

English/SLAT 596o: Corpus Linguistics and Language Teaching

Location	Modern Languages 412		
Times	Tuesdays 3:00 – 5:30 p.m.		
Instructor	Jon Reinhardt		
E-mail	jonrein@arizona.edu	Office Phone	621-7395
Homepage	http://www.u.arizona.edu/~jonrein	Cell Phone	270-7682
Office Hours	Tu, Th 1 p.m. – 3 p.m. and by appt.	Office Address	ML 474

Course Description

In this course we will explore the growing impact of corpus-informed approaches on second/foreign language teaching and second language acquisition research. Course readings will introduce corpus linguistics and examine studies using corpus analytic methodology in conjunction with a variety of language and learning theories, including register, genre and sociocultural theory. Through exploration of native-speaker and learner corpora of written and spoken English, course participants will conduct investigations and design corpus-informed pedagogical interventions based on their own needs and interests.

Texts and Software

Required:

1. O’Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge UP.
2. Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Structure and Use*. Cambridge: Cambridge UP.

There are also required readings that will be available as PDF files or class handouts, and a course bibliography on the course homepage. You are also required to download a corpus analysis program onto your personal computer. It will be available for our use on the ML 412 computers, but it will probably be more convenient if you have your own copy. The software is free:

1. AntConc (Win & Mac): <http://www.antlab.sci.waseda.ac.jp/software.html>

In addition I will provide you with several small corpora which we will use in class. There are many free and purchasable tools and corpora, including non-English corpora, some which are web-based, others that you can download and install on your computer. There will be a list of useful links and resources on the course homepage.

Prerequisites

The only prerequisite for this course is that have an interest in applications of empirical, data-driven approaches to L2 pedagogy. You should be comfortable enough on a computer to use programs like Text Editors, MS Excel, and of course the WWW. The concepts we discuss and software we will use do not require in-depth understanding of statistics or computational linguistics.

Course Blog: http://blog.ltc.arizona.edu/cl_l2t_l/

The course blog will be central to the class—it will link to a list of available resources and the supplemental course readings. I will update it with assignments and syllabus updates, which I will

announce in class and/or send e-mails. If you have trouble accessing the site, let me know right away. I will not use the D2L site.

Assignments

For this course you'll be expected to complete several assignments.

Article presentations: For every class there will be a few readings which everyone should do, and 1 supplemental readings, which an assigned student should present to the class. I will provide guidelines on how to present an article properly.

Frequency list, Concordance, and Keyword lists: These three short 1-2 page assignments are due Sept 15, Sept 22, and Sept 29, respectively. The week before each of the assignments we will go over how to complete them, and spend time in class doing so.

Corpus-informed language pedagogical materials: You should create a corpus-informed unit of materials to teach a topic, theme, or area (vocab, grammar, discourse, pragmatics, culture, etc.), preferably something you can eventually actually use. It can, but does not need to be, based on the corpus you create. The unit should be about 10-20 pages, including student handouts if any. You will present your materials in class on Oct 27.

Corpus creation: Working on your own or with another student, you should design a corpus for use in L2 teaching, assessment, research, and/or materials design, and begin populating the corpus with at least 10 texts, saved as text files. This can be a learner corpus of papers students have written, a corpus of academic articles, news stories, TV show or movie transcripts, or whatever else you think would make a useful corpus, within the limits of what's available to you. You should turn in a 5-page description of the corpus by Nov 24, Thanksgiving, including a frequency list and a keyword list comparing your corpus to a larger corpus. I don't need the actual files themselves.

Final project: You should write a graduate-level quality paper as a final project, between 15-30 pages—if you've put a huge effort into your materials, I could accept a shorter paper, like an annotated bibliography or a book review. For the paper I can accept a research project proposal, a literature review, a pedagogical experiment using your corpus, or a theoretical piece; I'd prefer to meet with you individually and discuss what will be most useful for you professionally. You will present a brief summary of your project to the class on the last day of class, Dec 8, and should email me the final paper by Dec 15.

Academic Integrity

You are responsible both for all the material covered in class discussions as well as for the required readings. Please come to class prepared to contribute to an open and respectful environment of discussion and exchange of opinion. Threatening behavior, defined according to university policy (<http://policy.web.arizona.edu/threatening.pdf>) will not be tolerated.

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Dishonesty of any kind will not be tolerated in this course. Refer to the Student Code of Academic Integrity for more information at: <http://dos.web.arizona.edu/uapolicies>.

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be

registered with Disability Resources (621-3268; <http://drc.arizona.edu>) and that youzzz notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.