ISLE Online Forum
17 January 2024

English Linguistics in Teacher Education

"Why do I need linguistics? I just want to be a teacher!"

(Student in Kreyer 2023: n.p.)

"After years of practice, I see linguistics as the centre of lessons, especially when teaching pronunciation, grammar and usage."

(Teacher in Kreyer 2023: 14)

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Linguists' voices

- Corpus linguists "must strive to reach more audiences that include teachers and must emphasize concrete pedagogical applications […]. In fact, the strongest force for change could be a new generation of ESL teachers who were introduced to corpus-based research in their training programs [and] have practiced conducting their own corpus investigations and designing materials based on corpus research."

(Conrad 2000: 556)

- "[T]he use of corpora empowers non-native speaking students and teachers because it allows them to develop a rational view of the authority and limitation of native-speaker intuition, thus dispelling an unfounded and unproductive mystique frequently surrounding the native speaker and his/her judgement in our continental English departments."

(Mair 2002: 125)

Corpus applications in teaching

Learners as corpus researchers

- Immersion, discovery learning, autonomy, language awareness, digital literacy
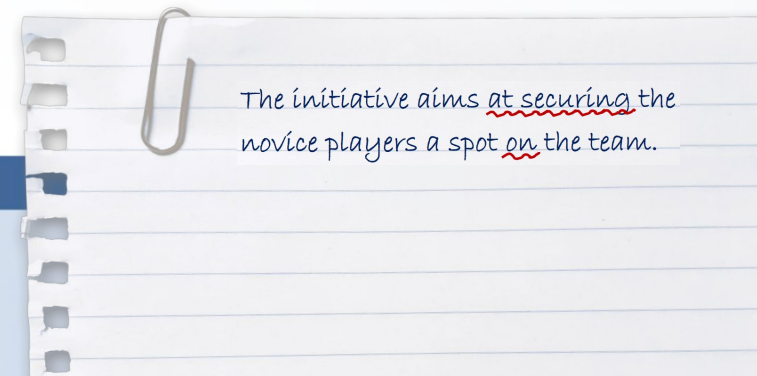- E.g. collectives: the couple BE, the staff BE

REGEL

1. Wenn du betonen möchtest, dass die **Gruppe als Ganzes** (class, crowd, family, team) gesehen wird, verwendest du wie auch im Deutschen die **Singularform des Verbs und der Pronomen**.
   - The **team has** improved a lot this year. That's because **it has** got a new manager now.
   - There **was** a huge **crowd** at the match last Saturday.
2. Wenn du betonen möchtest, dass es um die **einzelnen Mitglieder der Gruppe** (*class, crowd, family, team*) geht, verwendest du die **Pluralform des Verbs und der Pronomen bzw. Begleiter**. Diese Betrachtungsweise wird im Englischen sehr häufig gebraucht.
   - There is even a football **team** here now. Why **do they** look so angry?
     – **They're** afraid **they'll** miss **their** match.
   - Look at the huge **crowd** at the check-in. **They've** been waiting for ages.

Exercise: The a)-examples are informal English; the b)-examples are formal English. Turn the informal ones into formal English and vice versa.

1. a) He likes the people _____
   b) He likes the people **with whom** he surrounds himself.
2. a) That is something **that** the administration has had to grapple **with**.
   b) That is something _____.
3. a) For some, this information may include knowing _____.
   b) For some, this information may include knowing **with whom** their children played at recess.
4. a) The girls _____.
   b) The girls **with whom** they were involved were ages 15 through 17.
5. a) **Whom** would you have to communicate **with** before getting started?
   b) _____ before getting started?

Corpora as a classroom resource

- Needs-driven orpus-based authentic teaching materials, spontaneous lookup
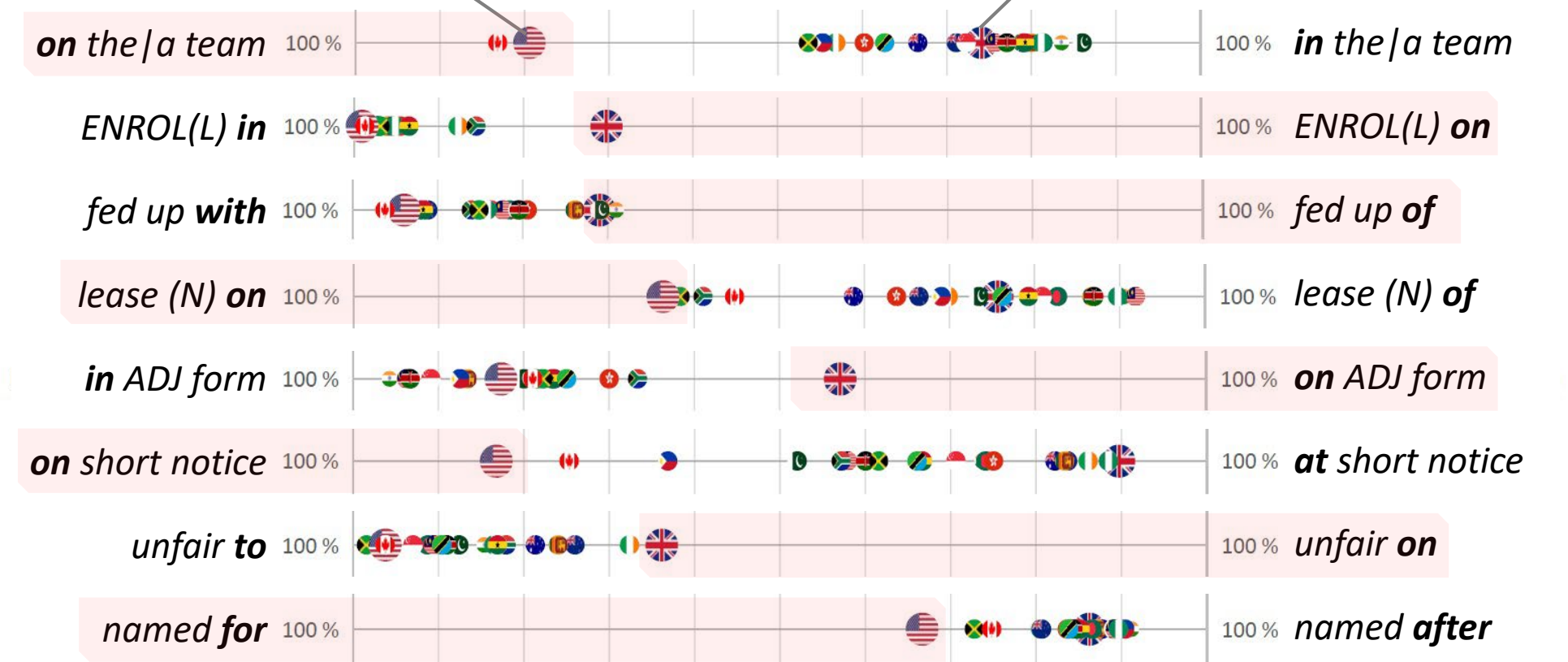- E.g. preposition placement: with ., with whom|which

Corpora behind the scenes

- Evidence-based teaching and feedback, avoidance of bias, attention to varietal differences, empowerment of non-native teachers
- E.g. AIM_vv*_VERB, in|on the team

The initiative aims at securing the novice players a spot on the team.

Questionnaire design

Error correction task

AmE: 79% **on** *the|a team*
21% **in** *the|a team*

BrE: 26% **on** *the|a team*
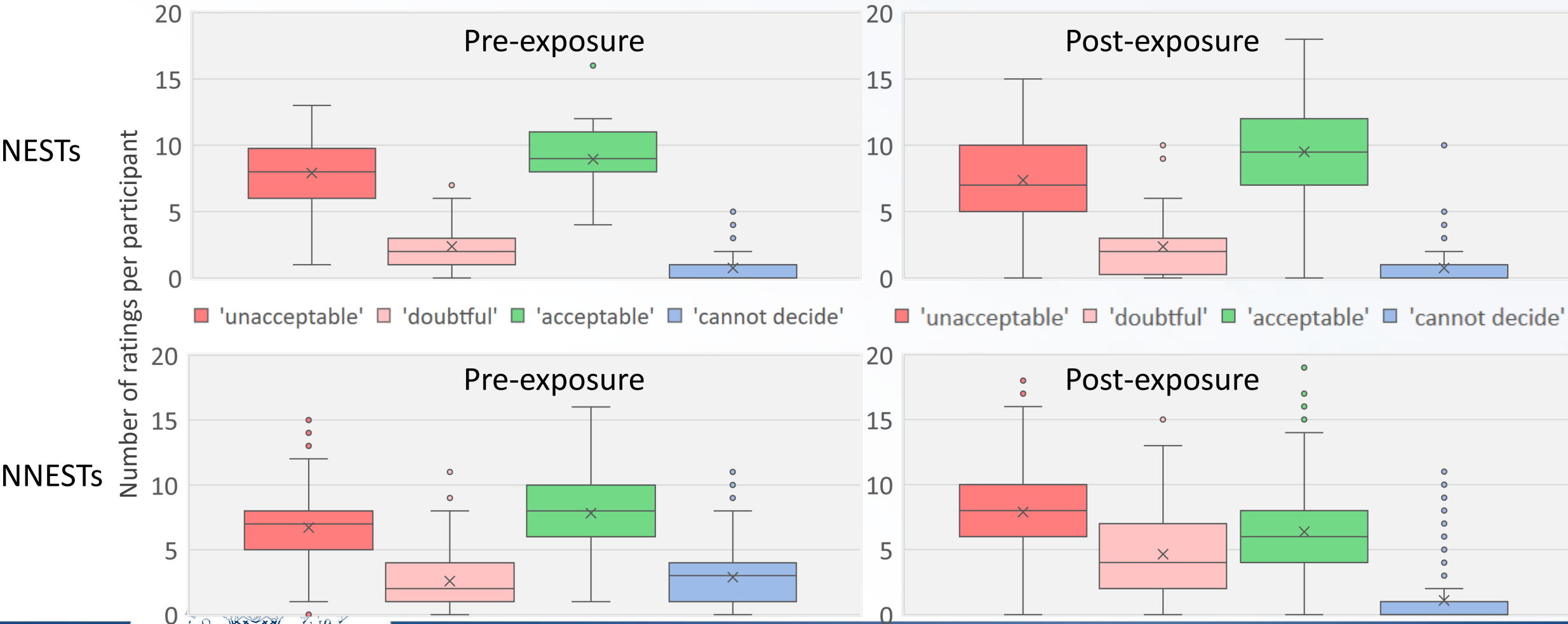74% **in** *the|a team*

on *the|a team*	100%	*in the|a team* 100%
ENROL(L) **in**	100%	*ENROL(L)* **on** 100%
fed up **with**	100%	*fed up* **of** 100%
lease (N) **on**	100%	*lease (N)* **of** 100%
in *ADJ form*	100%	**on** *ADJ form* 100%
on *short notice*	100%	**at** *short notice* 100%
unfair **to**	100%	*unfair* **on** 100%
named **for**	100%	*named* **after** 100%

Corpus:
GloWbE

Questionnaire results
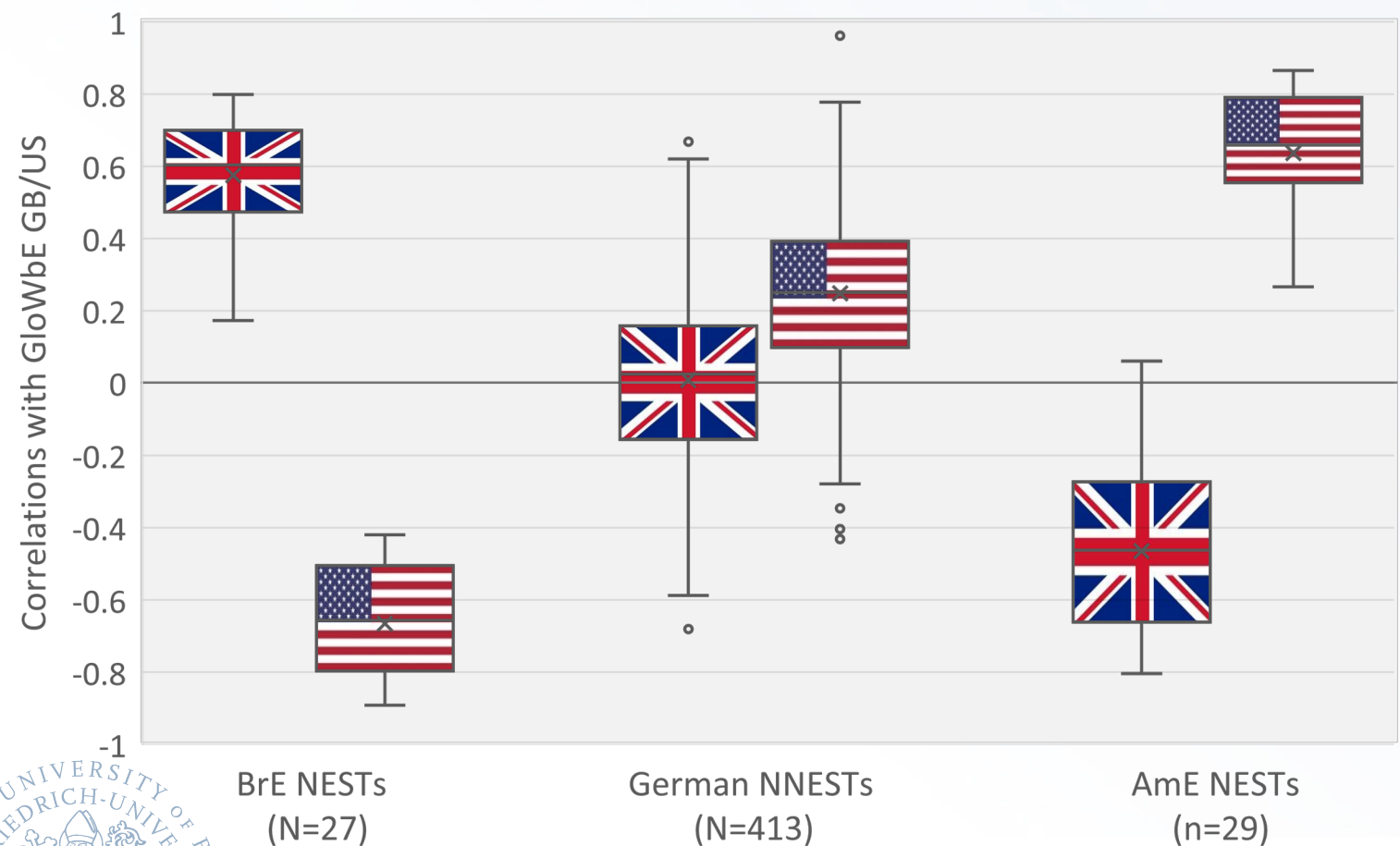
Call for international collaboration:
Join the project!

!

Questionnaire results

NESTs

NNESTs

Number of ratings per participant

Pre-exposure

Post-exposure

■ 'unacceptable' □ 'doubtful' ■ 'acceptable' ■ 'cannot decide'

Target areas

Lehrende
KORPUSlinguistik für
Studierende

http://www.uni-bamberg.de/korplus

Stiftung
Innovation in der
Hochschullehre

Collocations

Register

Vocabulary

Colligations

Grammar

Varieties

Corpus applications in teaching

Table 10 Effect sizes for both within-group (P/P) and between-group (C/E) designs and moderator variables (MV)

Meta-study on corpus use by learners

Effect sizes of 64 studies
(88 unique samples)

L = large (black)
M = medium (dark grey)
S = small (light grey)
0 = negligible (white)   (Boulton & Cobb 2017: 384)

"DDL approaches result in large overall effects for both control/experimental group comparisons (d = 0.95) and for pre/posttest designs (d = 1.50)."

(Boulton & Cobb 2017: 348)

What we can do

- Linguistic seminars
  - Intermediate level: methodological orientation
    - Benefits for writing skills, now including 'competitor' AI tools (ChatGPT & Co.)
  - Advanced level: emphasis on versatility of methodological competence
    - Production of materials (tasks, exercises, videos) for teacher training
  - Interdisciplinary seminars linguistics & ELT & practical language
    - Building coherence across areas of study
- In-service teacher trainings and presentations at teacher conferences
  - Using awareness-raising elements from questionnaire
- Interactive and user-oriented OER self-learning package: http://www.uni-bamberg.de/korplus
  - Also accessible from English-Corpora.org

Round-up

Implications for teacher education

- Connection between the teaching of English as an International Language and the benefits of corpus use (Mair 2002; Granath 2009; Modiano 2020: 202; Jansen, Mohr & Forsberg 2022: 73)
- Corpus literacy can empower future NNESTs and NESTs (Mair 2002)
- The technical skillset has to be matched with an open, tolerant mindset (Schlüter 2024)

Discussion topics

- Which kind of English should be taught to which kind of learner?
- Can or should there be a difference between what and how pre-service English teachers are taught at university and what and how they should teach in service?
- How much orientation towards a standard English is necessary for teachers and learners? How much is beneficial?
- Can liberalism in ELT be upheld in the face of proficiency testing through centralized/high-stakes examinations?

Further reading on the topic

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