Integrating corpora with everyday language teaching

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Despite the growing number of books on how to use corpora in language teaching, not much has been written about integrating corpus-based activities with the reality of the classroom. Practising teachers usually have a syllabus to follow and a set course book they must use, and there is often little room to stray away from that. So even if teachers have heard about corpora in teacher training programmes or elsewhere, it is not guaranteed that they will actually use them in their teaching. The present paper focuses on how the direct use of corpora is relevant to and can be integrated with everyday language teaching, with many advantages for both teachers and learners.

1. Introduction

Language teachers who resort to corpus-based and corpus-informed materials such as dictionaries, grammars and course books available on the market can benefit from corpora without having to handle them themselves and even without having to know what corpora are. However, ready-made published materials using corpus data are few and can only deal with a fraction of the linguistic information that can be gleaned from corpora. To benefit from corpus data more fully, it is also possible for teachers to use corpora directly. However, not many teachers have heard of corpora, let alone learned how to use them, and, even if they have, it is not guaranteed that they will actually employ them in their teaching. Although there are now quite a few volumes on corpus-based language learning activities (for example, Tribble and Jones 1997, Anderson and Corbett 2009, Bennet 2010, Reppen 2010), not much has been written about integrating those activities with the reality of the classroom. Practising teachers usually have a syllabus to follow and a set course book they must use, and there is often little room to stray away from that. Besides, most teachers will probably not have the time or energy to become acquainted with corpora if they are not able to see their immediate benefits and applications in relation to daily classroom routines. The present paper therefore focuses on how the hands-on use of corpora is relevant to and can be integrated with everyday language teaching.

2. Corpus use in the classroom today

Although with the dissemination of the Internet corpora have become more and more accessible to non-experts over the past decade, the direct use of corpora still seems to be very far from being part of mainstream language teaching. In what seems to be the only well-documented survey on the use of corpora in schools available, Mukherjee (2004) interviewed 248 German secondary school teachers and found that 79.4% of them had never even heard of corpora. Judging from informal exchanges at the Ninth Teaching and Language Corpora conference that took place in Brno in July 2010, six years have gone by and the situation does not seem to have changed much. There are, however, a few notable exceptions. Bernardini (2002) reports on having used corpora with fourth year translation students at the University of Bologna on an experiment on discovery learning. Charles (2007, 2011) has been using corpora to teach academic writing to graduate students at the University of Oxford. Gilmore (2009) used corpora with university students in Japan to teach them how to attain greater autonomy in redrafting texts. Kennedy and Miceli (2010) report on an experiment where they taught creative writing with the help of corpora at the University of Melbourne. Kettemann (2011) used printed materials extracted from an Emo corpus to teach Cultural Studies at the University of Graz. Kübler (2011) describes how corpora are used at Paris VII in the teaching of pragmatic translation. What these and many other examples have in common is that, apart from being highly original and deeply inspiring, they all take place at university settings, where the lecturers responsible for implementing the use of corpora have a great deal of autonomy and are not just teachers but also corpus linguists.

Despite the existence of numerous introductions to corpora (for example, Biber et al 1998, Hunston 2002, Adolphs 2006, and Anderson and Corbett 2009) and books about teaching and language corpora (for example, Johns and King 1991, Tribble and Jones 1997, Aston 2001, Ketteman and Marko 2002, Sinclair 2004, O'Keeffe et al 2007, Aijmer 2009, Bennet 2010, Reppen 2010, and Frankenberg-Garcia et al 2011), they do not seem to have caught the attention of ordinary language teachers. To disseminate the use of corpora among teachers in general, it is necessary to give talks and workshops

about corpora in schools and conferences for teachers rather than conferences for corpus linguists. It is also important to let teachers know that, nowadays, with more and more free online corpora available (see Anderson and Corbett 2009), it is not necessary to install complicated software or pay any subscription fees in order to start using corpora. And it would be a good idea to include modules on corpora in teacher training programmes, (see Mukherjee 2004 and Breyer 2009), and not forget the need to teach basic corpus skills (see Frankenberg-Garcia 2010).

But let us imagine now an ideal world, where language teachers had heard of corpora, could access them easily and understood the principles of corpus querying. Even with all these factors in favour, there is really no compelling reason why teachers should start using corpora. It is far more practical to use off-the-peg language teaching materials, some of which (at least in the ELT context) are even corpus-based. It would not make sense for teachers to waste time producing more corpus-based materials or training learners to use corpora themselves. There are, however, a number of well-known arguments in the literature supporting the direct use of corpora. Teachers can use corpora to move away from scripted, textbook language and expose learners to authentic language, as well as to find answers to language questions that escape intuition or are not adequately dealt with in grammars and dictionaries. For example, in his pioneering work on data-driven learning, Johns (1991) demonstrates how corpora can lead us to understand the differences between near synonyms that like *convince* and *persuade*. Krieger (2003) shows how corpora can help us discover more about the grammar of a word like *any*, which, unlike what is stated in many books, can be used in affirmative sentences and not just interrogative and negative ones. If using parallel corpora, Barlow (2000) points out that it is possible to compare L1-L2 equivalents like the English *head* and the French *chef*, and notice that the two do not have a one-to-one correspondence. Corpora can also help language learners with collocations, such as noticing that the verb *strike* often precedes *bargain* (O'Keeffe et al 2007), and with phraseology, such as realising that **make a diet* is not something that native speakers of English say (Römer 2009). Anderson and Corbett (2009) show how corpora can be used to help learners notice where native speakers use discourse markers like *ah* and *erm*, while Bennet (2010) explains how learners can find out how adverbs like *very*, *really* and *thoroughly* are used contrastively in speech and writing. Reppen (2010) proposes a classroom activity where learners make a small corpus of newspaper articles and then extract a word list in order to look up difficult words that are frequent in the corpus before they start reading the articles, and another one where learners are required to notice register differences in separate frequency lists of academic texts and transcribed speech.

There are many more examples of classroom applications of corpora in the literature. However, most of the activities proposed have more to do with the linguist's interest in language research than with the classroom routine. It is doubtful that they will convince practitioners to use corpora as a matter of habit. O'Donoghue (2010) has described the reactions of teachers trained in corpus use and, generally speaking, they appear to be glad to use corpora as a reference source for themselves and are able to prepare corpus-based exercises for their students (especially for teacher training assessment purposes!), but many have admitted that it is unlikely that they will use corpora in actual teaching. One reason for this is that teachers normally have a course book and a syllabus to follow, and have little time for extra activities, especially if these extras are not directly related to what they are required to cover during the term. Also, many of the corpus-

based activities presented in the literature involve a lot of time and effort investment, such as buying and installing new software, using computer labs, building corpora and even teaching learners how to make their own corpora. This is neither realistic nor viable in many settings.

3. A change of perspective

In their book entitled *From Corpus to Classroom*, O'Keeffe et al (2007: xii) state very clearly in the preface that "the book stops at the classroom door". However, if we want teachers to use corpora directly, we must not stop there. To integrate corpora with actual teaching, a change of perspective seems to be in order. Instead of asking *What can a teacher do with a corpus?,* it is time to ask *What can a corpus do for a teacher?* In other words, instead of starting with corpora and describing ways in which corpus analyses can be transposed to the classroom, it is time to take the classroom as a starting point and then reflect upon ways in which corpora can contribute to them. As Römer (2006: 129) put it, the idea is to "show the teacher where corpora can help him/her solve everyday problems".

The first step in this direction is not to scare teachers away before they start using corpora. It is important that they realize that corpus use in the classroom needn't involve buying or installing new software, needn't involve building corpora, needn't involve teaching learners how to create their own corpora and needn't take up much time, at least no more than any other complementary classroom activity. Teachers should be encouraged to start with free online corpora, which they can try out with no strings attached. It is also important that they realize that computer labs with individual workstations for each student are not strictly necessary. Teachers can use Gabrielatos' (2005) 'soft approach' or Boulton's (2010) 'hands-off' approach, where corpus printouts replace the computer, or learners can use a single computer in class in the same way as they would resort to a shared dictionary. Above all, the message that has to be conveyed is that corpus use needn't be complicated or separate from everyday teaching, and can be realistically integrated with set course materials and well-known classroom activities. The next sections contain real examples from a classroom for young adults learning English in Portugal demonstrating how this can be achieved.

4. Language reception and corpora

Corpora can complement all sorts of language reception activities and there is no need to create special corpora for this. Teachers can use as a starting point regular listening and reading materials (such as CDs, DVDs and textbooks) or the Internet. These materials are constantly exposing learners to new vocabulary, grammar and culture, and this is precisely where corpora can help. When teachers notice how learners react to the new input, taking note of what they don't understand, what arouses their curiosity and what is worth expanding, they can use corpora to prepare customized materials in response specific learner needs.

Figure 1. Excerpt from *Welcome! English for the travel and tourism industry* (Jones 2005:10)

PASSENGER	I was wondering, er… could I have a smoking seat?
CHECK-IN CLERK	I'm afraid this is a non-smoking flight, sir. Would you prefer an aisle seat or a window seat?
PASSENGER	Erm, well, I'm not sure. You see, it's the first time I've flown and I, well, I'm feeling a bit uneasy about it.

Figure 1 shows the transcript of an excerpt from a listening comprehension exercise included in a set course book used to teach English for Tourism. After listening to this dialogue, a group of young adult learners had questions about the word *aisle*, which they had not heard before, and about the expression *it's the first time I've flown*, which they found strange, because their intuitions as native speakers of Portuguese led them to believe the correct form should be **it's the first time I fly*. Figure 2 illustrates a handout with selected concordances from the British National Corpus (BNC)[1] that was created on the fly to help these learners fix the meaning of the new vocabulary. Unlike the dialogue initially presented to the learners, where no matter how many times it was replayed, the word *aisle* appeared only in the context of airplanes, the concordances in this supplementary exercise exposed the learners to other contexts where aisles are used (e.g. trains, shops, churches). Also, the concordances helped the learners notice that there is a difference between *aisle* and *corridor*, which does not exist in their native Portuguese. And as a result of serendipity (Bernardini 2000), the learners noticed the word *commuters* in concordance line 3, which they did not know, and ended up realizing that many of those present in class were themselves commuters.

Figure 2. Handout with BNC concordances for *aisle*

A. Read the sentences below and make a list of the sort of place where *aisles* are found. **B. Does *aisle* translate into Portuguese always in the same way?** 1. The air hostesses inquired what I was making and a man passing in the **aisle** quite genuinely complimented me on my work. 2. I arrived at Salisbury Cathedral, just as the bride was about to go up the **aisle**. 3. As she looked around she felt a twinge of sadness that in a carriage where 70 per cent of the commuters were men there were five women forced to stand in the **aisle**. 4. They looked at the passports and then started to walk down the **aisle**, pointing their guns at the passengers. 5. He hurried up the **aisle** of the church 6. She picked up her suitcase and made her way along the **aisle**. 7. The layout of the store, with wide **aisles**, gives customers room to move around. 8. I spend much of my time at the shops; wandering through the **aisles**, faltering, never knowing what to buy.

Figure 3 shows another handout created in response to the learners' needs, with a selection of concordances from the BNC to help the learners with the new grammar. The handout presented them with enough samples of *it's the first time* followed by the present perfect for the students to be able to notice a pattern, generalize a rule and compare it with their native language. And an extra set of blanked concordances enabled the students to practice the new structure.

Figure 3. Handout with BNC concordances for *it's the first time*

A. Read the sentences below and underline the verbs that follow the expression "It's the first time". What do these verbs have in common? 1. It's the first time we have been on a coach holiday and we were a bit apprehensive. 2. He's very upset. Naturally. It's the first time in his career he hasn't come out on top. 3. It's the first time I have taught at a university. "I used to work in public relations in France so this is something new. 4. I'm a --; a widow, you see. It's the first time I've said that word since Gerry died, but I've said it now. Widow." 5. It's the first time I've really understood anything about science and technology

6. For many women, it's the first time they have been given a responsibility of this kind. In this way, women are beginning to take charge of their lives.
7. It's the first time that protection against meningitis has been offered as a routine childhood immunisation.

B. Based on what you've seen above, fill in the gaps in the sentences below.

8. It's the first time it …………………… (ever happen) to me.
9. …it's also special because it's the first time you ……………………(invite) me home.
10. It's the first time the Gloucester Diocese ……………..(ever allow) a woman to take charge of a church.
11. It's the first time in all my life I ………….(be able to see) the back of my nails from the palms of my hands.
12. It's the first time a reunion like this …………… (take place).
13. I like what's going on in music. It's the first time in years that I …………………(enjoy) the charts.
14. It is the first time I ……….. (go ahead) and openly ………… (do) something that my parents disapprove of.

C. Would you use equivalent verb tenses in Portuguese?

In another conventional classroom activity, these same learners were required to find texts about Portugal written in English for homework. The learners found texts on the Internet and noticed that many American websites were using non-metric measures to describe facts about Portugal. The teachers noticed that most of the learners had no idea of the order of magnitude of units such as miles, feet, inches, degrees Fahrenheit, pints, gallons, pounds, ounces and so on, and did not know which equivalent units to use if they had to convert them into the metric system. In response to this, to help the learners become familiar with this aspect of American culture, an interactive CALL cloze exercise based on selected concordances from COCA, the Corpus of Contemporary American English[2] (Davies 2008) was created in no time at all using the HotPotatoes tool[3]. A screen shot of this exercise can be seen in figure 4[4]. Filling in the blanks helped the learners discern which units were used to measure length, weight, volume, distance and temperature, and the context provided by the concordances also enabled them to develop a feeling for the order of magnitude of imperial units.

Figure 4. CALL exercise with COCA concordances containing non-metric units.

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[2] Available online at http://www.americancorpus.org/
[3] Available for download at http://hotpot.uvic.ca/
[4] The complete exercise can be downloaded from
https://docs.google.com/leaf?id=0BznjvoiJrHGgMWFhMzJmZDMtZTQ3OC00YTNlLTg3NzItNmUwZWRmNWQyYThl&hl=en&pli=1

1. And how big are these fish? - They can get up to eight feet [dropdown] and [dropdown] 200 pounds.

2. But who killed him? And how did he end up here, more than 300 [dropdown] away from his home in New Jersey?

3. Duncan picked me up in his Prius, and we made it to Buffalo, Wyoming, in five hours using only six [dropdown] of gas.

4. Each seat has its own LCD television screen. In coach, the screen is 10.6 [dropdown] wide. In business, 15 [dropdown], about the size of your laptop screen.

5. Four [dropdown] of jasmine tea costs about $9.

6. Her room, her cubicle? It's only six feet [dropdown] by five feet [dropdown]. There's barely

Regular listening and reading comprehension exercises normally provide learners with a one-shot exposure to new vocabulary, grammar and culture. Even if learners listen to a dialogue or read a text again and again, the contexts of the new input will always be the same. As Nation (2001) put it, the amount of language to which L2 learners are exposed is too limited for learning to occur incidentally, as a by-product of reading or listening, as it does in L1. With corpora, it is possible to create customized exercises to supplement regular reading and listening activities with concentrated doses of the new input in a variety of contexts. According to a recent study, there seems to be evidence that reinforcing new input with explicit teaching of this kind is especially effective in facilitating recall (Sonbul and Schmitt 2010). In the case of the three corpus-based activities presented thus far, because they were created in response to authentic language reception questions, their content was highly relevant to the learners and they were deeply engaged in learning.

5. Language production and corpora
In the same way as with regular language reception exercises, teachers needn't deviate from the speaking and writing activities related to the syllabus to be able to use corpora in the classroom. Corpora can help learners at three different stages of language production. Before writing a composition or before a conversation class, corpora can help learners with the vocabulary and the grammar they need to be able to write or talk about a particular subject; during a written assignment, corpora can help learners with questions which emerge as the write; and after writing or speaking, corpora can help teachers with correction, can stimulate self-correction among learners and can be used to create exercises to address common learner errors.

As a warm-up to regular speaking or writing exercises, collocation queries can be used to brainstorm vocabulary about practically any topic. Figure 5, for example, contains the top collocates for *beach* in the BNC. Although not all of them will be relevant, many

words from this simple collocation query can be used to boost vocabulary in preparation for a conversation class or a writing assignment about beach holidays.

Figure 5. BNC collocates for *beach*

sandy, beach, hotel, per, along, sea, chares, included, bed, breakfast, sand, supplements, includes, bar, walk, palm, dinner, island, beautiful, miles, pool, swimming, coast, holiday, resort, shingle, bay, p.225, boat, beaches, yards, golden, lunch, gardens, situated, rooms, bathing, landing, waves, washed, cliffs, fishing, deserted, california, restaurant, shore, mile, florida, hotels, stretch, metres, bars, wave, nearby, pollution, sewage, tide, harbour, promenade, blackpool, superb, pebble, cliff, holidays, golf, coastal, sail, sailing, sands, resorts, restaurants, tropical, boats, tennis, watersports, pools, shallow, nightlife, surf, dunes, normandy, terraces, tourist, coves, stretches, pebbles, stroll, ashore, rocky, walks, magnificent, san, poolside, windsurfing, pine, swim, inland, ocean, mombasa, del

Teachers can also prepare with the help of corpora a pre-writing activity like the one in figure 6, which was used to help learners with phraseology before writing a composition about a bus. A selection of concordances for *the bus* were extracted from the BNC and COCA and pasted into a handout. A number of conventional phrases that might be useful for the learners were highlighted in bold, providing them with raw material to use in their own compositions. This very simple exercise encouraged the learners to use idiomatic chunks instead of awkward literal word for word translations from their L1.

Figure 6. Handout with BNC and COCA concordances for *the bus*

Notice the words that go with "the bus" in the sentences below. Can some of the expressions in bold be useful in your composition?
1. Back **at the bus stop**, the other people were furious.
2. He bought this old factory the other day, down **by the bus station**.
3. You **missed the bus**, " she said.
4. When **the bus pulled up** to our school on Lincoln Street, I stood up.
5. I was **sitting on the bus** to school, I was looking out the window.
6. I saw a man trying to **catch the bus** into Manhattan as it **pulled out of the station**.
7. Once I did that I was able to **get on the bus**.
8. We **got on** and **off the bus** together.
9. She reached the gate just as the **bus driver** was **collecting** the last of **the tickets** and closing the door.
10. Blind as well?'; the **conductor** asked, and **rang the bell to stop the bus**.
11. The people **in the bus queue** are going to work.
12. I **take the bus to Santa Ana**, the second city of El Salvador.
13. They'd all **got off the bus** together.
14. He walked to the **bus shelter at the roadside**, and waited.
15. Benny knew they would come to **meet her off the bus** .
16. She called to her to say she'd be back for tea, and went out to **catch the bus**.
17. I told Father I was **coming home on the bus**,' she said coldly.
18. I'm usually **late for the bus**.
19. I always **miss the bus**.'
20. Flora had to be detached from Anna physically as **the bus approached** her school.
21. I used **to ride the bus** by myself when I was your age.

So far, all the examples of using corpora to enrich regular lessons involved whole-class activities, with the teacher preparing corpus-informed, 'hands-off' materials in advance, and without the learners having to use corpora themselves. There was therefore no need to train the learners in corpus consultation or even to explain what a corpus is. The

picture changes during writing, when learners have specific questions requiring individual answers such as:

How can I say _____ in English?
What _____ can I use here?
Is _____ right?

For obvious reasons, materials prepared in advance for the whole class are not suitable in these situations. Although individual corpus consultation is more appropriate, language lessons do not usually take place in computer labs, and, in everyday teaching, there is simply no time to train learners to use corpora. However, as Kennedy and Miceli (2010) point out, it is perfectly possible to downplay the notion of learner-as-researcher. There is no need to train language learners to become corpus linguists and it is not strictly necessary to use a computer lab because the learners can share a laptop in the same way as they normally share dictionaries. All that is really necessary is to show learners how to look up the answers to the specific questions they ask, one question at a time. While some answers can be easily found in dictionaries, there are questions that might require a little corpus research. By demonstrating how to carry out different types of queries as the need arises, teachers can promote a gradual development of both dictionary and corpus skills. Because learners will be engaged in looking up solutions to problems in the forefront of their minds, learning is bound to take place.

Figure 7. COMPARA parallel concordances for *conta*

	dá **conta** de que não existe nada o que ter medo.	to be frightened and finally wake up to the fact that there is nothing to be frightened of .
EBDL1T2(456):	O dinheiro dessas cessões (?) de direitos cai na minha **conta** bancária como água da torneira.	Money from these sub-licences pours into my bank account like water from a running tap.
EBDL1T2(686):	A maioria dos meus companheiros de vagão está aqui por **conta** da firma.	Most of my fellow passengers in this carriage are on expenses.
EBDL1T2(714):	Ela olhou para mim e disse: -- Mas é isso que acabei de lhe dizer -- e eu me dei **conta** de que tinha entrado num transe de distração: enquanto estava me perguntando de onde a frase tinha vindo, Sally já estava me dando a resposta.	She stared at me and said, «But that's what I just told you,» and I realized I'd had one of my absent-minded spells, and while I was wondering where the phrase came from she had been telling me.
EBDL1T2(1132):	Por que não pede a **conta**?	Why don't you get the check?»
EBDL1T2(1210):	A novidade vem com a história que cada episódio **conta**.	The novelty comes from the story each episode tells.
	Cindy Davis, da casa do lado, é uma mãe solteira adolescente, sua mãe toma **conta** do bebê enquanto ela vai à escola e o ponto dramático do episódio é que os Springfield foram totalmente liberais a respeito de Cindy, mas estão chocados	Cindy Davis next door is a teenage unmarried mother, her Mum looks after the baby while she's at school, and the dramatic point of the episode is that while the Springfields have been terribly liberal-minded about Cindy

In one specific case, a Portuguese learner of English wanted to know how to say *conta* in English and, instead of being spoonfed the answer, was encouraged to look it up in a bilingual Portuguese-English dictionary. The word is highly polysemous and the learner was not sure which translation to use. So the learner was shown how to look it up using the simple search in COMPARA, a Portuguese-English parallel corpus (Frankenberg-

Garcia and Santos 2003)[5]. By scrolling down the results (see figure 7), she was able to spot exactly which translation to use because of the context provided by the parallel concordances. The learner was not told she was using a corpus. She was simply told that COMPARA was a useful tool she might want to use in addition to bilingual dictionaries whenever she needed to look up L1-L2 equivalents.

Another learner wanted to know what preposition to use in the sentence *I received a message_____ my cell phone*. He was asked to look up *cell phone* in a monolingual learners' dictionary and was able to identify the preposition *on* in the context of 'I talked to her on my cell phone', but was not satisfied because he could not find anything about text messages. So the learner was taught how to look up *cell phone* in the context of *message* in COCA. The concordances retrieved (see figure 8) gave him exactly the answer he was looking for.

Figure 8. COCA concordances for *message* in the context of *cell phone*

Sometimes during writing all learners want is reassurance. In one particular case, a learner wanted to know whether **I like to put loud music when I'm happy* sounded right in English. She was not able to find the answer she wanted in a monolingual learners' dictionary. It supplied the phrases *listen to music* and *play music*, but there was no information on whether **put loud music* was acceptable. The learner was therefore instructed to look up this string in the BNC, but was again disappointed because it returned no results. She was then shown how to make her query more flexible, by reducing the number of words in the query and looking up just *loud music*. As shown in figure 9, she retrieved a number of concordances with *loud music* and was able to spot not just the verbs *play* and *listen* to the left of the search string, but also the phrasal verb
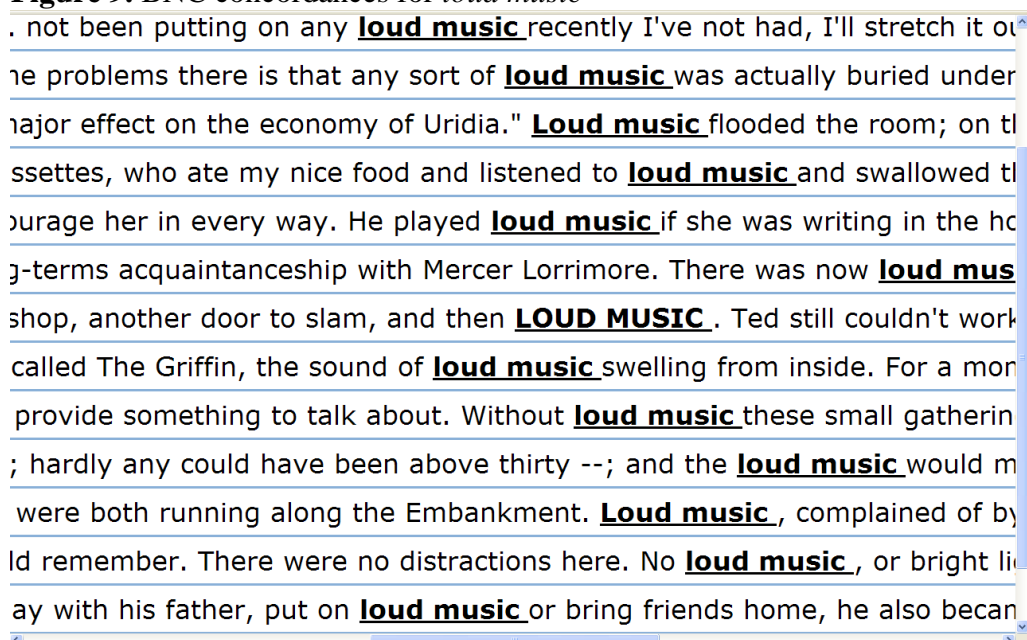
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put on. She realized the preposition *on* was missing from her sentence and was able to correct it on her own.

Again, in both this and the previous example, no time was lost explaining to the learners what a corpus was. They were merely told that the BNC and COCA might be useful links to use whenever they needed to see specific examples of English sentences. In both cases, all the teacher did was provide demonstrations of corpus look-ups suitable for answering queries that emerged during the writing process. However, this was also an incentive for the learners to use corpora autonomously in the future.

Corpora can also be very useful after language production activities. They can help teachers with questions that emerge when they are correcting their students' work, they can be used to stimulate self-correction among learners, and they can also be used in the preparation of customized materials to address learner error.

Figure 9. BNC concordances for *loud music*

In one particular writing assignment, for example, a learner wrote *?After the dinner, a concert ensued.* Translated literally into the learner's native Portuguese, there is absolutely no problem with the sentence '*Depois do jantar, seguiu-se um concerto*'. However, the teacher had a nagging feeling *ensued* did not sound right, but was unable to explain why. As Römer (2009) observed, it is very common for non-native [and perhaps native] teachers to feel insecure when marking their students' essays. In the dictionary entry for *ensue*, there was information about it 'happening as a result' or 'happening later in time', but there was nothing specific about the word that helped to explain why it was not appropriate in the context of the above sentence. However, as shown in figure 10, by looking up the noun collocates of *ensued* in COCA, the reason why the word did not sound right became immediately obvious. Unlike *concert*, which is generally perceived as being something pleasant, the noun collocates to the left of *ensued* carry a markedly negative semantic prosody.

Figure 10. Noun collocates to the left of *ensued* in COCA

1	☐	SILENCE ENSUED	29
2	☐	STRUGGLE ENSUED	24
3	☐	DEBATE ENSUED	22
4	☐	ARGUMENT ENSUED	17
5	☐	FIGHT ENSUED	17
6	☐	BATTLE ENSUED	14
7	☐	DISCUSSION ENSUED	11
8	☐	RIOT ENSUED	10
9	☐	WAR ENSUED	10
10	☐	SCUFFLE ENSUED	8
11	☐	PANIC ENSUED	7
12	☐	CHAOS ENSUED	6

Figure 11. Business Letter Corpus concordances for *appreciate*

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] We would much appreciate it if you could make deliver
01166] We would appreciate it if you could pay the amou
C2:31:00839] We appreciate it if you could reply by Aug
C2:31:00632] We appreciate it if you could reply by Aug
03429] We would appreciate it if you could select a sui
I would greatly appreciate it if you could send any not
 I would really appreciate it if you could send me two
rom today, we'd appreciate it if you could send them by
would therefore appreciate it if you could send them to
00315] We would appreciate it if you could send us a br
efore, we shall appreciate it if you could send us a co
yment, we would appreciate it if you could supply us wi
lves, and would appreciate it if you could treat the ma
 I would really appreciate it if you could understand o
I would greatly appreciate it if you could.
 such, we shall appreciate it if you will advise us by
 If so, I shall appreciate it if you will direct any ad
01177] We shall appreciate it if you will initial the c
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As proposed by Gilmore (2009), corpora can also help learners to correct their own texts after writing. For example, in a business letter handed back to a student, *appreciate* was underlined in the sentence **I would appreciate if you could reply as soon as possible*, and the student was told to look up the word in the Business Letter

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Corpus (Someya 2000)[6] and then try to correct the sentence by himself . Having been guided to retrieve concordances like the ones shown in figure 11, he was quickly able to figure out that *appreciate* needed to be followed by *it*. Rather than being told he was using a corpus, the student was simply told this was a useful tool to use whenever he needed help with writing business letters. At the end of the semester, without being prompted to do so, this same student told the teacher he was using the tool all the time as an aid to writing letters in English at his workplace.

Figure 12. Handout with parallel concordances from COMPARA and OpenSubtitles for "*segurança*"

1. Read the extracts below and underline the English equivalents to "segurança" 2. Go over the extracts again and list the things that go with *safety* and the things that go with *security* 3. Can you add a few more items to your lists?	
A Qantas mantém o recorde de **segurança** entre as companhias internacionais	Qantas has the best safety record among the international airlines
Ajudaram-no a sentar-se no lugar ao lado do condutor, puseram-lhe o cinto de **segurança**,	They eased him into the front passenger seat, and secured the safety belt.
equipado com os últimos modelos de alarmes e sistemas de **segurança**	it has all the latest alarms and security systems.
O rapto ficou gravado numa câmara de vídeo do serviço de **segurança**	The abduction was recorded by a security video camera
as grades serão fechadas um minuto antes da hora de partida anunciada «para assegurar a pontualidade e a **segurança** dos passageiros»	platforms will be closed one minute before the advertised departure times of trains *«in the interests of punctuality and customer safety»*
bancos de ferro forjado, agora aparafusados ao cimento por uma questão de **segurança**	cast-iron seats, now bolted to concrete blocks for safety,
Talvez fosse preferível contratarem outra empresa de **segurança**.	Perhaps they should employ another security firm.
O aviso de apertar o cinto de **segurança** se acendeu.	The instruction to fasten safety belts is illuminated
uma operação de **segurança**, devido à recente queda de um avião foi provocada por sabotagem.	a security alert in operation, due to a recent plane crash thought to have been caused by sabotage.
malas de mão revistadas com bem maior zelo do que o habitual pelo pessoal da **segurança**.	hand-baggage scrutinized with more than usual zeal by the security staff.
Tenho acesso aos códigos de **segurança** e aos planos de vigilância	I have access to security codes, surveillance plans, the works .
Nunca alcançaremos a **segurança** da rocha !	We'll never reach the safety of the rock.
O cabo puxa os pinos de **segurança** e " cabum " !	Cable pulls the safety pins. Kaboom.
- Isto é o travão de **segurança** .	That' s the safety.

Another way in which corpora can be used after regular language production activities in the classroom is to address learner error. For example, during a class debate about driving in Portugal, the teacher noticed the learners were repeatedly mistaking *security* for *safety* in sentences such as **It is necessary to improve the security on the roads*. It was a generalized error, common to many learners, probably due to the fact that the distinction between *safety* and *security* does not exist in their native Portuguese. In response to this, the handout in figure 12 was created in no more than a few minutes using selected parallel concordances from COMPARA and OpenSubtitles (Teidemann 2009)[7]. The handout enabled the learners to notice that the Portuguese '*segurança'* was sometimes equivalent to *security* and sometimes equivalent to *safety*. By looking at the contexts around the keywords, the learners were able to make a list of concepts

associated with *security* (e.g. alarms, video cameras, security firms, sabotage, luggage inspection, security codes) and ones associated with *safety* (e.g. flying, safety belts, platform barriers, bolting things to the floor, reaching a safe place, making sure a grenade doesn't explode, emergency breaks). This helped them to separate the two meanings. To finalize, they were asked to add more words to each list in order to consolidate the differences between the two.

6. Conclusion
In this paper, I have argued that for the direct use of corpora in the classroom to work, it should have less to do with the linguist's interest in language research and more to do with teaching speaking, listening, reading and writing. Corpora can be used to create customized exercises to create customized exercises on the fly, as the need arises, to boost incidental learning and promote self-correction and learner autonomy. With the examples given, I hope to have shown that it is perfectly feasible to use corpora for teaching languages without disrupting the normal classroom routine. There are many other ways of integrating corpora with regular lessons and everyday teaching, complementing rather than being used instead of existing pedagogic materials.

I also hope to have shown that using corpora 'hands-on' or 'hands-off' are not mutually exclusive, and that there is a time and place for both. On the one hand, 'hands-off' printed materials or CALL exercises created by the teacher are ideal for extra activities that will benefit the whole class, rather than just one or two students. They do not take very long to prepare and can be reused again and again to address areas of difficulty that are not covered or not covered in sufficient detail by set course materials. 'Hands-on' corpus consultation, on the other hand, is an option that should be considered in situations where learners have individual questions requiring unique look-ups. Although it takes time and substantial training to become a proficient corpus user, language learners needn't become experts in corpus linguistics. Simple demonstrations of how corpora can be utilized to answer authentic questions that emerge in class will suffice. After a few similar episodes, learners should probably be able to generalize from them and carry out analogous queries without any help from the teacher, gradually building up more and more autonomy.

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