertaining to onlist only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tokens:</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>Types:</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Type-token ratio:</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>Tokens per type:</td>
<td>1.87</td>
</tr>
<tr>
<td></td>
<td>Lex density (content words/total):</td>
<td>0.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>67.38</th>
<th>67.38</th>
<th>76</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWL Words:</td>
<td>22</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>()</td>
</tr>
<tr>
<td>Off-List Words:</td>
<td>2</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>104+??</td>
<td>149</td>
<td>279</td>
<td>100%</td>
</tr>
</tbody>
</table>

The transition has been called the greatest step in vertebrate life. The gordon number and even one of the most significant of life carroll number indeed the morphological behavioral changes necessary for such a transformation are astounding the sum of these modifications. The devonian and carboniferous led to the eventual filling with vertebrate life forever altering the structure and animal communities.
Activity #8: And, But, Yet and more
Activity #8: And, But, Yet and more

a) Compare the frequency of conjunctions in the beginning of a sentence between academic writing and other registers using COCA charts.
Activity #8: And, But, Yet and more

a) Compare the frequency of conjunctions in the beginning of a sentence between academic writing and other registers using COCA charts.
Activity #8: And, But, Yet and more

b) Ask students to try the same search with different conjunctions (and, yet)

c) Invite students to compare the results for each conjunction and write an explanation for how they are used in academic writing
Activity #9: Does discipline matter?

Compare the use of abstract nouns vs concrete nouns.
Activity #9: Does discipline matter?

Compare the use of abstract nouns vs concrete nouns.
Activity #9: Does discipline matter?

Some ideas of words that could be used in the search:
- Abstract: idea, theory, hypothesis, explanation, etc
- Concrete: instrument, system, equipment, etc
Activity #9: Does discipline matter?

### Equipment

<table>
<thead>
<tr>
<th>Topic</th>
<th>Documents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>geography</td>
<td>334</td>
<td>9.68</td>
</tr>
<tr>
<td>culture</td>
<td>322</td>
<td>9.34</td>
</tr>
<tr>
<td>technology</td>
<td>286</td>
<td>8.29</td>
</tr>
<tr>
<td>biology</td>
<td>257</td>
<td>7.45</td>
</tr>
<tr>
<td>physics</td>
<td>243</td>
<td>7.05</td>
</tr>
<tr>
<td>engineering</td>
<td>228</td>
<td>6.61</td>
</tr>
<tr>
<td>history</td>
<td>225</td>
<td>6.52</td>
</tr>
<tr>
<td>science</td>
<td>221</td>
<td>6.41</td>
</tr>
<tr>
<td>medicine</td>
<td>205</td>
<td>5.94</td>
</tr>
<tr>
<td>society</td>
<td>151</td>
<td>4.38</td>
</tr>
<tr>
<td>mathematics</td>
<td>139</td>
<td>4.03</td>
</tr>
</tbody>
</table>

Click on any topic from the list below to see pattern/sentence results only for that topic.

### Theory

<table>
<thead>
<tr>
<th>Topic</th>
<th>Documents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td>1230</td>
<td>9.18</td>
</tr>
<tr>
<td>geography</td>
<td>1128</td>
<td>8.42</td>
</tr>
<tr>
<td>mathematics</td>
<td>966</td>
<td>7.21</td>
</tr>
<tr>
<td>history</td>
<td>960</td>
<td>7.17</td>
</tr>
<tr>
<td>science</td>
<td>929</td>
<td>6.94</td>
</tr>
<tr>
<td>biology</td>
<td>923</td>
<td>6.89</td>
</tr>
<tr>
<td>physics</td>
<td>813</td>
<td>6.07</td>
</tr>
<tr>
<td>society</td>
<td>795</td>
<td>5.94</td>
</tr>
<tr>
<td>education</td>
<td>750</td>
<td>5.6</td>
</tr>
<tr>
<td>language</td>
<td>696</td>
<td>5.2</td>
</tr>
<tr>
<td>technology</td>
<td>605</td>
<td>4.52</td>
</tr>
<tr>
<td>medicine</td>
<td>534</td>
<td>3.99</td>
</tr>
<tr>
<td>economics</td>
<td>560</td>
<td>3.73</td>
</tr>
<tr>
<td>politics</td>
<td>475</td>
<td>3.55</td>
</tr>
<tr>
<td>liter</td>
<td>440</td>
<td>3.29</td>
</tr>
<tr>
<td>psychology</td>
<td>408</td>
<td>3.05</td>
</tr>
<tr>
<td>engineering</td>
<td>400</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Click on any topic from the list below to see pattern/sentence results only for that topic.
Activity #9: Does discipline matter?

Give students texts from different disciplines and ask them to highlight concrete nouns vs abstract nouns. Then, ask students to write a reflection about the patterns they found in the excerpts.
Activity #10: However, Nevertheless, Therefore and other linking adverbials
Activity #10: However, Nevertheless, Therefore and other linking adverbials

Search the MICUSP corpus for one of these linking adverbials and (a) explain where it occurs in the sentence, (b) whether it could occur in other places in the sentence.
<table>
<thead>
<tr>
<th>BIO G0.02.4</th>
<th>Chromosomal Rearrangements, Recombination Suppression, and Speciation: A Review of Rieseberg 2001</th>
<th>Biology</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. From these considerations, Reiseberg offers a more simplistic model to reduce gene flow after a chromosomal rearrangement, than heterospecific fitness. She observes that these rearrangements can strongly affect recombination without rendering the offspring infertile. If the rearrangement is within or linked to an isolating locus of the genome, then reduced gene flow will occur as a result of a lack of recombination. Chromosomal rearrangements can function in this way even when they do not affect hybrid fitness. This theory, however, is still limited because reduced gene flow itself may not cause speciation; furthermore, it is only with an accumulation of many neutral or weakly underdominant rearrangements, linked to isolation loci, that a larger portion of the genome can be affected. One limitation of this model, however, is that it does not help determine whether the arrangement occurred before or after speciation. However, unlike many of the present models, it does allow for speciation in sympatry or parapatry, as well as, reinforcement of allopatrically derived species - which have come together in secondary contact. Reiseberg's new theoretical mechanism proves to be both interesting and plausible. Given further empirical data, it may serve as the new standard model of chromosomal speciation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIO G0.02.5</th>
<th>On the Origins of Man: Understanding the Last Two Million Years</th>
<th>Biology</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 13 hits</td>
<td>1. In the past two decades, our understanding of the human genome has increased at remarkable rate. This expansion of our genetic knowledge promised to resolve longstanding questions regarding the origins and evolution of mankind (Elli, 2002). However, after nearly fifteen years of research, our understanding remains limited; genes have raised far more questions than they have answered. Two models, proposed nearly thirty years ago, still hold weight in the anthropological community: the Multiregional and the Replacement model of the evolution of mankind (Eller, 2002). A critical review of various studies concerning the two models and, specifically, of recent genetic evidence concerning the interaction of Homo sapiens and Homo neanderthalensis (Caramelli et al., 2003; Gibbons, 2001; Kahn &amp; Gibbons, 1997; Krings et al., 2000; Krings et al., 1997; Ovchinnikov et al., 2000), will reveal that - while both models are far too simplistic - a pattern closer to Replacement is more likely.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIO G0.05.1</th>
<th>Mn (III) TPPS4: A Metalloporphin Used for Tumor Identification in MRI</th>
<th>Biology</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. concentration. It follows that Magnetic Resonance Imaging is essentially a measure of proton density. When the magnetic field varies linearly across an object, the signal intensity is proportional to proton concentration. Tumor identification is possible because of differences in relaxation rates of bulk water of normal tissues and tumors. However, the difference is usually no more than 2-3 fold. T1, longitudinal relaxation time, is the taken by a proton to align with the external magnetic field. As referenced by Runge and coworkers, longitudinal relaxation rate (1/T1) can be described by the following equation:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIO G0.06.1</th>
<th>Global Reproductive Strategies of Tursiops and Stenella (Family Delphinidae)</th>
<th>Biology</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 11 hits</td>
<td>1. Members of the family delphinidae, which includes dolphins, killer whales, pilot whales, and many other species, are viviparous mammals. Therefore, it is expected that females will generally be choosy, males will be competitive, and the mating systems will probably be either promiscuous or polygynous. Delphinids are usually sexually dimorphic-males are generally larger than the females and may have a different shape (Animal Diversity Web, 1999 and Tolley et al. 1995). In general, males may be larger than females if male-male competition is an important selecting factor in reproduction. If males combat for access to the females, larger males will have an advantage, and be more likely to pass their genes that code for large size on to the next generation. However, because delphinidae encompasses so many genera and has a worldwide distribution (Animal Diversity Web, 1999), different mating strategies exist and male-male competition is not the sole determining factor for a successful mating for Stenella and Tursiops. The mating systems of the genus Tursiops (which includes bottlenose dolphins) and the genus Stenella (which includes spinner dolphins) have been studied more than many other genera, due to their tolerance of people and relatively easier access. Therefore, the focus of this review will be only on those two genera.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

88
In sum, these are some ways teachers can include corpus in their language classes:

- Developing materials based on language patterns identified in corpus studies.

- Adding corpus examples to exercises or using corpora to inform the development of class materials.

- Helping students explore different corpora in the classroom.
Revisiting the advantages of using Corpora in the classroom

- Authenticity: Corpora allows students to explore language in context

- Autonomy: Students can answer their own language questions

- Specificity: Teachers can use corpora that reflect the type of discourse or disciplinary practices that students want to produce
Off the shelf corpus activities

Creating Corpus-Informed Materials for the English as a Foreign Language Classroom

A step-by-step guide for (trainee) teachers using online resources

Elen Le Foll (Ed.)

Creative Commons Attribution NonCommercial

READ BOOK
Off the shelf corpus activities

Using Language Data to Learn About Language: A Teachers' Guide to Classroom Corpus Use

Paula Tavares Pinto; Peter Crosthwaite; Carolina Tavares de Carvalho; Franciele Spinelli; Talita Serpa; William Garcia; and Adriane Orenha Ottaiano

Using language data to learn about language: A teachers’ guide to classroom corpus use contains English, Portuguese and Spanish teaching resources to be used in international language classes. These resources can be used in classrooms with internet access (hands on) or without (hands off). This collection of ready-made DDL lesson plans is curated to help both new and experienced
Off the shelf corpus activities

Corpora in English Language Teaching

Classroom Activities for Teachers New to Corpus Linguistics

Larissa Goulart and Ingrid Veloso
Corpora in English Language Teaching

I. Tutorials

1. Sketch Engine Tutorial (using the British National Corpus)
   Ingrid Veloso

2. Corpus of Contemporary American English (COCA) Tutorial
   Ingrid Veloso
## I. Tutorials

1. Sketch Engine Tutorial (using the British National Corpus)  
   Ingrid Veloso

2. Corpus of Contemporary American English (COCA) Tutorial  
   Ingrid Veloso

## II. Tasks

3. Using gender-related vocabulary  
   Lara Batista

4. Using COCA to explore the differences between 'through' and 'toward'  
   Bruna Andrade; Gabriela Britto; Rita De Leeuw; and Raquel Silva

5. How to use 'in', 'on', and 'at' when talking about time  
   Tess Coffey; Júlia Lisboa; Maria Moysés; and Mariana Trindade

6. What can we learn about “take”, “have”, and “make” from COCA?  
   Julia Ribeiro; Johanna Tumux; Marcelle Pesenti; and Renata Zimny

7. "You didn't cheat, but you're still a traitor": Using COCA to explore the difference between synonyms
Off the shelf corpus activities

Corpus for Schools
https://wnlancs.ac.uk/corpusforschools/

This is a project from Lancaster University that brings together corpus linguistics, applied linguistics, teachers and material writers to develop teaching materials and online platforms that incorporate corpus-based findings as well as direct access to corpora to teach about how English is used in real life situations. The materials were developed both for A-level English Language classes as well as for teaching English as a foreign/second language classes.

CROW Resources and Activities for Teachers
https://writecrows.org/crow-for-teachers/pedagogical-materials/

A database of corpus-based activities created by the CROW team.

Creating Corpus-Informed Materials for the English as a Foreign Language Classroom
https://pressbooks.pub/elentielah/

This book is a bank of ideas and resources to inspire teachers to use corpus tools in the language classroom.

BAWE Quicklinks Project
https://bawequicklinks.coventry.domains/

This site is designed as an aid for teachers who'd like to introduce students to concordances (see example below) that can help raise their awareness of how English works.

Kibbitzers
https://lexicality.net/TimJahans/

These are ideas Tim created for language teaching, usually based on problems he had met in his work in English for Academic Purposes at Birmingham University.

https://www.coralcorpuslab.com/corpus-and-teaching
To join the **Corpus Revolution**!
Thank you!

Larissa Goulart
Montclair State University
goulartl@montclair.edu
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- Textbooks
- Assessment
Corpus Linguistics in Teaching Materials

- Dictionaries
Corpus Linguistics in Teaching Materials

- Dictionaries
- **Wordlists**
- Reference Grammars
- Textbooks
- Assessment
Corpus Linguistics in Teaching Materials

The Academic Word List

The Academic Word List is a useful English resource for lecturers and students.

Averil Coxhead from the School of Linguistics and Applied Language Studies developed and evaluated The Academic Word List (AWL) for her MA thesis. This list is a very useful resource for English for Academic Purposes teachers and learners.

- AWL Information
- AWL Sublist Families
- AWL Headwords
- AWL Most Frequent Words in Sublists
- AWL Tests
- Useful links

If you have questions about the AWL, contact

Prof Averil Coxhead
Professor - Applied Linguistics and TESOL
School of Linguistics and Applied Language Studies

---

**A New Academic Vocabulary List**

Dee Gardner, Mark Davies


**NURSING ACADEMIC WORD LIST**

- analyze
- assess
- area
- affect
- adolescent
- approach
- appropriate
- available
- assist
- adjust
- adult

- aware
- adapt
- aggression
- adverse
- abdomen
- assign
- assume
- attach
- aid
- apparent
- autonomy

- anatomy
- admission
- advocate
- alleviate
- appreciate
- analogue
- ascertain
- attenuate
- benefit
- baseline
- barrier

- component
- cue
- communicate
- contribute
- consume
- contact
- complex
- cognition
- consequent
- context
- concept

- comprehensive
- correspond
- considerable
- colleague
- chemotherapy
- constipation
- cite
- chart
- compress
- compute
- covariate
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- **Reference Grammars**
- Textbooks
- Assessment
Corpus Linguistics in Teaching Materials

- Reference Grammars

“Corpus informed”
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- **Textbooks**
- Assessment
Corpus Linguistics in Teaching Materials

- Textbooks

“Corpus informed”
Corpus Linguistics in Teaching Materials

- Dictionaries
- Wordlists
- Reference Grammars
- Textbooks
- Assessment
Corpus Linguistics in Teaching Materials

- Assessment

Using Corpora to:
- Develop items
- Identify learner’s challenges
- Evaluate validity of the exam
Language Studies
Language Studies

Language in use
Corpus in the classroom: Before electronic corpora
The list was compiled manually.