

Cambridge University Press 978-0-521-85146-6 - From Corpus to Classroom: Language Use and Language Teaching Anne O'Keeffe, Michael McCarthy and Ronald Carter Table of Contents More information

Contents

```
Acknowledgements v
     Preface xi
  1 Introduction 1
 1.1 Introduction: the basics 1
 1.2 What is a corpus and how can we use it? 1
 1.3 Which corpus, what for and what size? 3
1.4 How to make a basic corpus 5
 1.5 Basic corpus linguistic techniques 8
1.6 Lexico-grammatical profiles 14
 1.7 How have corpora been used? 17
1.8 How have corpora influenced language teaching? 21
1.9 Issues and debates in the use of corpora in language teaching 25
  2 Establishing basic and advanced levels in vocabulary learning 31
 2.1 Introduction 31
2.2 Frequency and native-speaker vocabulary size 31
2.3 The most frequent words and the core vocabulary 33
2.4 The broad categories of a basic vocabulary 37
2.5 Chunks at the basic level 46
2.6 The basic level: conclusion 46
2.7 The advanced level 47
2.8 Targets 48
2.9 The vocabulary curve 49
2.10 The 6,000 to 10,000 word band 50
2.11 Meanings and connotations 53
2.12 Breadth and depth 54
  3 Lessons from the analysis of chunks 58
 3.1 Introduction 58
3.2 The single word 58
3.3 Collocation 59
3.4 Strings of words in corpora 60
3.5 Phraseology and idiomaticity 62
3.6 Looking at corpus data 64
3.7 Interpreting the data: chunks and single words 69
3.8 Chunks and units of interaction 70
3.9 Conclusions and implications 75
```

vii



Cambridge University Press 978-0-521-85146-6 - From Corpus to Classroom: Language Use and language teaching Anne O'Keeffe, Michael McCarthy and Ronald Carter Table of Contents More information

viii From Corpus to Classroom: language use and language teaching

4 Idioms in everyday use and in language teaching 80

- 4.1 Introduction 80
- 4.2 Finding and classifying idioms 82
- 4.3 Frequency 84
- 4.4 Meaning 86
- 4.5 Functions of idioms 87
- 4.6 Idioms in specialised contexts 90
- 4.7 Idioms in teaching and learning 94

5 Grammar and lexis and patterns 100

- 5.1 Introduction 100
- 5.2 The example of border 102
- 5.3 Grammar rules and patterns: deterministic and probabilistic 104
- 5.4 The get-passive: an extended case study 106
- 5.5 Previous studies of the *get*-passive 106
- 5.6 Get-passives and related forms 108
- 5.7 Core get-passive constructions in the CANCODE sub-corpus 109
- 5.8 Discussion 113
- 5.9 Grammar as structure and grammar as probabilities: the example of ellipsis 114
- 5.10 Conclusions and implications 115

6 Grammar, discourse and pragmatics 120

- 6.1 Introduction 120
- 6.2 Non-restrictive which-clauses 120
- 6.3 Previous studies of which-clauses 122
- 6.4 Concordance analysis of which-clauses 122
- 6.5 *If-*clauses 127
- 6.6 Wh-cleft clauses 130
- 6.7 Bringing the insights together 136
- 6.8 Corpus grammar and pedagogy 137

7 Listenership and response 140

- 7.1 Introduction 140
- 7.2 Forms of listenership 142
- 7.3 Response tokens across varieties of English 145
- 7.4 Functions of response tokens 148
- 7.5 Conclusions and implications 155

8 Relational language 159

- 8.1 Introduction 159
- 8.2 Conversational routines 163
- 8.3 Small talk *168*
- 8.4 Discourse markers 171
- 8.5 Hedging 174



Cambridge University Press 978-0-521-85146-6 - From Corpus to Classroom: Language Use and language teaching Anne O'Keeffe, Michael McCarthy and Ronald Carter Table of Contents More information

Contents ix

- 8.6 Vagueness and approximation 176
- 8.7 Conclusions and implications 181

9 Language and creativity: creating relationships 184

- 9.1 Introduction 184
- 9.2 Spoken language and creativity 184
- 9.3 Corpora and creativity 188
- 9.4 Creative speakers 190
- 9.5 Applications to pedagogy 191
- 9.6 Corpus to pedagogy: creating relationships 192
- 9.7 SUEs and creativity 192
- 9.8 Quantitative and qualitative 196
- 9.9 Conclusions 197

10 Specialising: academic and business corpora 198

- 10.1 Introduction 198
- 10.2 Written academic English 198
- 10.3 Written academic English: examples of frequency 200
- 10.4 Spoken academic corpora 203
- 10.5 Spoken academic English, conversation and spoken business English 204
- 10.6 The CANBEC business corpus 206
- 10.7 Chunks 210
- 10.8 Problem and its institutional construction in CANBEC 214
- 10.9 Summary 216
- 10.10 Pedagogical implications 216

11 Exploring teacher corpora 220

- 11.1 Introduction 220
- 11.2 Classroom discourse 222
- 11.3 Frameworks for the analysis of classroom language 222
- 11.4 Applying the frameworks to a corpus of classroom data 229
- 11.5 Looking at questioning in the classroom 233
- 11.6 Teacher corpora in professional development 240
- 11.7 Conclusions and considerations 243

Coda 246

References 249

Appendix 1 284

Appendix 2 297

Appendix 3 301

Author index 305

Subject index 310

Publisher's acknowledgements 314