CORPUS LINGUISTICS AND LANGUAGE TEACHING: LEARNING ENGLISH VOCABULARY THROUGH CORPUS WORK[1]

María Luisa Roca Varela
University of Santiago de Compostela

Abstract

Despite the growing importance of corpora in linguistic research, the use of these language databases is relatively scarce in the area of language teaching (Granger 1994; Palacios 2005). This paper discusses the teaching potential of corpora in EFL settings (Oghigian & Chujo 2010), paying special attention to their role in the study of English vocabulary (Johns 1991, Leech 1997, Carter 1998). After examining several of the most outstanding corpus tools at our disposal, this work offers some practical ideas on the use of corpora for vocabulary teaching. It presents four different corpus-based activities and four different ways of working with these resources in the classroom. The ultimate objective of this paper consists in showing the pedagogical usefulness of corpora for vocabulary teaching and learning, the contribution of corpus work to the development of some basic

Resumen

Pese a la creciente importancia de los córpora en la investigación lingüística, su uso es escaso en el ámbito de la enseñanza de lenguas (Granger 1994; Palacios 2005). Este artículo analiza el potencial de estas bases de datos en la enseñanza del inglés (Oghigian & Chujo 2010), centrándose particularmente en su papel en el estudio del vocabulario (Johns 1991, Leech 1997, Carter 1998). Después de mencionar algunos de los corpus en lengua inglesa más destacados, se presentan cuatro tareas basadas en corpus que muestran cuatro formas diferentes de trabajar con este recurso en el aula. El objetivo último de este artículo consiste en demostrar la utilidad pedagógica de los córpora para la enseñanza y el aprendizaje del vocabulario, la contribución del trabajo con corpus al desarrollo de algunas de las competencias básicas (Marco Común Europeo para las Competencias Básicas 2007) y la importancia del aprendizaje por

skills for lifelong learning (European framework for key competences 2007) and the importance of discovery learning in these activities.

*Keywords***:** corpora**,** EFL teaching, corpus work, vocabulary teaching and learning, discovery learning

descubrimiento en este tipo de actividades.

*Palabras clave***:** córpora, enseñanza del inglés, trabajo con corpus, enseñanza y aprendizaje del vocabulario, aprendizaje por descubrimiento

1. THE CONTRIBUTION OF CORPORA TO LANGUAGE TEACHING

Corpus linguistics is considered to be an approach to the study of language (Gries 2009), rather than a branch of linguistics, which focuses on the analysis of real samples of language use. Corpus linguistics was born with John Sinclair and the Cobuild project at the University of Birmingham (UK). From its emergence in the 1960s, the popularity of this approach has grown to the extent that it has an impact in language teaching. As a matter of fact, the influence of corpus research can be shyly felt in syllabus design, teaching materials (dictionaries and books) and classroom activities (Barlow 2002; Krieger 2003). With regard to classroom tasks, a very small number of teachers (mainly university teachers) opt for the use of corpora in their classrooms and most EFL students claim not to be acquainted with these tools. Thus, the explicit use of corpora is not as widespread for the presentation and practice of the vocabulary of a foreign language as other types of classroom tasks, such as, fill in the gaps exercises and matching tasks despite of its advantages. After examining some of the most well-known corpus tools which can be used for vocabulary teaching and referring to how teachers may take advantage of these language databases in EFL settings (Oghigian & Chujo 2010), this paper presents four corpus-based tasks which show different ways of exploiting corpora for vocabulary teaching and learning. The ultimate goal of this paper is to discuss the advantages and disadvantages of corpus work in the acquisition and learning of English vocabulary as well as in the development of some of the key competences mentioned in the Common European Framework of Reference for Languages.

As will be illustrated in this paper, an analysis of corpus-based data promotes the development of some basic skills for lifelong learning (*European framework for key competences* 2007) by encouraging students to be active learners in the classroom and to apply their critical thinking to the study of vocabulary. In this sense, corpora contribute to a shift in language teaching by giving special emphasis

to two key aspects: autonomous learning (learning to learn competence) and the study of real language use (which favours the ability to communicate messages in a foreign language and the skill to participate and succeed in any type of social encounter). In the same way, it may foster the introduction of new technologies in the classroom (digital competence), especially when students are asked to work directly with the corresponding computer software. The following sections will deal with all these issues more in detail.

2. SOME CORPUS TOOLS FOR THE STUDY OF ENGLISH VOCABULARY

Fortunately, the growing interest in the area of corpus linguistics has paved the way for the creation of a wide range of different corpora representing different populations (e.g. *International Corpus of Learner English*: a learner corpus vs. *The Brown Corpus*: native corpus), different varieties of English (*British National Corpus* for British English vs. *The Corpus of Contemporary American English* for American English or *International Corpus of English* for several varieties of English), registers (*The Bergen Corpus of London Teenage Language* for teenage language vs *The Michigan Corpus of Academic Spoken English* for Academic Spoken English) and modes of communication (The *British Academic Written English Corpus*: written mode vs *The London-Lund Corpus of Spoken English*: spoken mode). These corpora are the result of either individual or collective efforts and have become valuable resources for vocabulary analysis.[2]

In addition to these large language databases, there are other corpus tools, like free concordances, online versions of commercial corpora and websites which can be helpful for those teachers who are willing to introduce corpus work in the classroom. The so-called *Corpus Concordance* http://www.lextutor.ca/concordancers/concord_e.html, for instance, allows users to obtain concordances from different sources and work with different languages,[3] and websites such as *Corpora4learning* at

---

[2] Most of these corpora have a reduced online free version and an expanded commercial version in CD-Rom. Free online versions of corpora are sufficient to introduce corpus work in the classroom.

[3] This concordancer is part of a bigger website called the *Compleat Lexical Tutor* designed for "data-driven language learning on the web." This tool does not need a concordance program to process

http://www.corpora4learning.net/, led by Sabine Brown at the University of Surrey, provide good links and references for the use of corpora in the context of language teaching. Corpus tools for the English language are numerous and diverse in nature. In this manner, English teachers have the opportunity to use them and resort to corpus-based techniques as a new way of dealing with some areas of the language, for instance, they provide good evidence of vocabulary use in context.

There are two ways of using corpora for the study of vocabulary. Teachers can either encourage students to make use of the relevant software through hands-on, practical activities (explicit) or base their tasks on corpus data (implicit). In either case, corpus-based activities should be motivating, enlightening and make sense to learners. The effectiveness of corpus work for the teaching of English has been supported by researchers, such as Vannestal and Lindquist (2007) or Kim (2009). In the following section, some activities with corpora will be proposed so as to work on particular features of English vocabulary, such as, a) the meaning and use of some English words, b) the pragmatics behind stylistically different doublets; or c) the frequency of occurrence, common patterns and specific collocations of particular lexical items. An informal introduction of this type of activities in the classroom proves to be effective and helps students become aware of the semantic and lexical properties of these words.

3. ACTIVITIES WITH CORPORA FOR VOCABULARY LEARNING

The activities proposed in this section are varied with regard to their format and contents. The main aim of these activities is to help students encounter words in real samples of language use and their lexical connections. With the help of these activities, students become aware of the semantic nuances and the syntactic traits of a number of vocabulary items. The target words in this case are lexical items which appear to be difficult to grasp and use by Spanish learners of English.

The first activity focuses on the analysis of the noun "carpet." This noun is included in the *Longman Communication 3000 frequency list* as a high-frequency word in English. However, this item is considered to be problematic for Spanish students of English. The formal resemblance between English *carpet* and Spanish *carpeta* leads students to think that both words mean the same and are used in the

corpus information and allows us to make searches and find out about the particular features and usage of different English items using data from different corpora (Brown, BNC, etc.).

same way. Thus it is common to hear things like "I need to buy a new carpet" or "I like the pictures in your carpet" at low levels when students refer to their school folders. One of the functions that corpora may have for the study of this word is to make the meaning and use of this word clear to students. Students may check the lack of correspondence between both items by searching in a corpus, such as the *British National Corpus* (BNC, hereafter). A useful activity for the analysis of this word in context could be the following:

Activity 1: Students work with the *British National Corpus* to identify word meaning and use.

❖ Lexical item under analysis: "CARPET". This noun may be misleading for Spanish learners of English.

❖ Level: Lower-intermediate

❖ Learning objective: To determine what *carpet* means and how this word is used in English

❖ Materials: BNC online sampler.[4] Free online at http://www.natcorp.ox.ac.uk/.

❖ Description of the activity (two options):

1. (In a normal classroom with no computers available). Students are given a handout with some random concordance lines extracted from the BNC online sampler and are asked to highlight those examples which illustrate the meaning and use of this word clearly.

2. (In the computer room). Students can be involved in a hands-on activity by going directly to the BNC online sampler website at http://www.natcorp.ox.ac.uk/ . In the "type box" of this website, enter the word "carpet" and look for the common patterns and any revealing examples that make the meaning of this word form clear and explain them.

I will refer now to the way we can work with the information provided by the BNC sampler.

Below are the results of our search for the word *carpet* in the BNC online sampler:

Query word: *Carpet*

---

[4] BNC online sampler mirrors the composition of the full BNC and it is ideal for those who wish to use a smaller corpus with equal amounts of written and spoken material. It consists of two collections of written and spoken material of about one million words each.
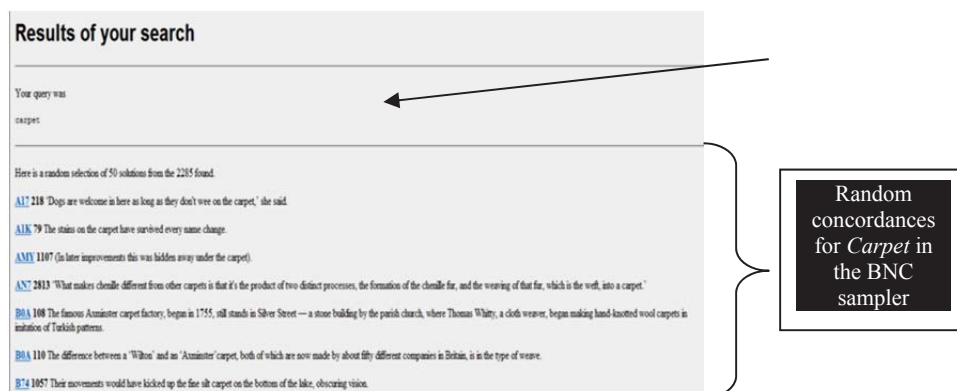
Figure 1: Examples of *carpet* in the *BNC online sampler*

If we analyse the concordances provided by the BNC online sampler, firstly, we should disregard those examples that are not relevant for our analysis. This is the case of the following concordance line:

(1) *When you're buying a* carpet, *look out for the BCMA logo on the underside.* (Code: CCX 1190)

Although we know from this example that *carpets* can be bought and that they have two sides, it is quite ambiguous as regards the meaning of this lexical item, especially if we ignore what a BCMA logo may stand for.

However, there are several syntactic and lexical patterns which are recurrent in the random selection of sentences offered by the BNC sampler. The prepositional phrase: *on the carpet,* the connection of this noun with actions involving dirtiness: *wee, stains, mess,* and with a particular place: *on the floor* might help learners grasp the meaning and use of this English noun.

(2) *'Dogs are welcome in here as long as they don't wee* on the carpet,*' she said.* (Code: A17 218)

(3) *The* stains on the carpet *have survived every name change.* (Code: A1K 79)

(4) *There were no pictures on the walls,* no carpet on the floor*, only rough unpolished wooden planks, and there were gaps between the planks where dust and bits of grime had gathered.* (Code: CH4 2687)

(5) *The* mess on that carpet *wants cleaning.* (Code: KR0 2389)

Apart from that, there is an example which is even more enlightening with regard to the meaning and use of this word. It likens the words *rug* and *carpet.*

These data give us clues concerning the semantic characteristics of an English carpet.

> *(6)   The terms "rug" and* "carpet" *are normally used to denote size — a* carpet *being any rug with a surface area in excess of 4.4 m 2 , and whose length is not more than 1½ times its width, i.e., 9′ × 6′ (2.74 × 1.83 m) or 12′ × 8′ (3.66 × 2.44 m).* (Code: EX0 82)

Those sample sentences make the meaning and use of c*arpet* clear and help learners to deduce the meaning and use of this English noun. Apart from the sample sentences which have been commented here, students may have drawn their attention to other examples. In this case, teachers should ask students for the examples which have called their attention and the reasons why they are important. At the end of the activity, students can be asked to build a sentence which would be meaningful to them in order to learn this word correctly and to translate this word into Spanish so that we ensure the correct understanding of this English noun.

In this activity, students have used their deductive skills and have probably grasped some features of this word which are helpful for them in the future use of this word.

Apart from that, corpora can be exploited to become aware of the syntactic differences between two confusing pair of verbs, such as: *signify/mean*. Apparently, learners of English consider that the semantic properties of those verbs do not differ considerably; however, an analysis of the lexical collocates of these two verbs and the frequency of use of both lexical items hint at an obvious stylistic difference between these two words in English. A good tool to compare and contrast the meaning and use of these two English words is the so-called *Collins Wordbanks Online* based on the Bank of English. Student can access this tool online after signing up for a trial at http://www.collinslanguage.com/wordbanks/. Students can use it free for a month.

Activity 2: Students examine the semantic, syntagmatic and frequency differences between a pair of English doublets using the *Collins Wordbanks Online*

❖ Lexical items under comparison: "SIGNIFY vs. MEAN" (two quasi-synonymous terms).

❖ Level: Advanced

❖ Learning objective: To look into any differences in the frequency of use and in the lexical collocates of this pair of words.

❖ Materials: Computer/ Internet connection. Tool: Collins Wordbanks *Online.* Collins Wordbanks *Online* is an online corpus service which contains 57 million words of written and spoken English, from both American and British sources, from the Bank of English http://www.collinslanguage.com/wordbanks/ Login for the trial version (one month).

❖ Description of the activity: In this case, a hands-on activity is proposed. Students make use of this online resource. They go to http://wordbanks.harpercollins.co.uk/auth/; click on WordBanks Online: English; they select "Word Sketch Differences" and enter the lemmas to be compared. Below I show the screen shot of word sketch differences.

Figure 2: Word Sketch from *Collins Wordbanks Online.*

        After entering the lemmas under analysis, students click on "show differences" and have access to the information on the frequency of these items. *Mean* (with 256632 occurrences) is shown to be far more common than *signify* (2382 examples). In addition to these data, we are presented with common patterns and divergent patterns between these two terms. Both verbs share some patterns; for instance, it is very common to find *mean* followed by *nothing, anything* and *something,* and *signify* can also be followed by these indefinite pronouns. On the other hand, adverbs, such as *necessarily* and *usually,* are frequent modifiers of both verbs. Concerning "the only patterns of these verbs," the patterns provided in the case of *mean* are clear and understood from the concordances provided.

"mean" only patterns	
Wh_comp 5252	**Adverb modifier 31110**
That , when, whatever	*Literally, inevitably, really*

Table 1: Recurrent patterns for *mean.*

However, the collocates provided in the "signify only patterns" section are quite ambiguous and of little help for students since if we click on them to see the concordances we see that the same example is repeated several times. The only collocate which could be of help is the noun "sincerity", which can give us an idea of the associations and use of this verb ("to let somebody see, to exhibit").

"signify" only patterns
Sincerity

Table 2: Recurrent patterns for *signify.*

If we click on sincerity, we get these concordances:

(7) […] practised so effortlessly by Bill Clinton to signify *sincerity and trust. But, hey, this is.* (Code: brregnews)

(8) […] boss (Claire King). He widens his eyes to signify *sincerity and amazement. Ah, but wil.l* (Source: times)

(9) […] he right hand over his heart, as Iraqis do, to signify *sincerity. Fifty dollars must have been.* (Source: times)

If the meaning and use of these verbs still remain unclear, students may resort to other corpora or monolingual dictionaries.

Corpora can be also used to look into the polysemic nature of some words, into their lexical associations and into the semantic prosody of certain lemmas as can be seen from the analysis of the noun "suburb."

Activity 3: Students explore the issue of semantic prosody with the *Compleat Lexical Tutor.*

❖ Lexical item under analysis: The noun "SUBURB"

❖ Level: Advanced (even proficiency)

❖ Learning objective: To look for the words accompanying this lemma and to determine whether the adjectives qualifying this noun have positive or negative connotations.

❖ Materials: Students are given a printed handout with the concordances extracted from the 'corpus-based concordance' section of the *Compleat Lexical Tutor.*

❖ Description of the activity: Students are presented with a group of concordance lines occurring in the BNC and the Brown Corpus where this noun occurs; and they are asked to say whether *suburbs* are unpleasant places to live in or not according to what they can infer from the following lines.
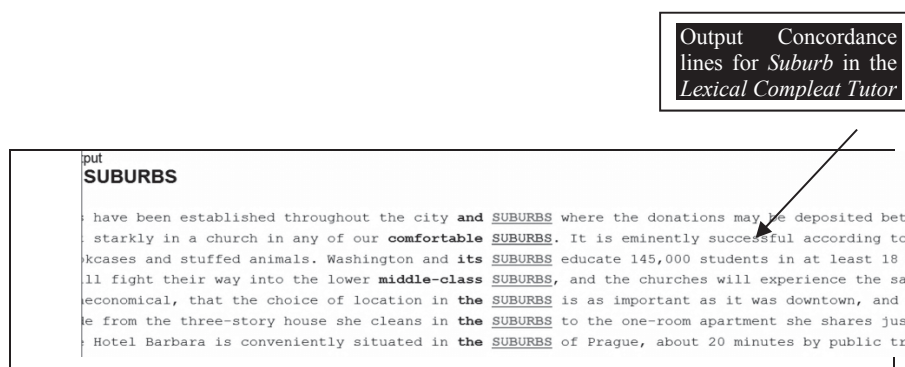

Figure 3: Collocations for *suburb* from the *Lexical Compleat Tutor-Corpus Concordance.*

When analyzing these concordance lines, students should notice that the noun *suburb* collocates with adjectives and verbs denoting positive things such as, *comfortable* or *educate*. This finding might be striking for Spanish learners of English who might compare this noun with the Spanish homograph *suburbio* "shantytown." The idea is to come to the conclusion that the English noun *suburb* does not necessarily have to denote a dangerous or an unpleasant area. In fact, several famous American people (such as Bill Gates) are said to live in the suburbs of Washington. This means that they live in an area outside the city centre away from the noisy streets of the city centre.

Activity 4: Students compare the learners' use of some words with the native use of those words using the *Santiago University Learner of English Corpus* and the *British National Corpus.*

Corpora also allow us to detect the differences in the use of the same word by native speakers and by learners and examine how much they differ. I propose to analyse the noun "career" both in *Santiago University Learner of English Corpus* (SULEC) and in the *British National Corpus* (BNC) in order to determine the differences and different associations that native and learner speakers assign to this word.

❖ Lexical item under analysis: "CAREER"

❖ Level: Intermediate

❖ Learning objective: To look for the differences in the use of this word by first language speakers of English and Spanish learners of English

❖ Materials: Students are provided with a printed version of two concordances which are representative of the use of this noun by both speakers of English as a first language and Spanish learners of English as a foreign language.

❖ Description of the activity: Students are presented with two examples of the noun *career*; one taken from SULEC, the other from the BNC. Learners have to work out any differences in the use of this noun by L1 speakers of English and by EFL learners.

The use of *career* in SULEC and in the BNC	
SULEC	**BNC**
Most of the students that finish their *career* are not prepared to assume that they probably do not get a job related to the university degree that they have been studying for 3-5 years of their live. (code: SULEC-AE-19)	He became a trader in Nigeria and when this *career* failed, worked for a time as a clerk to Richard Beale Blaize, publisher of the short-lived Lagos Times (code: CDU 52)

Table 3: Examples of *career* from *SULEC* and from the *BNC*.

As seen in these examples, learners use the noun *career* to denote "university course or degree". However, native speakers use this word when referring to a "position or job." Data reveal that the noun *career* is used in connection with

students by EFL learners; thus, s*tudents can finish a career* while in the BNC, *career* is associated with professions, that is, being a *trader i*s a *career*.

This activity allows students to reflect on the different connotations and uses of this word by first language speakers of English and non-native speakers thus allowing teachers to see that learners use this word in the wrong way. On the other hand, students learn that they are misusing this word and that they should use it in a different sense and context.

3.   DISCUSSION AND CONCLUSIONS

This paper shows how to take advantage of various corpus tools to work with English vocabulary at different levels (lower-intermediate, advanced and even proficiency). Different types of activities have been proposed in order to illustrate different ways of using corpora in the classroom.

As seen from above, teachers can choose different corpus-based tasks depending on the learning objectives. Thus it is possible to propose activities which show how native speakers of English use particular words in their own language through the analysis of concordance lines extracted from first language corpora. This provides teachers and learners with valuable information about the meaning and use of any lexical item (see, for instance, activity 1). Corpora may also allow students and teachers to examine the frequency of occurrence of certain lexical items (see, for instance, activity 2), which allows them to choose the right L2 word in a certain context or situation. It is also possible to compare the data offered by different types of corpora, such as first language and learner corpora, if we are interested in identifying any remarkable differences between the students' use of some words and the use of these words by L1 speakers (see activity 4) in order to help learners to become more competent in the L2 vocabulary. Students themselves can also make use of corpora to explore issues, such as collocations and semantic prosody, which help them to be more accurate and sound more native in their use of English (see activity 3, for example). Therefore, the potential that corpora have for the teaching and learning of English vocabulary is huge, and several learning objectives can be accomplished with the use of corpora. Moreover, these language databases may allow learners to understand the mechanics of vocabulary use, to give a solution to many different lexical problems and to be more accurate in English by discovering powerful attractions between words (e.g. collocations,

colligations) and patterns which are recurrent in everyday language use. Thus corpora are very useful tools and resources for vocabulary teaching and learning.

With the introduction of corpora, students are exposed to the real use of language in a different way. Thus, learners get to know that not everything in language is as tidily organized as we sometimes learn in the classroom. The conventions of language use may vary depending on a series of variables, such as the nature of communication (oral or written) or the social status of speakers (students vs adults). Students get ideas on how the L2 vocabulary really works by analyzing the language of different types of corpora (i.e. learner corpora, spoken corpora, academic written corpora, corpora of teenage language, etc). In this sense, students are confronted with the complexity and with the practical side of vocabulary in use.

Some language teachers start using corpora because they provide samples of authentic language, which gets students into the analysis of real language use and promotes *discovery learning* (Bruner 1961). Corpus-based language learning also contributes to the development of some basic skills and, promotes learners' autonomy through data-driven learning (Johns 1991; Leech 1997). Moreover, corpus analysis can be said to be ideal in preparing students for real life. They play an active role in these activities and are encouraged to discover things by themselves and come to conclusions on their own. This discovery idea is motivating for learners who are more involved in the learning process and feel that they can do things by themselves.

4. PEDAGOGICAL NEEDS AND USEFULNESS OF CORPORA FOR VOCABULARY TEACHING

Corpora are, therefore, suitable for vocabulary study and they can be fruitful if we design motivating activities which are relevant to the learners' interests. The contribution of corpora to the study of vocabulary is remarkable; the advantages of using these language databases are several. Corpora bring real English into the classroom and together with it, the importance of learning autonomously. Apart from that, "corpora allow access to detailed and quantifiable syntactic, semantic and pragmatic information about the behaviour of lexical items" (Carter 1998:233), they allow students to analyze the meaning, cotext and situational contexts in which certain words typically occur. This gives students a more realistic picture of how a language and its vocabulary work. With the use of a corpus-based approach for the

study of vocabulary, students become aware of the importance of context in communication; they also learn to develop an analytic and critical approach to data (they have to disregard examples which are irrelevant and take those which are useful). In addition, students can feel that they are in contact with language use in real contexts, they can actually hear real people speaking in some corpora. Students also practice their deductive skills and notice that corpora may also provide typical and atypical collocations that can be relevant for an accurate use of the target language.

However, the introduction of hands-on activities based on corpora could also have a number of disadvantages. As we need computers and the corpus software, students should have a computer at their disposal; furthermore, computers must have either Internet connection for the use of an online corpus or the corpus software installed. In case the corpus does not have a concordancer, there is a need to look for a suitable concordancer to process and analyse data quantitatively and qualitatively. Apart from those technological problems which may arise, students need to be familiar with key aspects of corpus work (Cobb 1997): e.g. background information on corpus representativeness (register, type of data: written spoken, genres represented, etc.) and use and interpretation of data provided by corpora.

The other important issue about corpus-based discovery activities is that they primarily focus on receptive processes (inferences through exposure to the language) rather than on production, on the productive use of language (speaking and writing). That is why it is important to add a communicative component in which students need to put the acquired knowledge into practice (Oghigian & Chujo 2010) after these corpus-based activities. In any case, the introduction of corpus data in language learning has somehow revolutionized vocabulary teaching and it may help students to become acquainted with the real use of the English vocabulary in a different way. The advantages of the use of corpora for vocabulary teaching outnumber the disadvantages. However, the teaching of vocabulary should not be entirely based on the use of corpus data because it may become redundant and boring like anything else, we should have a good combination of different techniques for the presentation, practice and consolidation of new vocabulary.

REFERENCES

"BNC Online Sampler: XLM edition." Universities of Lancaster/Oxford, 2007. URL: http://www.natcorp.ox.ac.uk/. 8/08/2011.

Bruner, Jerome. "The Act of Discovery." *Harvard Educational Review* 31.1 (1961): 21–32.

Cobb, Tom. "Is there any Measurable Learning from Hand-on Concordancing?" *System* 25.3 (1997): 301-315.

Davies, Mark. "The Corpus of Contemporary American English (COCA)." Brigham Young University, 2008. URL: http://www.americancorpus.org. 11/09/2011.

Granger, Sylviane. "The International Corpus of Learner English (ICLE)." Université Catholique de Louvain, 2002. URL: http://www.uclouvain.be/en-cecl-icle.html. 12/09/2011.

——. "The Learner Corpus: A Revolution in Applied Linguistics." *English Today* 39 (1994): 25-29.

Greenbaum, Sidney. "International Corpus of English (ICE)." University College London, 1988. URL: http://www.ucl.ac.uk/english-usage/projects/ice.htm. 12/09/2011.

Hunston, Susan. *Corpora in Applied Linguistics.* Cambridge: Cambridge University Press, 2002.

Johns, Tim. "Should you be Persuaded: Two Samples of Data-driven Learning Materials." *English Language Research Journal* 4 (1991): 1-16.

Kim, Yu-Jeung. *Effectiveness of On-line Corpus Research in L2 Writing: Investigation of Proficiency in English Writing through Independent Error Correction.* Master of Arts, University of North Texas, 2009. URL: http://digital.library.unt.edu/ark:/67531/metadc12140/m1/1/high_res_d/thesis.pdf 15/08/2011.

Krieger, Daniel. "Corpus Linguistics: What Is and How Can be Applied to Teaching". *The Internet TESL Journal 9/3* (2003). URL: http://iteslj.org/Articles/Krieger-Corpus.html 5/08/2011.

Kucera, Henry and Nelson Francis. "The Brown Corpus." Brown University, 1960s. URL: http://www.helsinki.fi/varieng/CoRD/corpora/BROWN/ 13/08/2011.

Leech, Geoffrey. "Teaching and Language Corpora: A Convergence." *Teaching and Language Corpora.* Eds. Anne Wichmann, Steven Fligelstone, Tony McEnery and Gerry Knowles. Edinburgh: Addison Wesley Longman Limited, 1997: 1-23.

Nesi, Hilary. "British Academic Written English (BAWE) Corpus." Universities of Oxford Brookes, Reading and Warwick, 2008. URL: http://www2.warwick.ac.uk/fac/soc/al/research/collect/bawe/ 2/09//2011.

Oghigian, Kathryn and Kiyomi Chujo. "An Effective Way to Use Corpus Exercises to Learn Grammar Basics in English." *Language Education in Asia* 1 (2010): 200-214.

Palacios Martínez, Ignacio Miguel. "Las nuevas tecnologías y la investigación en el campo de la adquisición de segundas lenguas." *Nuevas Tecnologías en Lingüística, Traducción y Enseñanza de Lenguas.* Eds. Mario Cal, Paloma Núñez, and Ignacio Miguel Palacios. Santiago: Universidad de Santiago, 2005: 203-223.

——. "The Santiago University Corpus of Learner English." University of Santiago de Compostela, 2002-2005. URL: http://sulec.cesga.es/ 17/09/2011.

Simpson, Rita, Sarah Briggs, Janine Ovens, and John M. Swales. "The Michigan Corpus of Academic Spoken English (MICASE)." University of Michigan, 2002. URL: http://quod.lib.umich.edu/m/micase 16/08/2011.

Stenström, Anna-Brita. "The Bergen Corpus of London Teenage Language (COLT)." University of Bergen, 1993. URL: http://www.hd.uib.no/colt/. 19/10/2011.

Svartvik, Jan. "London-Lund Corpus of Spoken English." Lund University, 1975. URL: http://www.ota.ox.ac.uk/headers/0168.xml. 7/10/2011.

"The Key Competences for Lifelong Learning – A European Framework." Luxembourg: Official Publications of the European Communities, 2007. URL: http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf. 1/08/2011.

Vannestål, Maria Estling and Hans Lindquist. "Learning English Grammar with a Corpus: Experimenting with Concordancing in a University Grammar Course." *ReCALL* 19.3 (2007): 329-350.