Classroom applications of corpus analysis

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Abstract: Corpus linguistics is almost by definition applied linguistics, as was tacitly acknowledged when the American Association of Applied Corpus Linguistics (AAACL) dropped its third A in 2008. Its methodologies can be applied far beyond the discipline itself (cf. McEnery et al., 2006: 8), not least in language teaching and learning, where its influence has been of three main types. The first lies in improved descriptions of language varieties and features which can inform aspects of the language to be taught; the second makes corpora and tools for analysing them available to the teacher; the third puts them directly into the learner's hands. We begin this chapter with an overview of all three types before concentrating mainly on the third type in the final sections, since other chapters in this volume deal in more detail with corpora and vocabulary, lexicography and phraseology, pedagogical materials and translation.
Corpus-based translation classrooms, by their very nature, can offer considerable advantages far beyond what traditional translation classes have to offer. This article, in fact, aims to elaborate on advantages of using corpora in translation classrooms for teachers and students of translation. In a corpus-based translation class, once students learn about corpora, corpus analysis tools and their applications for translation, they can compile and use corpora for any kind of text they may encounter in future. Making students familiar with DIY corpora, for example, enables them to build disposable corpora for any type of text they may come across during their education or later when they enter the translation market.